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## Some make it, some don't: A study of the characteristics of aspiring academics using the National Study of Postsecondary Faculty, 2004

Natasha Janson  
*William & Mary - School of Education*

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**Some Make It, Some Don't: A Study of the Characteristics of Aspiring Academics  
Using the National Study of Postsecondary Faculty, 2004**

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A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

Dissertation Advisor: Dr. David W. Leslie, Chancellor Professor of Education

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In Partial  
Fulfillment  
Of the Requirements for the Degree  
Doctor of Philosophy

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by  
Natasha Janson  
May 2006

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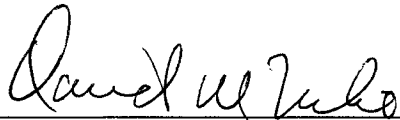
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by

Natasha Janson

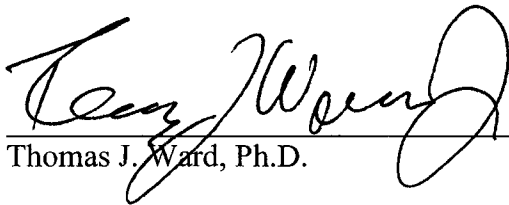
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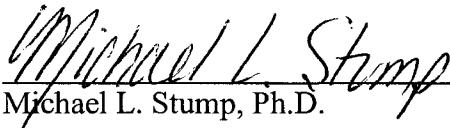
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David W. Leslie, Ed.D.  
Chairperson of Doctoral Committee



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Thomas J. Ward, Ph.D.



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Michael L. Stump, Ph.D.

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### **Abstract**

This study utilized a comprehensive national survey of faculty, the National Study of Postsecondary Faculty from 2004, to assess how part-time faculty who desire to be full-time, or “aspiring academics,” may be different from other part-time and full-time tenure-track faculty on a number of demographic, educational, and career-related variables. The three faculty groups, Aspiring Academics, Other Part-Timers and Full-Time Tenure Track faculty, were compared through the use of two statistical hypotheses tests, Analysis of Variance (ANOVA) and chi-square tests. These tests showed that there were statistically significant differences among the three faculty groups for four study constructs. The results of this study indicated that the profiles of the Aspiring Academic and Other Part-Time Faculty groups were most alike, and that the Full-Time Tenure Track group was generally younger and had more advanced degrees and more concentrated experience in academia than did the other two groups. Also, the employment patterns and certain educational and career achievements had more of a relationship to an individual’s professional status (AA, OPT, or FTTT) than did their personal and family demographics. In general, although AAs purport to want to be full-time, their socialization and development as academics appears delayed, putting them significantly behind the FTTTs in the traditional markers of academic success.

## Chapter 1:

### Introduction to the Study

“For many academics, part-time work feels like a professional disaster: low pay, tiny shared offices, and indifference or outright contempt from full-time faculty members. I've been there, and I was thrilled to stop doing the adjunct shuffle and start my full-time career.” (McClain, 2003, p.C5).

In the fall of 2003, over a third of part-time faculty with doctorate degrees preferred full-time employment to their part-time arrangements (National Study of Postsecondary Faculty, 2004). This group has been chronicled largely through the popular media as faculty who often remain on the professional and social margins of academia. They have been called “freeway-fliers” (Maitland, 1987) and “roads scholars” (Schroeder, 2004) and much attention has been lavished on the idea that they are not getting what they came for in their profession. At the website, the “AdjunctAdvocate.com,” one part-timer says the majority of part-time faculty at his institution does not work outside the institution and are not paid a “living wage.” In addition, he laments, “[The administration] is pretending it is the 1950s, when adjuncts occupied a smaller role, but this is the 21<sup>st</sup> century” (Alperin, 2005).

The result of this attention to part-timers who desire a full-time role, the “aspiring academics,” may be sweeping generalizations about the feasibility of the academic career and the motivations and roles of all part-time faculty. Those who dismiss all part-time faculty as “aspiring academics” may not fully understand how part-timers fit so critically into academia’s contemporary structural scheme. But the aspiring academics also have a story to tell, and little research has been done to understand what may be different about

these individuals and/or the circumstances that have diverted them from the full-time tenure-eligible faculty positions they desire. As Leslie, Janson & Conley (2006) explain, “For new PhDs who have invested years in preparation, the prospect of relatively low-paying work without prospect of long-term security [as offered by tenure] can only discourage interest in academic careers” (p. 79).

### Rationale for the Study

The existence of the “aspiring academic” part-time faculty group is recognized largely through popular media stories. Also, however, statistics from major surveys such as the National Study of Postsecondary Faculty show that an estimated 15 percent of part-time faculty self-identify as desiring full-time employment (NSOPF: 04). But little detail is actually understood about why this aspiring academic group has been diverted from their professional goals. Their profiles have not been compared with those of other part-time faculty (those who prefer part-time work) and with full-time tenure-eligible faculty. Such comparisons could do much to help explain who gets full-time tenure-track faculty employment and who does not. This study utilizes a comprehensive national survey of faculty, the National Study of Postsecondary Faculty from 2004, to assess how part-time faculty who desire to be full-time, or “aspiring academics,” may be different from other part-time and full-time tenure-track faculty on a number of career-related, educational, and demographic variables.

## Definitions

In a *New Directions for Higher Education* volume dedicated to studies, essays, and informed commentary on part-time faculty, the editor provides a generally fitting description of part-timers as “individuals who are appointed to teach courses and who are employed on some basis other than a full-time contract” (Leslie, 1998a, p.1). In this same volume, Langenberg (1998) further refines and relates his understanding of part-time faculty as “persons employed by a university, usually to teach, in positions that carry few if any of the elements of compensation, benefits, or status enjoyed by regular faculty members” (p.41). Either of these definitions suits the general discussion of part-time faculty in this study.

Further, research indicates that generalizations about type, cause, and effect of the use of part-time faculty are too simplistic for any thorough consideration of this diverse group (Benjamin, 1998; Langenberg, 1998; Leslie, Kellams, & Gunne, 1982). Leslie (1998b) indicates that the issue of part-time faculty must be considered “a multivariate phenomenon. It has varied roots, varied manifestations, and varied effects from discipline to discipline, from institution to institution, and from one type of institution (research universities, for example) to another type of institution (community colleges, for example)” (p.95). Since the 1970s, various typologies have been created to differentiate among types of part-time faculty.

One of the first major categorizations of part-time faculty was developed in 1978 by H. P. Tuckman in his efforts to better describe the differences in the population encountered in the first widespread survey of part-time faculty (Biles & Tuckman, 1986; Gappa & Leslie, 1993). This typology consists of seven categories and sorts part-timers

“based upon their labor-supply behavior and on the way in which the part-time role fits into their overall career or work objectives” (Leslie et al., 1982, p. 37). Biles and Tuckman (1986) also reference the “widely cited Tobias Taxonomy” which principally categorizes part-timers “on the basis of their employment situation” (p.12), and takes into account the fringe benefits and departmental duties of a part-timer when classifying them.

In their comprehensive book on part-time faculty, *The Invisible Faculty*, Gappa & Leslie (1993) condensed Tuckman’s seven classes of part-timers into four broader categories. They note, “We found the patterns of work experience and motivation [of part-timers] too complex to fit into the narrow categories Tuckman’s typology suggests” (p. 47). Gappa and Leslie’s categories were created to give “more information about other components of people’s lives” (p. 47) such as their “care-giving roles and life-style concerns” (p.47).

Notwithstanding their differences and variations, the Tobias, Tuckman, and Gappa/Leslie typologies all reference two principal strands of part-time faculty, those who wish to be part-time for a variety of reasons, and those who are part-time because they are unable to obtain full-time academic employment.

#### *Part-Time By Choice*

Some individuals may choose part-time faculty employment because they already have full-time employment outside academia. The NSOPF: 04 data shows that almost half, 47 percent, of part-time faculty hold a full-time job outside the college or university where they are employed part-time. Tuckman classifies such individuals as “full-mooners” (Biles & Tuckman, 1986), the Tobias Taxonomy calls them “moonlighters,” (Biles & Tuckman), and Gappa and Leslie (1993) term them “specialists, experts and

professionals.” Because their outside jobs provide their principal wages and job security, these part-timers teach primarily for reasons of professional and personal fulfillment (Benjamin, 1998) and sometimes even decline to be paid due to the tax complications of working contractually for minimal pay (Leslie, 1989).

Other faculty choose part-time work because they are what Gappa and Leslie (1993) call “career-enders” or “those who are already fully retired and those who are in transition from well-established careers (mostly outside of higher education) to a preretired or retired status in which part-time teaching plays a significant role” (p.47). Recent studies on phased retirement policies indicate that the faculty members who choose these part-time arrangements do so for financial, psychological, and intellectually-rewarding reasons (Allen, Clark, & Ghent, 2004; Leslie & Janson, 2005).

The remaining faculty who purposefully choose part-time academic work may be considered “freelancers” or “a composite of all part-timers whose current career is the sum of all the part-time jobs or roles they have, only one of which is part-time teaching in higher education” (Gappa & Leslie, 1993, p.49). “Freelancers” include those who “worked part-time because they cared for children or other relatives” (p. 46) because, for example,

Although there are downsides to [working part-time] -- a loss of income, perhaps a loss of influence, and even a loss of benefits when you work below a certain number of hours each week -- we accept them in order to secure that elusive, delicious mix: time with our families and fulfilling professional lives. (McClain, 2003, C5).

Other “freelancers” include part-timers who use their time away from campus, by choice, to work on personal or other projects. Tobin (2002) gives the example of “artists who want less-than-full-time teaching in order to make time for their creative work, as well as artists who deliberately decided not to tie their creative work to a tenure decision” (p.23). Burke (2004) says that, “Some adjuncts I know teach part time because that is all the work they want; others teach part time so they can do other kinds of work, such as publishing, editing, or being musicians” (p.C3). Gappa and Leslie (1993) argue that “Freelancers...are not aspiring academics” (p.49), primarily because they do not desire full-time academic employment.

In sum, in this study those faculty members who are part-time by choice, the “specialists, experts, and professionals,” the “career-enders” and the “free-lancers,” are referred to as “other part-timers.” These part-timers do not desire full-time faculty work and for this reason are not a part of the “aspiring academic” group.

*Part-time By Default: the Aspiring Academics*

The existence of part-time faculty who wish to be full-time has long been noticed. Under the 1970s Tuckman Typology, these part-timers were accordingly considered, “hopeful full-timers” (Biles & Tuckman, 1986). Under the Tobias Taxonomy, they were “Twilighters” or “persons who are not otherwise employed, but whom the institution chooses not to give a regular...position” (Biles & Tuckman, p.12). Gappa and Leslie (1993) call these individuals “aspiring academics” explaining,

We have relabeled Tuckman’s hopeful full-timers *aspiring academics* because the focus of their career aspiration is not necessarily to teach full-time but to be fully participating, recognized, and rewarded members of the faculty with a status at



least similar to that currently associated with the tenure-track or tenured faculty.  
(p.48).

With the permission of David Leslie, for the purposes of this study, the term “aspiring academic” has been adapted to mean strictly “part-time faculty who desire full-time faculty employment,” with the recognition that the term, as originally coined, had a fuller meaning.

### Conceptual Foundation and Proposed Model for the Study

This study is based on two strands of research that identify the difficulty of entry into and advancement within full-time tenure-eligible positions in academe. The literature on entry into the traditional full-time tenure-eligible faculty position indicates that for a variety of largely financial reasons, institutions are increasingly hiring part-time faculty in lieu of full-time tenure-track faculty. The literature on the difficulty of advancement within the profession shows that part-time faculty are at a decided disadvantage in comparison with full-time tenure track faculty when it comes to career supports such as salary, benefits and other nonmonetary compensation, job security, and the potential for advancement. While some part-time faculty prefer their part-time roles and may be relatively unfazed by these employment conditions, a certain contingent, the aspiring academics, express interest in pursuing full-time positions and may be more affected by these conditions in the advancement of their careers.

The proposed model for this study includes four constructs based on the entry and advancement research strands of the conceptual framework. These constructs include the faculty member’s “Educational Background,” their “Employment Background and

Current Position,” their “Career Success” and their “Personal and Family Demographics.” These constructs will be quantified using variables available from the National Center for Education Statistics (NCES) most recent National Study of Postsecondary Faculty (NSOPF: 04), which includes data on faculty from the fall of 2003. The proposed model of professional status allows for the testing of the relationship between the constructs (the independent variables) and a faculty member’s professional (full- or part-time or aspiring academic) status as the dependent variable.

#### Statement of the Problem

This study will utilize data from the National Study of Postsecondary Faculty (NSOPF) from 2004 to compare and contrast the characteristics of aspiring academics with both full-time tenure track faculty members, and with other part-timers. There are four principal research questions in this study based on the proposed model of full-, part-time, or aspiring academic status for faculty members. These research questions are:

- 1) What are the differences in the personal and family demographics of aspiring academics and full-time tenure track faculty, and aspiring academics and other part-timers?
- 2) What are the differences in educational background between aspiring academics and full-time tenure track faculty, and aspiring academics and other part-timers?
- 3) What are the differences in the employment backgrounds and current positions of aspiring academics and full-time tenure track faculty, and aspiring academics and other part-timers?

4) What are the differences in certain measures of the career success of aspiring academics and full-time tenure track faculty, and aspiring academics and other part-timers?

The researcher proposes that there will be differences between the aspiring academic group and the full-time tenure track group and the aspiring academic group and other part-timers in the measures of each of these constructs. Based on literature in Chapter 2 that shows the difficulty of entry and advancement in the faculty career, it is likely that observable differences will be found between the aspiring academic, other part-time, and full-time tenure-track faculty groups in terms of such background factors, for example, as the nature of their post-secondary employment (e.g., how long have they been part-time), career success thus far (e.g., publication record), and having a family. Chapter 3 outlines all of the specific variables that will be studied to determine exactly where differences may be found.

#### Limitations of the Study

The principal limitation of this study is that the aspiring academic group is so-called because of their self-identification to one specific question in the NSOPF: 04 survey. The question asks part-time faculty, “Would you have preferred a full-time position for the Fall 2003 term at [your institution]?” (Question Q8, NSOPF: 04). While this information provides a basis for distinguishing individuals who prefer full-time faculty employment, it does not provide a basis for assessing the career motivations of these individuals or for understanding whether they desire a full-time tenure track position as opposed to a full-time non-tenure-track position. As such, the results of this

study will be used only to profile differences or similarities between the educational, career, and demographic variables of the aspiring academic, part-time, and full-time tenure-track faculty groups.

### Significance of the Outcomes

The results of this study have important implications for colleges and universities and for the academics they hire. Understanding what the various factors are that contribute (and the degree to which they do so) to an academic's tenure-eligible or aspiring academic status, could be important to individual institutions, departments, and disciplines as they assess how they prepare individuals for the faculty career and also for the structuring of their hiring policies. For individuals considering or involved in a faculty career, this study could hold important information about key variables that may influence the successful pursuit of a tenure-eligible position. In general, more knowledge is needed about the variables that may affect an individual's pursuit of and success in an academic career.

## Chapter 2: Literature Review

Entry into and advancement in full-time tenure track faculty positions has become increasingly difficult (Gappa & Leslie, 1997; Leslie, 1998a; Maitland & Hendrickson, 2004; Tobin, 2002). The academic employment pipeline has slowed or delayed the entry of new faculty into full-time tenure track positions. The existing academic climate is one of tighter fiscal environments, a differential supply of PhDs among disciplines, a purported reluctance by institutions to grant tenure, and stringent entry requirements. Entry into a full-time tenure track position is increasingly unavailable to all the aspiring academics who desire it.

Further, career advancement for those who enter academia off the full-time tenure track also appears to be limited. Gaps are noted between the reward structures and support systems of part-time and full-time tenure track faculty in the academic career. Part-time faculty, though generally considered qualified for their assignments and found to be productive, often work under less than optimal conditions and reap few financial rewards. Many part-time faculty, however, accept these conditions in return for the satisfactions of working in academe and because their part-time academic work is but one aspect of their working lives. But for the aspiring academic group, more information is needed about how “part-time” status, in combination with the deficiencies of their working conditions, may negatively affect the advancement of their careers. The available literature, as outlined in this chapter, shows that the route to a full-time tenure track career, including all the rewards and benefits that such a career entails, is arduous. Under these circumstances, questions remain regarding what aspiring academics can expect in the way of access to and success in a career as a tenure track faculty member.

Answers may be found in profiling aspiring academics and comparing them to full-time tenure track faculty to better understand just how different, in terms of specific educational, personal, and employment variables, the aspiring academics are from tenure-eligible faculty.

### Entry into Academe

Entry for individuals to full-time tenure track faculty positions has become less common. Statistics show that institutions are increasingly hiring part-time faculty and that the percentage of aspiring academics as a proportion of part-time faculty, is increasing. The literature shows that tighter budgets, too many PhDs in some fields, and institutional reluctance to tenure or provide flexibility, as well as stringent qualification requirements, are the principal reasons for this change.

### *Growth In the Number of Part-Time Faculty*

While part-time faculty have always been an integral part of community and technical colleges (Wallin, 2005), faculty were first hired for part-time positions in large numbers across the broader institutional spectrum during the fiscal crises and expanding student enrollments of the 1970s (Maitland & Rhoades, 2005). By the 1990s the use of part-time faculty had become “a way of life” (Gappa & Leslie, 1993, p.2). This continuing trend is substantiated by the decreasing proportion of full-time tenured or tenure-track faculty through the 1980s and 1990s (Rasell & Appelbaum, 1998). In the fall of 1987, 42 percent of faculty were tenured (NSOPF: 88). In the fall of 2003, 28 percent were tenured (NSOPF: 04). As Haeger (1998) insists, “There seems little doubt that

tenure or tenure-track contracts will no longer be the dominant form of employment within colleges and universities” (p. 85).

Institutions hired nine percent more part-time faculty, “once a rarity on college campuses” (Biles & Tuckman, 1986, p.1), between 2001 and 2003, while they hired only two percent more full-time faculty during that same time period (Knapp et al., 2003; Knapp et al., 2005). As of fall 2003, part-time faculty constituted 46 percent of all faculty in degree-granting institutions in the United States (Knapp et al., 2005, p.6). Researchers confirm that part-time and full-time non-tenure track faculty together now comprise the majority of all faculty at colleges and universities (Anderson, 2002; Leslie, 1998a). The American Association of University Professors (AAUP) calls this change in faculty composition “probably the single most significant development in higher education in the last two decades” (AAUP, 2005b, p.21).

Within the part-time group, data from NSOPF: 04 shows that in the fall of 2003, 39 percent of part-time faculty who held master’s degrees and 37 percent of part-time faculty who held doctorates, were part-time but preferred full-time faculty positions. These numbers were up slightly from the 36 percent of part-time faculty with master’s degrees and 32 percent of part-timers with doctorates, in the fall of 1998 who said they both preferred full-time faculty work and also found it to be unavailable (Anderson, 2002, Figure 6, p. 19).

#### *Reasons for Increased Institutional Hiring of Part-Timers*

Increased institutional hiring of part-timers has been the subject of some analyses. Reasons cited for the increase are largely financial in nature, although institutional hiring

and tenure policies are also constrained by a variety of logistical factors which mean less freedom to hire full-time tenure-track faculty.

*Tighter budgets.*

Some analysts believe the trend toward the increasing use of part-time faculty is a symptom of broader societal economic conditions (Maitland & Rhoades, 2005; Rasell & Appelbaum, 1998; Wyles, 1998). Wyles (1998) asserts, “The situation for part-time faculty is simply a microcosm of our national economy in which one in three workers is a contingent worker. The shift...is part of the wider employment pattern of downsizing, subcontracting, and outsourcing” (p.92). Rasell & Appelbaum (2005) use data from the Bureau of Labor Statistics from 1997 to show that the use of “nonstandard work arrangements” or “the absence of a regular, full-time employer-employee relationship” have increased throughout the marketplace since the 1970s (pp. 29-30). Maitland & Rhoades (2005) assert that such nonstandard relationships are the norm in a “just-in-time service economy” where employers “are reducing employee rights, combating unions, and requiring more work at piece-rates” (p.75).

Many researchers, however, attribute the increased use of part-time faculty most directly to declining institutional budgets (Haeger, 1998; Langenberg; 1998, Leslie, 1998a). Langenberg (1998) summarily states, the “Part-time faculty market allows the university to get good work done cheaply” (p.41). Also, less available money and the “aging of the [tenured] professoriate” (Leslie, 1989, p.33) exacerbated by the end of mandatory retirement (Leslie & Janson, 2005), mean less ability for institutions to pay for the salaries of new tenured faculty and more reliance on part-time faculty (Maitland & Hendrickson, 2004). Nelson’s (1997) essay on “Superstars” particularly in the fields of



business, law, and medicine, further asserts that in an era of tight funds, savings from employment of part-timers are used to afford academic celebrities in particular disciplines.

Less available money within institutions of higher education also means less managerial ability to handle expansion in student enrollments. The result is an increase in the use of part-time faculty (Gappa & Leslie, 1993; Langenberg, 1998). Part-timers allow departments and institutions the increased and needed flexibility to cover courses when enrollment increases or program popularity surges and are being tested, or when searches for new permanent hires are under way (Gaddy, 1998; Haeger, 1998; Leslie, 1989; Wyles, 1998). Lawrence (1998) specifies that part-timers are used where there is a relatively sudden demand by students for courses requiring “highly specialized expertise” or in “emerging areas” (p.26) and relatively constant demand for instruction of “lower-division courses like English composition” (p.25).

*Differential production of PhDs by discipline.*

The differential production of PhDs by discipline relates to the feasibility of entry into full-time tenure track positions in each of the fields. The humanities and the social sciences generally overproduce new doctoral graduates, while areas like business and engineering often witness a brain drain of their doctoral graduates to the more financially rewarding private sectors (Leslie, 1989; Leslie, 1998a). Thus, doctorate holders in the humanities and social sciences may experience difficulty obtaining full-time positions, while those in business and engineering may not.

Benjamin (1998) used an individual’s discipline to sort part-timers into two clusters (and analyze their differences) based on whether these individuals were in a

“vocationally oriented” or “liberal-arts-oriented” discipline (p. 45). He found that individuals in the liberal-arts oriented cluster (i.e., faculty in the fields of history, English and literature, foreign languages, fine arts, sociology, philosophy and religion, biological sciences, and political sciences) are more often looking for full-time academic work than those in the vocationally-oriented cluster (i.e., health, nursing, occupational programs, law, business, engineering, physical sciences, and teacher education programs).

As the Modern Language Association (MLA, 2003) reports, “Our best information suggests that the odds of new PhDs in language and literature finding full-time academic employment in their fields immediately after graduation have been no better than 50-50 and are often lower” (“Professionalization in Perspective” web page). Leslie (1989) explains that in certain disciplines, such as education, increasing desire for “clinical” faculty such as “experienced schoolteachers who can serve as role models and mentors to aspiring educators” (p.34) reduces the need for creating and filling tenured positions in these fields. Also, in fields where practical knowledge is especially valued because “practice develops ahead of theory” (Leslie, 1989, p. 40), part-timers are used instead of full-time tenure track faculty to infuse applied knowledge into the classroom (Benjamin, 1998; Leslie, 1989; Wyles, 1998). Leslie (1989) asserts, “Appointing prominent professionals to adjunct positions-assuming academic and other qualifications are in order-can bring positive public notice to an institution...it can enhance the image and visibility of a program or department” (p. 41).

Current market demands for PhDs in a discipline may also have future implications for the faculty career in that discipline. One article discusses the adverse effects on the morale and career aspirations of graduate students who are in disciplines

and departments with numbers of young, temporary faculty (Crannell, 1998). The “long-range attractiveness” (Gaddy, 1998, p. 64) of certain disciplines, especially for the “best and brightest” (Leslie, 1998b, p. 97) could be in jeopardy if part-time work were to be considered the faculty norm.

*Institutional reluctance to tenure.*

Some researchers argue that institutions wish to eliminate tenure. Administrators who hire more part-timers can gain increasing control in their own positions (Foster & Foster, 1998; Pratt, 1997). Gappa and Leslie (1993) believe that “many institutions are no longer willing or able to make the fiscal, moral, and intellectual commitments that tenure requires to all, or even most, faculty members” (p.1). Tiered systems are created when awarding tenure or placing individuals on a tenure track becomes reserved for a few elite faculty members, as part-time and/or non-tenure track positions become more the norm for the greater faculty population (Gappa & Leslie, 1993; Schuster, 1998).

*Stringent requirements for entry.*

In general, academic employment imposes stringent requirements for entry. Between part-timers and full-time faculty, some point to data that indicates that part-timers have proportionately less-advanced degrees than tenured full-time faculty (Benjamin, 1998; Anderson, 2002). However, Benjamin (1998) does say, “Duties of part-time faculty require professional training, ability, skills, and performance (p. 52). It is generally understood that for many part-time positions where teaching largely lower-division undergraduate courses is the primary responsibility, having a master’s degree is adequate (Gappa & Leslie, 1997; Haeger, 1998; Wyles, 1998). However, differences in the qualifications of those who aspire to be full-time tenure track faculty but who are

currently part-time, and those who are full-time on the tenure track, are not well known.

### Advancement in Academe

While entry into academe as a full-time tenure track faculty member may be increasingly difficult, advancement in the profession for those not on the tenure track may be at least equally difficult. In spite of relatively productive careers, research shows part-timers to lag significantly behind full-time tenure track faculty in faculty rewards and support.

#### *Productivity of Part-Time Faculty*

Part-time faculty are generally considered to be good workers who do their jobs well (Anderson, 2002; Gaddy, 1998; Lawrence, 1998; Leslie, 1998b). They are said to be competent or better teachers (Gappa & Leslie, 1993; Haeger, 1998; Tobin, 2002). Leslie (1998b) indicates that part-timers handle “much of the core production (undergraduate teaching) in many departments, and very nearly all of it in some” (p.98). Data from NSOPF: 04 shows that part-time faculty on average, teach two classes or sections per term and have about four regular scheduled office hours per week (in comparison with the approximately seven scheduled office hours of full-time tenure track faculty). Part-timers also spend a little more time advising students every week (4.1 hours) than do full-time faculty (3.7 hours/week). In spite of their heavy instruction-related responsibilities, part-time faculty still spend about three hours per week serving on administrative committees (full-time faculty average about five hours per week serving on such committees) and average about 24 publications over the course of their careers (full-time faculty average 38 total career publications). Regarding the commitment of part-timers,

Carroll (2003) writes in *The Chronicle of Higher Education*, “Your contractual status has little to do with your commitment to students. Do full-time faculty members have some inherent virtue that makes them give all of their extra time and attention to students?” (p. C4).

#### *Faculty Reward and Advancement and Part-Timers*

Much literature notes that while part-timers are qualified and do work hard, many encounter employment conditions, including rewards and support, which are less satisfactory than those enjoyed by their full-time counterparts. Wyles (1998) refers to this attitude as “institutional neglect” (p.92) of the part-time faculty. Gappa and Leslie (1997) call part-timers the “have nots” (p.5). “Exploited” is a term commonly used to describe the position of part-timers within colleges and universities (Biles & Tuckman, 1986; Leslie, 1989; Tobin, 2002). These terms refer to conditions for part-timers where pay is insufficient, job insecurity is high, and institutional support is minimal. The literature details how the traditional faculty rewards of tenure, academic freedom, salary, and benefits, and the logistical and psychological support offered to part-time faculty, are largely substandard in comparison with those offered to full-time tenure track faculty.

#### *Tenure.*

Lee (1989) states, “The decision whether to grant tenure to a faculty member is probably the most important one an institution makes” (p.9). Most part-time faculty are simply not eligible for tenure. In the fall of 2003, 71 percent of full-time faculty were tenured or on the tenure track, while only 4 percent of part-time faculty were tenured or on the tenure track (NSOPF: 04).

For women faculty with caregiving roles, studies show that achieving tenure is especially difficult. Leslie and Janson (2005) cited figures from NSOPF: 99 to show that women “make the greater sacrifice in choosing an academic career” (p.29) in terms of ability to marry and/or have dependents and still achieve success. In Mason and Goulden’s (2002) research entitled, “Do Babies Matter: The Effect of Family Formation on the Lifelong Careers of Academic Men and Women,” results showed that female faculty were more unlikely to have children than were male faculty, and women who had children early in their academic careers were less likely to achieve tenure than were men who had children early in their academic careers. In fact, the study found that men who had children early in their academic careers actually achieved tenure at slightly higher rates than men who did not. And because almost half, 49 percent, of women are part-time (NSOPF: 04), understanding how their caregiving roles may affect their ability to pursue full-time tenure-track careers is important.

*Academic freedom.*

The AAUP’s “1940 Statement of Principles of Academic Freedom and Tenure” states that academic freedom is essential for faculty because “The common good depends upon the free search for truth and its free exposition” (AAUP website). Concern is accordingly expressed for the academic freedom of part-time faculty because they are largely unprotected by tenure (AAUP, 2005a; Leslie, 1998). Leslie (1998b) asks,

Does the new majority of part-time and temporary faculty enjoy equal protection for their academic freedom? Because the academic community’s main value to society is the unfettered search for truth, the consequences if they are not protected could be serious for the attractiveness of academic careers, for the social

processes of discovery and creation, and for the viability of colleges and universities as legitimate social institutions. (p.98).

Thus, how academic freedom (or lack thereof) affects the teaching and research of part-time faculty is not well understood and is difficult to measure.

*Salaries.*

Part-time faculty are generally paid a per credit hour rate or on a scale determined using a formula based on the variables of qualifications and seniority (Benjamin, 1998; Gappa & Leslie, 1997; Maitland & Rhoades, 2005). NSOPF: 04 data shows that part-time faculty are paid an average of about \$1,864 per course in comparison with full-time tenure track faculty who earn (not including benefits) approximately \$5,691 per course. Using NSOPF: 99 data, Monks (2004) calculated that part-timers are paid 64 percent less per hour than “comparable full-time tenure track assistant professors.” In their book, *The Invisible Faculty*, Gappa and Leslie (1993) summarize their interviews with part-timers, who make comments such as, “The chair wrote me a thank-you note. My husband and I laugh about taking thank-you notes to the grocery store” (p.161) and “There is a lot of wasted energy and unnecessary expense involved in trying to stay alive with part-time teaching” (p.162). In spite of evidence that shows that part-time faculty are generally at least as satisfied as full-time faculty (Anderson, 2002; Antony & Valdez, 2002; Gappa & Leslie, 1997), in the fall of 1998 almost half of part-time faculty reported dissatisfaction with their salaries (Anderson, 2002, p. 20).

*Benefits.*

The literature also shows that it is unusual for part-timers to be eligible (except where collective bargaining agreements have been reached) for benefits such as health or

life insurance, sick leave, professional development, sabbaticals, tuition benefits for children and other usual faculty benefits (Burke, 2004; Leslie, 1989; Maitland & Rhoades, 2005). The numbers from NSOPF: 99 reveal that part-time faculty (included as part of the larger nontraditional faculty group), in comparison with traditional faculty, receive “significantly less in nonmonetary compensation” (Anderson, 2002, p. 1).

Anderson’s (2002) analyses indicate that 99 percent of full-time faculty across institutional sectors (type and four year versus two year) receive medical benefits, while only 36 percent of part-time faculty at these institutions do. Similarly 99 percent of full-timers receive retirement benefits in comparison with 54 percent of part-timers (Table 6, p. 16). Eight percent of part-timers receive institutional support for professional association funds in comparison with 41 percent of full-time tenure track faculty. Eleven percent receives professional travel funds (full-time tenure track faculty, 71 percent). Three percent receive release time from teaching (full-time tenure track faculty, 18 percent). One percent receive sabbatical leave (full-time tenure track faculty, 7 percent), and 10 percent receive training to improve research and training in comparison with 30 percent of full-time tenure track faculty (Figure 5, p.17). Clearly, working full-time in academia has its benefits.

#### *Job security.*

Job security, or lack thereof, is also an issue for part-time faculty. Their contracts look very little like those of full-time faculty. They are generally hired on a term-by-term basis (Gappa & Leslie, 1997; Wyles, 1998). Part-time contracts are sometimes verbal (Leslie, 1989), often offered at the eleventh hour (Leslie, 1998b; Tobin, 2002), and even subject to last-minute cancellation if, for example, course enrollments are too low



(Smallwood, 2004). Leslie (1998b) recounts that part-timers “are also routinely terminated when the continuity of their employment approaches the minimum required for vesting in various benefits and other protections” (p.99).

Occasionally, collective bargaining agreements where part-time faculty have unionized have meant that some “[part-time] contracts now provide stability and protection, including seniority in hiring decisions, longer-term contracts, and ensuring notice...[these contracts] address class selection, reappointment to a contingent position, and possible appointment to a full position” (Maitland & Rhoades, 2005, p. 78).

Although collective bargaining agreements with part-time faculty and innovative response to widespread complaints are changing some of the norms, usual faculty rights such as job performance evaluations and participation in departmental or institutional governance structures are often not written into or considered a part of part-time contracts (Leslie, 1989; Maitland & Rhoades, 2005; Tobin, 2002). So while collective bargaining has improved the position of some part-time faculty, generally most part-time faculty are forced to live with faculty contracts that offer less security than those of full-time tenure track faculty.

*Logistical support.*

Finally, part-time faculty are also said to be disadvantaged when it comes to support for job preparation. They may or may not have a place to sit and work (quietly) when they arrive at the institution, they often are not afforded secretarial support, and they rarely are given access to equipment as job-essential as telephones and computers (Jacobs, 1998; Leslie, 1998b; Tolbert, 1998). Haeger (1998) also notes that part-time faculty are largely forgotten when it comes to receiving incidentals such as “university

guides or handbooks of services, expectations, calendar of dates, and student policies” (p.85).

*Psychological support.*

Anecdotal evidence suggests that part-timers experience psychological pitfalls associated with their part-time arrangements and are disadvantaged by a faculty caste-system. They are commonly said to experience “social marginality and alienation” (Leslie, 1989, p.37), feel a “sense of disassociation or *anomie* in terms of their relationship with the institution” (Mulholland & Grogan, 2002, p. 3), and complain that “They have no voice in curricular development, in textbook selection, in the work of their respective divisions, or generally, in the governance of the institution” (Wyles, 1998, p. 90). One article even noted that part-time faculty are subject to and object to surveillance and control measures (e.g., sign in check points) not experienced by their full-time counterparts (Krier & Staples, 1993). Langenberg (1998) avows that part-timers:

...are not “regular” faculty. That would simply be a fact of life, not a problem, were it not for the propensity of our status-conscious regular faculty, and hence our institutions, to think of them and to treat them as if they were a lesser species. Thus they are not just “nonfaculty,” or “irregular faculty,” they are “subfaculty.”... We have all seen in other sectors of our society, what damage such an attitude can cause. (p.43).

Leslie claims, “Part-time faculty powerfully resent the inequities they endure” (Leslie, 1998b, p. 90). One part-timer describes his academic career as “a horrible life. I'm running from campus to campus. I know none of my colleagues at any of my jobs. I have

some supervisors who think [part-timers] are the scum of the earth” (Troumpoucis, 2004, p.6).

*Career opportunities.*

Employer rejection of part-timers for full-time tenure track positions may be a result of a resume filled with too many temporary jobs and too little research (Wyles, 1998; Lawrence; 1998). As Lawrence (1998) claims, “Part-time faculty free up tenure-track professors’ time for research...Ironically, the part-time faculty may actually reduce their chances of successfully competing for tenure-track appointments...[as] the gap in scholarship between themselves and those on the tenure track may continue to widen” (p.23). And Gaddy (1998) admonishes that, “We need not hearken back to Maslow’s theories to remind ourselves that it is quite difficult to (in his terminology) “self-actualize” in the pursuit of creative research...when one is worried about the...basic (“lower level”) needs for food and shelter” (p.65).

Aspiring To and Achieving Success in Academic Careers

There are two constants in the literature on aspiring to and achieving success in academic careers. The first is that structural and procedural changes in the academic pipeline may be discouraging or disrupting the entrance of many individuals into full-time, tenure track positions. Limited budgets and fewer tenure track spaces available, particularly in certain disciplines, also mean that institutions may more critically review the qualifications of those aspiring to tenure track positions. The second constant in the literature is evidence that for individuals who do enter academe off the tenure track,

particularly part-timers and also women with caregiving duties, career advancement in terms of faculty rewards and support is more difficult.

For those individuals who aspire to academic careers in full-time, tenure track positions, barriers to advancement may be particularly concerning. Even more concerning is the idea that well-qualified individuals may forego a faculty career entirely should entry and advancement in the field prove too difficult. The literature providing specifics of this situation, however, is sparse. Because academia is a career environment where success is contingent upon devotion to research and a simultaneous commitment to publication and teaching and other service that often require commitment to 50-plus-hour workweeks, it may be that aspiring academics are somehow unable to compete or be on par with these requirements. Do mitigating personal factors such as marriage, dependents, or even the nature of their career background, such as the number of years an aspiring academic has been part-time, interact to prevent their advancement up the faculty career ladder?

#### Summary and Connection to this Study

There remains a pressing need for more concrete and confirmatory research that shows at which points exactly entry and advancement in the field have become difficult for aspiring academics. More direct questions can be asked related to the description of the educational backgrounds, employment backgrounds, current employment, previously achieved career success, and personal and family demographics of aspiring academics, other part-timers, and full-time tenure track faculty. For example, how different or far apart are the profiles of aspiring academics from full-time tenure-eligible faculty and

other part-timers in terms of such variables as age, gender, marital status, highest degree attained, and research success, etcetera? This study specifically seeks to help identify differences in these and other variables which may relate to the socialization and development within the academic profession of the AA, OPT, and FTTT faculty groups.

### Chapter 3: Methods

This study will compare and contrast characteristics of three designated faculty groups: “Aspiring Academics” (AAs), “Other Part-Timers” (OPTs), and “Full-Time Tenure-Track” (FTTTs) faculty. This study utilizes population-level data (data weighted up to the population of all faculty employed in 2003) from the fall of 2003 provided by the National Center for Education Statistics’ online application of the 2004 National Study of Postsecondary Faculty (NSOPF: 04). This dataset is available at <http://nces.ed.gov/DAS/>.

#### Instrument

The United States Department of Education’s National Center for Education Statistics (NCES) is the “primary federal entity for collecting and analyzing data that are related to education in the United States and other nations” (NCES website). NCES collects demographic and opinion data from a variety of higher education sources including institutions, faculty, and students.

NCES’ National Study of Postsecondary Faculty (NSOPF) series of surveys collects data from institutions of higher education and their faculty members. These surveys were “designed to provide data about faculty to postsecondary education researchers, planners, and policymakers. NSOPF is the most comprehensive survey of faculty in postsecondary educational institutions ever undertaken” (NSOPF webpage).

NSOPF: 04 is the most recent iteration of the series, following NSOPF: 88, NSOPF: 93, and NSOPF: 99. NSOPF: 04 includes institutional and faculty data collected in the fall of 2003. NSOPF: 04 is a two-stage stratified, clustered probability design

sampling from postsecondary institutions across America taken from NCES' Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) file.

The first stage of the NSOPF: 04 design consisted of a sampling frame of 3,381 public or private not-for-profit Title IV eligible (meeting specific standards so that students there can receive financial aid) at least two-year degree granting postsecondary institutions in the United States. The institutions were then stratified according to the amount of federal money they received and the highest degree they offered in order to respectively, classify them as private or public and into the various Carnegie classifications. Chromy's sampling algorithm, was used to determine the institutional sample (NSOPF website, "Design" webpage). Through its various procedures, Chromy's sampling algorithm reduces the size of the sample needed to produce effects similar to random sampling (Chromy, 1981).

The second sampling frame for NSOPF: 04 consisted of the faculty and instructional staff considered eligible by the sampled institutions. The designation of "faculty" included individuals with and without instructional responsibilities while "instructional staff" included individuals with instructional responsibilities who may or may not have held "faculty" status. Instructional responsibilities were defined as teaching credit or non-credit courses, giving individual instruction, participating on thesis or dissertation committees, and advising or supervising undergraduate, graduate, and first-professional students. Teaching assistants, independent contractors, volunteers, and various other individuals who taught (see Cataldi et al., 2005, "Appendix B" for a full list of eligibility criteria) were not eligible to participate in the survey. From this sampling

frame, an equal probability stratified systematic sampling was used to determine the faculty and instructional staff sample (NSOPF webpage).

The NSOPF: 04 sample includes 1,080 public and private not-for-profit degree granting postsecondary institutions. The weighted response rate was 86 percent. Thirty-five thousand faculty and instructional staff were sampled. The weighted response rate from faculty and instructional staff was 76 percent. Survey respondents were asked to complete surveys electronically or by mail. The faculty questionnaires were designed to elicit responses on the “backgrounds, responsibilities, workloads, salaries, benefits, attitudes, and future plans” (NSOPF webpage) of individuals with faculty status. The institutional questionnaires included “such issues as faculty composition, turnover, recruitment, retention, and tenure policies” (NSOPF webpage).

Access to NSOPF: 04 and the previous NSOPFs, as well as to other NCES studies, is available through the Data Analysis System (DAS), an online Windows software application. The DAS has two modes, the first of which produces tables with percentages, means, and standard errors, and the second of which produces correlation matrices useful for linear regression analyses. Sample sizes are weighted. Perturbation procedures were applied to the NSOPF: 04 to preserve confidentiality of individuals, although this may affect some of the non-sampling errors. Imputation procedures were applied for missing values (NSOPF webpage). It should also be noted that the online DAS does not provide raw data. Instead, as mentioned, the NSOPF data available on the DAS include percentages, means, weighted sample sizes, and standard errors. The statistical analyses for this study are derived from these calculations.



## Study Subjects

Appendix A “Study Subjects Filters Glossary” provides a detailed description of the variable labels and names of the NSOPF: 04 survey questions used as filters to derive the three comparison groups, Aspiring Academics (AAs), Other Part-Timers (OPTs), and Full-Time Tenure-Track (FTTTs) faculty. The three groups are weighted up to population level data by “Weight WTAOO” the “Study weight for all faculty” automatically assigned by the Data Analysis System when an analysis is run.

For this study, all faculty respondents to NSOPF: 04 who identified themselves as having any instructional duties for credit (e.g., teaching one or more courses for credit or advising or supervising academic activities for which students received credit) were included in the sample.

The sample group of “Aspiring Academics” was those who indicated they were part-time faculty and who also replied in the affirmative to the question, “Would you have preferred a full-time position for the 2003 Fall Term at [institution name]?” The sample group of “Other Part-time Faculty” included those individuals who responded that they were part-time but who replied in the negative as to whether they would have preferred a full-time position for the 2003 Fall term.

The sample group of “Full-time Tenure-Track Faculty” were those who responded that they were “Full-Time” to the survey question, “During the 2003 Fall Term did [institution name] consider you to be employed full-time or part-time” and who also replied that they were “On the tenure track, but not tenured.”

## Statistical Analysis

As illustrated in Table 1 below, the method by which the three faculty groups, Aspiring Academics, Other Part-Timers and Full-Time Tenure Track faculty, will be compared is through the use of two statistical hypotheses tests, Analysis of Variance (ANOVA) and chi-square tests. Because this is an exploratory study, the .05 alpha ( $\alpha$ ) level of significance has been chosen to increase the power ( $1-\beta$ ) of the statistical tests or “The probability of rejecting the null hypothesis ( $H_0$ ) when the null hypothesis is false and the alternative hypothesis ( $H_1$ ) is true” (Kiess, 2002, p.511). Increasing the power reduces the possibility of committing a Type II error or “The error in statistical decision making that occurs if the null hypothesis is not rejected when it is false and the alternative hypothesis  $H_1$  is true” (Kiess, 2002, p.513). Alternatively, choosing a larger alpha level (.05 versus .01 for example) increases the possibility of committing a Type I error or “The error in statistical decision making that occurs if the null hypothesis is rejected when actually it is true of the population” (p.513). Because there are 36 independent variables in this study and to correct for the error rate in the experiment or “The probability of making at least one Type I error in the comparisons conducted [which] increases very rapidly with a growing number of comparisons ” (p.248), the statistical test conducted for each independent variable in the study will be at the .001 alpha level of significance (.05 alpha level for the study overall divided by 36 variables equals .001 alpha level for each variable comparison).

### *Analysis of Variance*

For the continuous variables in this study (e.g., age), analysis of variance is the chosen statistical test. Analysis of variance (ANOVA) is “used to analyze multilevel

designs” (Kieess, 2002, p.224) and computes an  $F$  statistic from a set of scores/data. In ANOVAs, “The value of  $F_{obs}$  allows us to decide if the treatment means differ significantly (p.239). In this study, the  $F_{obs}$  value allows the researcher to compare and contrast the three faculty groups on a number of continuous variables listed in Table 1 which are the responses to NSOPF: 04 survey questions. The critical value ( $F_{crit}$ ) for the analysis of variance tests at the .001 level of significance is calculated using the “Probability Distribution Functions” web page available at <http://members.aol.com/johnp71/pdfs.html> on the JavaStat Web pages.

For those  $F_{obs}$  values in this study which are significant at the .001 alpha level, t-tests for two independent groups is conducted to “compare two sample means to determine if they differ by more than sampling error alone” (Kieess, 2002, p.180). Comparing the Aspiring Academics with Other Part-timers in one test, Aspiring Academics with Full-Time Tenure Track Faculty in another, and Other Part-Timers with Full-Time Tenure Track Faculty in a third test helps the researcher determine more precisely how the three designated faculty groups compare with (are different from or similar to) each of the other groups in relation to a particular study variable with a significant  $F_{obs}$  value. The critical value for two-tailed t-tests ( $t_{crit}$ ) at the .001 level of significance is calculated using the “Bonferroni Adjustment Online” web page available at <http://home.clara.net/sisa/bonfer.htm> on the “Simple Interactive Statistical Analysis” (SISA) web pages. The Bonferroni correction is used to control for “familywise and experimentwise alphas, because it defines the maximum value for alpha for a given set of statistical tests” (Weinfurt, 2001, p. 249).

### *Chi-square Test*

For the categorical variables in this study (e.g., race), chi-squares are the chosen statistical test. The chi-square ( $\chi^2$ ) test is “a nonparametric test...used to analyze nominal level of measurement scores where frequencies of occurrence of the various categories are obtained” (Kieiss, 2002, p.450). This test “measures the difference of the obtained frequencies from the expected frequencies” (p.452). In this study, the  $\chi^2_{\text{obs}}$  value allows the researcher to compare and contrast the Aspiring Academic, Other Part-Timers, and Full-Time Tenure-Track faculty groups on a number of categorical variables listed in Table 1 which are the responses to NSOPF: 04 survey questions. The critical value ( $\chi_{\text{crit}}$ ) for the chi-square tests at the .001 level of significance is calculated using the “Probability Distribution Functions” web page available at <http://members.aol.com/johnp71/pdfs.html> on the JavaStat Web pages.

### Study Comparisons

Appendix B “Study Comparisons Glossary” provides a detailed description of the variable labels and names of the NSOPF: 04 survey questions chosen as comparison variables for the three comparison groups, Aspiring Academics (AAs), Other Part-Timers (OPTs), and Full-Time Tenure-Track (FTTTs) faculty.

As indicated in Table 1, the first construct in the proposed model is “Personal and Family Demographics.” The eight variables to be examined under this construct include study comparisons, 1) the faculty member’s gender, 2) race/ethnicity, 3) reported disabilities, 4) marital status, 5) age, 6) number of dependent children, 7) citizenship and ethnicity, and 8) the amount of total household income.

As illustrated in Table 1, the second construct in the proposed model of professional status is “Educational Background.” The eight variables to be examined under this construct include 9) the faculty member’s highest degree completed, 10) the Carnegie Classification (e.g., doctoral, masters, etc.) of the institution from which the highest degree was achieved, 11) the control (e.g., public or private) of the institution from which the highest degree was achieved, 12) the field in which the highest degree was achieved, 13) the age at which the highest degree was received, 14) whether the individual had a doctorate degree before beginning a first faculty or instructional staff job, 15) the years between receiving the bachelors and doctorate degrees, and 16) the number of years since receiving the highest degree.

As shown in Table 1, the third construct in the proposed model is “Employment Background and Current Position.” The fifteen variables to be examined under this construct include study comparisons 17) whether the faculty member’s current job is his or her first faculty position at a postsecondary institution, 18) any positions held outside of postsecondary education since receiving the highest degree, 19) full or part time status at first faculty job and full or part time status at current faculty job, 20) sector of any previous job held, 21) full or part time status at the current faculty job as well as full or part time status at any other current jobs outside the institution, 22) whether any other employment outside the current institution included other postsecondary instruction positions, 23) geographical region of the current employing institution, 24) Carnegie Classification and control of the current employing institution, 25) the faculty member’s union status, 26) age current job begun, 27) years held current job, 28) age begun first faculty or instructional staff job, 29) years since began first faculty or instructional staff

job, 30) average total hours per week worked, and 31) hours per week on unpaid tasks at the employing institution.

As illustrated in Table 1, the fourth construct in the proposed model is “Career Success.” The five variables to be examined under this construct include study comparisons 32) whether the faculty member had any funded scholarly activity, 33) a description of their principal scholarly activity (e.g., basic research or applied or policy-oriented research or analysis), 34) recent total publications/scholarly works (last two years), 35) recent number of career articles in refereed journals (last two years), and 36) recent total presentations, exhibitions, or performances (last two years).

**Table 1: Statistical Analyses for the Proposed Model of Professional Status**

<b>Construct</b>	<b>Comparison #</b>	<b>Variable Label/Name</b>	<b>Statistical Test</b>	<b>Significance Level</b>
<b>Personal and Family Demographics</b>	1	Gender	Chi-square	.001
	2	Race ethnicity/recoded/X03Q74	Chi-square	.001
	3	Disability, any/Q75	Chi-square	.001
	4	Marital status, fall 2003/Q77	Chi-square	.001
	5	Age in 2004/X01Q72	ANOVA	.001
	6	Dependent children, number/Q79	ANOVA	.001
	7	Citizenship and ethnicity/X03Q81	Chi-square	.001
	8	Amount of total household income/Q70A	ANOVA	.001
<b>Educational Background</b>	9	Highest degree, collapsed further/X01Q17	Chi-square	.001
	10	Highest degree institution, 2000 Carnegie (5 cat)/X17Q17	Chi-square	.001
	11	Highest degree institution, control/Q17A4CN	Chi-square	.001
	12	Highest degree field, NSOPF: 88 (10 category)/X05Q17	Chi-square	.001

	13	Highest degree, age received/X07Q17	ANOVA	.001
	14	Had doctorate when began first faculty or instructional staff job/X04Q23	Chi-square	.001
	15	Highest degree, years between bachelors and doctorate/X06Q17	ANOVA	.001
	16	Highest degree, years since receiving/X09Q17	ANOVA	.001
<b>Employment Back-ground and Current Position</b>	17	First postsecondary job, current job is first/Q21	Chi-square	.001
	18	Prior employment status, PSE and other/X02Q21	Chi-square	.001
	19	Employment status at first PSE job and current job/X04Q5	Chi-square	.001
	20	Other jobs, sector of previous job/Q28	Chi-square	.001
	21	Employment status at this institution and other jobs in Fall 2003/X05Q5	Chi-square	.001
	22	Other employment in Fall 2003/X01Q18	Chi-square	.001
	23	Region where institution located/X37Q0	Chi-square	.001
	24	2000 Carnegie code (5 category) by control/X120Q0	Chi-square	.001
	25	Union status, combined/X01Q14	Chi-square	.001
	26	Age when began current job/X02Q9	ANOVA	.001
	27	Years held current job/X01Q9	ANOVA	.001
	28	Age when began first faculty or instructional staff job/X03Q23	ANOVA	.001
	29	Years since began first faculty or instructional staff job/X02Q23	ANOVA	.001
	30	Average total hours per week worked/X01Q31	ANOVA	.001
	31	Hours per week on unpaid tasks at institution/Q31B	ANOVA	.001
	<b>Career Success</b>	32	Scholarly activity, any funded/Q55	Chi-square
33		Scholarly activity, description/Q56	Chi-square	.001

	34	Recent total publications/scholarly works/X02Q52	ANOVA	.001
	35	Recent articles, refereed journals/Q52BA	ANOVA	.001
	36	Recent total presentations, exhibitions, or performances/X03Q52	ANOVA	.001



## Chapter 4: Results

This study utilized a comprehensive national survey of faculty, the National Study of Postsecondary Faculty from 2004, to assess how part-time faculty who desire to be full-time, or “aspiring academics,” may be different from other part-time and full-time tenure-track faculty on a number of demographic, educational, and career-related variables. The three faculty groups, Aspiring Academics, Other Part-Timers and Full-Time Tenure Track faculty, were compared through the use of two statistical hypotheses tests, Analysis of Variance (ANOVA) and chi-square tests. These tests show that there were statistically significant differences among the three faculty groups for all four study constructs. Three of the eight variables tested in the “Personal and Family Demographics” construct were statistically significant; four of the eight variables tested in the “Educational Background” construct were statistically significant; thirteen of the fifteen variables tested in the “Employment Background and Current Position” construct were statistically significant; and four of the five variables tested in the “Career Success” construct were statistically significant. A summary of the results for all tests is presented in Table 1.

**Table 1: Summary of Results for All Tests**

<b>Construct</b>	<b>Comparison #</b>	<b>Variable Label/Name</b>	<b>Statistical Test</b>	<b>Result (p &lt; .001)</b>
<b>Personal and Family Demographics</b>	1	Gender/Q71	Chi-square	Not significant
	2	Race/ethnicity recoded/X03Q74	Chi-square	Not significant
	3	Disability, any/Q75	Chi-square	Not significant
	4	Marital status, fall 2003/Q77	Chi-square	Not significant
	5	Age in 2004/X01Q72	ANOVA	<b>Significant</b>
	6	Dependent children, number/Q79	ANOVA	Not significant

	7	Citizenship and ethnicity/X03Q81	Chi-square	Significant
	8	Amount of total household income/Q70A	ANOVA	Significant
<b>Educational Background</b>	9	Highest degree, collapsed further/X01Q17	Chi-square	Significant
	10	Highest degree institution, 2000 Carnegie (5 cat)/X17Q17	Chi-square	Significant
	11	Highest degree institution, control/Q17A4CN	Chi-square	Not significant
	12	Highest degree field, NSOPF: 88 (10 category)/X05Q17	Chi-square	Not significant
	13	Highest degree, age received/X07Q17	ANOVA	Not significant
	14	Had doctorate when began first faculty or instructional staff job/X04Q23	Chi-square	Significant
	15	Highest degree, years between bachelors and doctorate/X06Q17	ANOVA	Not significant
	16	Highest degree, years since receiving/X09Q17	ANOVA	Significant
<b>Employment Background and Current Position</b>	17	First postsecondary job, current job is first/Q21	Chi-square	Not significant
	18	Prior employment status, PSE and other/X02Q21	Chi-square	Significant
	19	Employment status at first PSE job and current job/X04Q5	Chi-square	Significant
	20	Other jobs, sector of previous job/Q28	Chi-square	Significant
	21	Employment status at this institution and other jobs in Fall 2003/X05Q5	Chi-square	Significant
	22	Other employment in Fall 2003/X01Q18	Chi-square	Significant
	23	Region where institution located/X37Q0	Chi-square	Not significant
	24	2000 Carnegie code (5 category) by control/X120Q0	Chi-square	Significant
	25	Union status, combined/X01Q14	Chi-square	Significant
	26	Age when began current job/X02Q9	ANOVA	Significant
	27	Years held current job/X01Q9	ANOVA	Significant
	28	Age when began first faculty or instructional staff job/X03Q23	ANOVA	Significant
	29	Years since began first faculty or instructional staff job/X02Q23	ANOVA	Significant
	30	Average total hours per week worked/X01Q31	ANOVA	Significant

	31	Hours per week on unpaid tasks at institution/Q31B	ANOVA	Significant
Career Success	32	Scholarly activity, any funded/Q55	Chi-square	Significant
	33	Scholarly activity, description/Q56	Chi-square	Significant
	34	Recent total publications/scholarly works/X02Q52	ANOVA	Significant
	35	Recent articles, refereed journals/Q52BA	ANOVA	Significant
	36	Recent total presentations, exhibitions, or performances/X03Q52	ANOVA	Not significant

### Results for Personal and Family Demographics Construct

Three of the eight variables tested in the “Personal and Family Demographics” construct were statistically significant. The variables where the results were statistically significant included the faculty member’s age, citizenship and ethnicity, and the amount of total household income.

#### *Gender*

For the variable “Gender/Q71” the  $\chi^2_{obs}$  value of 1.26 was not statistically significant at the .001 level of significance. The percentage breakdown by gender for the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 2 below. All groups are relatively evenly split by gender.

**Table 2: Gender/Q71**

$\chi^2_{obs}$	Male	Female
<b>1.26</b>		
AAs	53.23%	46.77%
OPTs	52.77%	47.23%
FTTTs	58.42%	41.58%

$p > .001$  ( $\chi^2_{crit} = 13.82$ )

*Race/ethnicity*

For the variable “Race ethnicity/recoded/X03Q74” the  $\chi^2_{\text{obs}}$  value of 17.86 was not statistically significant at the .001 level of significance. The percentage breakdown by race for the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 3 below.

**Table 3: Race/ethnicity recoded/X03Q74**

$\chi^2_{\text{obs}}$	American Indian/ Alaska Native	Asian/ Pacific Islander	Black/ African-American Non-Hispanic	Hispanic White or Hispanic Black	White Non-Hispanic
<b>17.86</b>					
AAs	2.52%	4.65%	7.10%	4.12%	81.61%
OPTs	1.03%	3.57%	5.19%	2.81%	87.40%
FTTTs	1.23%	12.27%	7.20%	4.36%	74.94%

$p > .001$  ( $\chi^2_{\text{crit}}=26.12$ )

*Any Disability*

For the variable “Disability, any/Q75” the  $\chi^2_{\text{obs}}$  value of 1.84 was not statistically significant at the .001 level of significance. The percentage breakdown of members of the various faculty groups (AAs, OPTs, and FTTTs) who claimed any disability is shown in Table 4 below. The percentage of individuals for all groups who claimed any disability was small.

**Table 4: Disability, any/Q75**

$\chi^2_{\text{obs}}$	Disability	No Disability
<b>1.84</b>		
AAs	5.07%	94.93%
OPTs	3.55%	96.45%
FTTTs	2.13%	97.87%

$p > .001$  ( $\chi^2_{\text{crit}}=13.82$ )

### *Marital Status*

For the variable “Marital status, fall 2003/Q77” the  $\chi^2_{\text{obs}}$  value of 10.99 was not statistically significant at the .001 level of significance. The percentage breakdown by marital status of members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 5 below. For all groups, married faculty comprised the single largest percentage of individuals.

**Table 5: Marital status, fall 2003/Q77**

$\chi^2_{\text{obs}}$	Single and Never Married	Married	Living With Partner/ Significant Other	Separated, Divorced, or Widowed
<b>10.99</b>				
AAs	16.32%	65.10%	4.70%	13.87%
OPTs	9.28%	76.31%	3.56%	10.85%
FTTTs	16.75%	68.30%	5.80%	9.15%

$p > .001$  ( $\chi^2_{\text{crit}} = 22.46$ )

### *Age in 2004*

For the variable “Age in 2004/X01Q72” the  $F_{\text{obs}}$  value of 44.91 was statistically significant at the .001 level of significance. The result of the three follow-up t-tests conducted between 1) the AA and OPT groups, 2) the AA and FTTT groups, and 3) the OPT and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. The mean age in 2004 of the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 6 below. The mean age in 2004 of the members of the various faculty groups was the greatest for OPTs (51 years) and the least for FTTTs (43 years).

**Table 6: Age in 2004/X01Q72**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>44.91*</b>			47.50 yrs	50.73 yrs	42.77 yrs
AAs/OPTs	9.13**				
AAs/FTTTs	14.96**				
OPTs/FTTTs	26.53**				

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

### *Number of Dependent Children*

For the variable “Dependent children, number/Q79” the  $\chi^2_{obs}$  value of 0.02 was not statistically significant at the .001 level of significance. The percentage breakdown of number of dependent children of members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 7 below.

**Table 7: Dependent children, number/Q79**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>0.02</b>			0.92 kids	0.90 kids	0.95 kids
AAs/OPTs	--				
AAs/FTTTs	--				
OPTs/FTTTs	--				

$p > .001$  ( $F_{crit} = 6.91$  or greater)

### *Citizenship and Ethnicity*

For the variable “Citizenship and ethnicity/X03Q81” the  $\chi^2_{obs}$  value of 30.50 was statistically significant at the .001 level of significance. The percentage breakdown by both citizenship and ethnicity of the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 8 below. The percentage of non-citizens in the FTTT group was greater than the percentage of non-citizens in either the AA or OPT group. The percentages of non-citizen Hispanics was the most comparable among the three groups. Asians non-citizens are overrepresented in the FTTT group.

**Table 8: Citizenship and ethnicity/XO3Q81**

$\chi^2_{obs}$	U.S. Citizen	Non-citizen and Hispanic	Non-citizen and Asian/Pacific Islander	Non-citizen and Other Racial/Ethnic
<b>30.50*</b>				
AAs	95.64%	0.50%	1.23%	2.63%
OPTs	97.69%	0.21%	0.63%	1.47%
FTTTs	84.65%	1.11%	5.88%	8.37%

\* $p < .001$  ( $\chi^2_{crit} = 22.46$ )

### *Amount of Total Annual Household Income*

For the variable “Amount of total household income/Q70A” the  $F_{obs}$  value of 78875.9 was statistically significant at the .001 level of significance. The result of the t-tests conducted between 1) the AA and OPT groups, and 2) the AA and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. There was no statistically significant difference between the OPT and the FTTT groups on this variable. The mean amount of total household income of the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 9 below. Faculty members in the AA group had a mean total annual household income of \$77,743.00 per year compared with faculty members in the OPT and FTTT groups who both had a mean total annual household income of slightly over \$100,000.00.

**Table 9: Amount of total household income/Q70A**

$F_{obs}$	$t_{obs}$	Mean AAs	Mean OPTs	Mean FTTTs
<b>78875.9*</b>		\$77,743.40 per year	\$102,187.20 per year	\$101,234.70 per year
AAs/OPTs	12.26**			
AAs/FTTTs	11.02**			
OPTs/FTTTs	0.50			

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

### Results for Educational Background Construct

Significant differences were found among four of the eight variables tested in the “Educational Background” construct. The variables where the results were statistically significant included the highest degree earned by the faculty member, the institutions as represented by Carnegie classification type from which faculty members earned their highest degree, whether the individual had their doctorate before they began their first faculty or instructional staff job, and the number of years since receiving the highest degree earned.

#### *Highest Degree Earned*

For the variable “Highest degree, collapsed further/XO1Q17” the  $\chi^2_{\text{obs}}$  value of 145.84 was statistically significant at the .001 level of significance. The percentage breakdown of the highest degrees earned by each faculty group (AAs, OPTs, and FTTTs) is shown in Table 10 below. The FTTT group is clearly most different from the other two groups in the large percentage of members (71 percent) whose highest degree earned is a doctorate. Further, half or more of the members of the AA and OPT groups have a master’s degree as their highest degree earned in comparison with less than a fifth of the members of the FTTT group.

**Table 10: Highest degree, collapsed further/XO1Q17**

$\chi^2_{\text{obs}}$	Doctorate	First Professional	Master’s	Bachelor’s	Associate’s	Less than Associate’s
<b>145.84*</b>						
AAs	18.84%	4.66%	57.93%	13.46%	2.67%	2.44%
OPTs	18.05%	8.27%	50.58%	15.56%	3.47%	4.07%
FTTTs	71.05%	5.82%	19.87%	2.28%	0.69%	0.30%

\* $p < .001$  ( $\chi^2_{\text{crit}}=29.59$ )



### *Highest Degree Institution by Carnegie Classification*

For the variable “Highest degree institution, 2000 Carnegie (5 cat)/X17Q17” the  $\chi^2_{\text{obs}}$  value of 33.24 was statistically significant at the .001 level of significance. The percentage breakdown of the institutions as represented by Carnegie classification type from which the various faculty groups (AAs, OPTs, and FTTTs) earned their highest degrees is shown in Table 11 below. While approximately 60 percent of the members of both the AA and OPT groups earned their highest degrees from doctoral institutions, over 80 percent of the members of the FTTT group earned their highest degrees from these institutions. Further, while over a quarter of the members of both the AA and OPT groups earned their highest degrees from Master’s institutions, less than one-tenth of the members of the FTTT group earned their degrees from these institutions.

**Table 11: Highest degree institution, 2000 Carnegie (5 cat)/X17Q17**

$\chi^2_{\text{obs}}$	Doctoral	Master’s	Baccalaureate	Associate’s	Other	Foreign Country
<b>33.24*</b>						
AAs	57.83%	25.75%	2.82%	3.31%	5.83%	4.46%
OPTs	60.09%	25.81%	3.17%	3.88%	4.64%	2.41%
FTTTs	80.80%	8.30%	1.06%	0.64%	2.24%	6.96%

\* $p < .001$  ( $\chi^2_{\text{crit}} = 29.59$ )

### *Highest Degree Institution By Control*

For the variable “Highest degree institution, control/Q17A4CN” the  $\chi^2_{\text{obs}}$  value of 8.39 was not statistically significant at the .001 level of significance. The percentage breakdown of the institutions as represented by control (e.g., public versus private) from which the various faculty groups (AAs, OPTs, and FTTTs) earned their highest degrees is shown in Table 12 below.

**Table 12: Highest degree institution, control/Q17A4CN**

$\chi^2_{\text{obs}}$	Public	Private Not-For-Profit	Private For-Profit	Other Type Of School	Foreign Country
<b>8.39</b>					
AAs	60.14%	34.02%	1.42%	0%	4.42%
OPTs	61.05%	35.80%	0.67%	0.11%	2.38%
FTTTs	65.36%	27.20%	0.57%	0%	6.87%

$p > .001$  ( $\chi^2_{\text{crit}}=26.12$ )

### *Highest Degree Field*

For the variable “Highest degree field, NSOPF: 88 (10 category)/X05Q17” the  $\chi^2_{\text{obs}}$  value of 34.52 was not statistically significant at the .001 level of significance. The percentage breakdown of the field from which the various faculty groups (AAs, OPTs, and FTTTs) earned their highest degrees is shown in Table 13 below.

**Table 13: Highest degree field, NSOPF: 88 (10 category)/X05Q17**

$\chi^2_{\text{obs}}$	Ag-riculture And Home Eco-nomics	Bus-iness	Edu-cation	Engi-neering	Fine Arts	Health Sciences	Hu-manities	Natural Sci-ences	Social Sciences	All Other Pro-grams
<b>34.52</b>										
AAs	1.12%	10.21 %	13.82 %	3.03 %	13.05 %	6.11%	16.92%	11.75 %	9.98%	14.02 %
OPTs	1.43%	10.27 %	21.53 %	4.52 %	6.07 %	12.34%	9.14%	10.95 %	8.74%	15.0 %
FTTTs	2.38%	6.77 %	12.24 %	5.13 %	7.52 %	10.77%	13.85%	19.33 %	13.04%	8.98 %

$p > .001$  ( $\chi^2_{\text{crit}}=42.31$ )

### *Age Received Highest Degree*

For the variable “Highest degree, age received/X07Q17” the  $F_{\text{obs}}$  value of 1.72 was not statistically significant at the .001 level of significance. The mean age of the various faculty groups (AAs, OPTs, and FTTTs) at which they earned their highest degrees is shown in Table 14 below. The mean age (rounded to the nearest tenth) at which the members of all three groups earned their highest degrees (more likely a

master's degree, as seen in previous results, than a PhD for the AA and OPT groups) was between the ages of 33 and 34.

**Table 14: Highest degree, age received/XO7Q17**

$F_{obs}$	$t_{obs}$	Mean AAs	Mean OPTs	Mean FTTTs
<b>1.72</b>		33.3 yrs	32.5 yrs	33.8 yrs
AAs/OPTs	--			
AAs/FTTTs	--			
OPTs/FTTTs	--			

$p > .001$  ( $F_{crit} = 6.91$  or greater)

#### *Had Doctorate When Began First Faculty Job*

For the variable “Had doctorate when began first faculty or instructional staff job/X04Q23” the  $\chi^2_{obs}$  value of 140.94 was statistically significant at the .001 level of significance. The percentage breakdown of whether the members of the various faculty groups (AAs, OPTs, and FTTTs) had their doctorate before they began their first faculty job is shown in Table 15 below. While approximately 80 percent of the members of both the AA and OPT groups have never earned a PhD, only 30 percent of the members of the FTTTs have not. Further, while approximately half of the members of the FTTT group had earned their doctorate before beginning their first faculty job, only 10 percent of the members of the AA and OPT groups had done so.

**Table 15: Had doctorate when began first faculty or instructional staff job/X04Q23**

$\chi^2_{obs}$	Never earned PhD	No	Yes
<b>140.94*</b>			
AAs	81.16%	8.53%	10.31%
OPTs	81.95%	7.45%	10.60%
FTTTs	28.95%	21.95%	49.10%

\* $p < .001$  ( $\chi^2_{crit} = 18.47$ )

### *Number of Years Between Bachelor's and Doctorate Degrees*

For the variable “Highest degree, years between bachelor’s and doctorate/X06Q17” the  $F_{obs}$  value of 2.56 was not statistically significant at the .001 level of significance. The mean number of years between earning the bachelor’s and doctorate degrees of the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 16 below. The mean number of years (rounded to the nearest tenth) between earning the bachelor’s and doctorate degrees of the members of all three groups was from 12 to 14 years. It should be noted that for this variable, the sample sizes varied by more than 10 percent from the sample sizes of the other variables. The smaller sample size for this variable is likely attributable to missing values due to the number of faculty members who do not have a doctorate and therefore did not respond to this survey question.

**Table 16: Highest degree, years between bachelor’s and doctorate/X06Q17**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTs
<b>2.56</b>			13.6 yrs	12.9 yrs	11.5 yrs
AAs/OPTs	--				
AAs/FTTs	--				
OPTs/FTTs	--				

$p > .001$  ( $F_{crit} = 6.91$  or greater)

### *Years Since Receiving Highest Degree*

For the variable “Highest degree, years since receiving/X09Q17” the  $F_{obs}$  value of 63.23 was statistically significant at the .001 level of significance. The result of the three follow-up t-tests conducted between 1) the AA and OPT groups, 2) the AA and FTTT groups, and 3) the OPT and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. The mean number of years since receiving the highest degree of the members of the various faculty groups (AAs, OPTs,

and FTTTs) is shown in Table 17 below. The mean number of years since receiving the highest degree was the greatest for OPTs (18 years) and the least for FTTTs (9 years).

**Table 17: Highest degree, years since receiving/X09Q17**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>63.23*</b>			14.2 yrs	18.3 yrs	9.0 yrs
AAs/OPTs	11.42**				
AAs/FTTTs	18.32**				
OPTs/FTTTs	31.73**				

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

### Results for Employment Background and Current Position Construct

Thirteen of the fifteen variables tested in the “Employment Background and Current Position” construct were statistically significant. The variables where the results were statistically significant included any positions held outside of postsecondary education, full or part time status at first faculty job and full or part time status at current faculty job, sector of the previous job held, full or part time status at the current faculty job as well as full or part time status at any other current jobs outside the institution, whether any other employment outside the current institution included other postsecondary instruction positions, Carnegie Classification and control of the current employing institution, the faculty member’s union status, age current job begun, years held current job, age begun first faculty or instructional staff job, years since began first faculty or instructional staff job, average total hours per week worked, and hours per week on unpaid tasks at the employing institution.

*Current Job is First Postsecondary Faculty Position*

For the variable “First postsecondary job, current job is first/Q21” the  $\chi^2_{\text{obs}}$  value of 1.72 was not statistically significant at the .001 level of significance. The percentage breakdown of whether this was the first postsecondary faculty position for the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 18 below. While not statistically significant at the .001 level, it is noted that at the time of the NSOPF survey, approximately half of the members of each of the faculty groups were holding their first faculty position.

**Table 18: First postsecondary job, current job is first/Q21**

$\chi^2_{\text{obs}}$	Yes	No
<b>1.72</b>		
AAs	46.75%	53.25%
OPTs	51.75%	48.25%
FTTTs	46.04%	53.96%

$p > .001$  ( $\chi^2_{\text{crit}} = 13.82$ )

*Previous Employment Outside of Postsecondary Education*

For the variable “Prior employment status, PSE and other/X02Q21” the  $\chi^2_{\text{obs}}$  value of 69.95 was statistically significant at the .001 level of significance. The percentage breakdown of whether the members of the various faculty groups (AAs, OPTs, and FTTTs) had any previous employment outside of postsecondary education is shown in Table 19 below. Approximately one-third of the members of the FTTT group had no previous employment outside of postsecondary education whatsoever, while less than a fifth of the members of the AA and OPT groups did not. Another third of the members of the FTTT group had held previous positions, but only within postsecondary education, in comparison with less than a fifth of the faculty members within both the AA and OPT

groups in this category. In contrast, over a third of the faculty members in the AA and OPT groups had held previous employment only outside of postsecondary education or both in and outside of postsecondary education, in comparison with less than a fifth of the faculty members in the FTTT group in each of these two categories.

**Table 19: Prior employment status, PSE and other/X02Q21**

$\chi^2_{\text{obs}}$	No Previous Employment	Previous Employment Only In PSE	Previous Employment Only Outside PSE	Previous Employment In and Out of PSE
<b>69.95*</b>				
AAs	15.31%	16.47%	31.44%	36.78%
OPTs	13.75%	13.19%	38.00%	35.06%
FTTTs	32.15%	35.47%	13.89%	18.49%

\* $p < .001$  ( $\chi^2_{\text{crit}} = 22.46$ )

#### *Full- or Part-Time Status at First and Current Faculty Job*

For the variable “Employment status at first PSE job and current job/X04Q5” the  $\chi^2_{\text{obs}}$  value of 605.96 was statistically significant at the .001 level of significance. The percentage breakdown of the full- or part-time status of the members of the various faculty groups (AAs, OPTs, and FTTTs) at their first and current faculty job is shown in Table 20 below. Predictably, zero percent of the members of the AA and OPT groups were in the two “Full-Time Now” categories and zero percent of the members of the FTTT group were in the two “Part-Time Now” categories. However, approximately three-fourths of the members of the FTTT group were full-time at their first faculty job, while approximately only one-fifth of the members of the AA and OPT groups were full-time at their first faculty job (meaning these faculty have either phased into retirement or left full-time faculty work for some other reason).

**Table 20: Employment status at first PSE job and current job/X04Q5**

$\chi^2_{\text{obs}}$	Full Time First, Full Time Now	Full Time First, Part Time Now	Part-Time First, Full Time Now	Part Time First, Part Time Now
<b>605.96*</b>				
AAs	0.00%	19.90%	0.00%	80.10%
OPTs	0.00%	23.40%	0.00%	76.60%
FTTTs	74.27%	0.00%	25.73%	0.00%

\* $p < .001$  ( $\chi^2_{\text{crit}}=22.46$ )

### *Sector of Previous Job*

For the variable “Other jobs, sector of previous job/Q28” the  $\chi^2_{\text{obs}}$  value of 63.31 was statistically significant at the .001 level of significance. The percentage breakdown of the sector of the previous job held by the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 21 below. Almost 60 percent of the members of the FTTT group came from another two or four year postsecondary institution, in comparison with approximately 30 percent of the members of the AA group and 20 percent of the members of the OPT group. A larger percentage of the members of both the AA and OPT groups worked in all other sectors in their previous job than did the members of the FTTT group. The largest percentage of members of both the AA and OPT groups worked in for-profit business/industry immediately prior to coming to their current job.

**Table 21: Other jobs, sector of previous job/Q28**

$\chi^2_{\text{obs}}$	4 or 2 yr PSE Institution	Other Educational Institution	Government/ Military Institution	Foundation/ Non-profit Organization	For-Profit Business/ Industry	Other
<b>63.31*</b>						
AAs	27.11%	19.98%	8.31%	10.11%	27.92%	6.57%
OPTs	18.58%	26.96%	12.32%	8.14%	27.04%	6.96%
FTTTs	56.43%	15.15%	5.34%	5.97%	12.50%	4.61%

\* $p < .001$  ( $\chi^2_{\text{crit}}=29.59$ )



*Employment Status at This Institution and Other Current Jobs*

For the variable “Employment status at this institution and other jobs in Fall 2003/X05Q5” the  $\chi^2_{\text{obs}}$  value of 627.74 was statistically significant at the .001 level of significance. The percentage breakdown of the full- or part-time status of the members of the various faculty groups (AAs, OPTs, and FTTTs) in their current positions is shown in Table 22 below. Predictably, zero percent of the members of the AA and OPT groups were in the three “Full-Time This Institution” categories and zero percent of the members of the FTTT group were in the three “Part-Time This Institution” categories. However, only a little more than a third of the members of the AA group were full-time at another job while more than half of the members of the OPT group were full-time at another job. Another third of the members of the AA group had no other employment (other than their one part-time faculty position), while the last third of the AA group had another part-time position in addition to their part-time faculty position at the institution where they were surveyed.

**Table 22: Employment status at this institution and other jobs in Fall 2003/X05Q5**

$\chi^2_{\text{obs}}$	Full-Time This Institution, No Other Employment	Part-Time This Institution, No Other Employment	Full-Time This Institution, Full-Time At Other Job	Full-Time This Institution, Part-Time At Other Job	Part-Time At This Institution, Full-Time At Other Job	Part-Time This Institution, Part-Time At Other Job
<b>627.74*</b>						
AAs	0.00%	30.05%	0.00%	0.00%	35.39%	34.56%
OPTs	0.00%	28.08%	0.00%	0.00%	52.83%	19.09%
FTTTs	92.47%	0.00%	0.84%	6.69%	0.00%	0.00%

\*p < .001 ( $\chi^2_{\text{crit}}=29.59$ )

### *Type of Other Current Employment*

For the variable “Other employment in Fall 2003/X01Q18” the  $\chi^2_{\text{obs}}$  value of 180.31 was statistically significant at the .001 level of significance. The percentage breakdown of the type of other current employment (i.e., postsecondary instruction or non) of the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 23 below. More than 90 percent of the members of the FTTT group have no other employment other than their position at the surveyed institution, in comparison with the approximately 30 percent of the members of both the AA and OPT groups who also have no other employment. However, more than half of the members of both the AA and OPT groups have other employment that is not in postsecondary instruction. Approximately 12 percent of the members of the AA group have other employment that is only in postsecondary instruction in comparison with 6 percent of the members of the OPT group who also have other employment only in postsecondary instruction.

**Table 23: Other employment in Fall 2003/X01Q18**

$\chi^2_{\text{obs}}$	No Other Employment	Other Employment, Non-PSE-Instruction	Other Employment, PSE Instruction and Non	Other Employment, PSE Instruction
<b>180.31*</b>				
AAs	30.05%	52.67%	5.86%	11.42%
OPTs	28.08%	62.51%	3.68%	5.72%
FTTTs	92.47%	6.34%	0.16%	1.03%

\* $p < .001$  ( $\chi^2_{\text{crit}} = 22.46$ )

### *Region Where Employing Institution Located*

For the variable “Region where institution located/X37Q0” the  $\chi^2_{\text{obs}}$  value of 8.17 was not statistically significant at the .001 level of significance. The percentage

breakdown of the region where the employing institution is located for the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 24 below.

**Table 24: Region where institution located/X37Q0**

$\chi^2_{obs}$	New England	Mid East	Great Lakes	Plains	Southeast	Southwest	Rocky Mountains	Far West
<b>8.17</b>								
AAs	7.26%	19.01%	18.19%	6.66%	17.69%	11.64%	3.07%	16.48%
OPTs	7.08%	16.11%	19.15%	10.25%	18.76%	9.67%	4.42%	14.55%
FTTTs	6.91%	16.84%	16.36%	8.38%	24.41%	8.70%	4.50%	13.90%

$p > .001$  ( $\chi^2_{crit}=36.12$ )

### *Carnegie Classification and Control of Employing Institution*

For the variable “2000 Carnegie code (5 category) by control/X120Q0” the  $\chi^2_{obs}$  value of 67.93 was statistically significant at the .001 level of significance. The percentage breakdown of Carnegie classification and control (e.g., public or private) of the employing institution of the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 25 below. While approximately half (the largest single percentage) of the members of the FTTT group work in doctoral institutions, approximately half (the largest single percentage) of the members of the AA and 40 percent (the largest single percentage) of the members of the OPT faculty group work in public associate’s colleges.

**Table 25: 2000 Carnegie code (5 category) by control/X120Q0**

$\chi^2_{obs}$	Public Doctoral	Private Not-For-Profit Doctoral	Public Master’s	Private Not-For-Profit Master’s	Public Baccalaureate	Private Not-For-Profit Baccalaureate	Public Associate’s	Private Not-For-Profit Associate’s	Public Other	Private Not-For-Profit Other
<b>67.93*</b>										
AAs	10.25%	7.21%	10.43%	9.00%	2.37%	4.06%	50.71%	0.72%	1.50%	3.74%
OPTs	14.23%	8.68%	11.51%	12.60%	1.56%	5.83%	39.61%	0.71%	1.19%	4.07%
FTTTs	32.68%	12.24%	19.40%	9.30%	1.81%	8.02%	13.57%	0.35%	1.48%	1.16%

\* $p < .001$  ( $\chi^2_{crit}=42.31$ )

### *Union Status of Faculty Member*

For the variable “Union status, combined/X01Q14” the  $\chi^2_{\text{obs}}$  value of 27.63 was statistically significant at the .001 level of significance. The percentage breakdown of the union status of the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 26 below. While only 1 percent of the members of the FTTT faculty group were not eligible to join a union, almost 20 percent of the members of both the AA and OPT faculty groups were not eligible to join. Where faculty unions were available, a slightly greater percentage of the members of both the AA and OPT groups decided not to join than the percentage of members of the FTTT faculty group who decided not to join.

**Table 26: Union status, combined/X01Q14**

$\chi^2_{\text{obs}}$	Union Member	Decided Not To Join Union	Union Not Available	Not Eligible To Join Union
<b>27.63*</b>				
AAs	20.49%	16.61%	45.16%	17.74%
OPTs	15.84%	18.29%	50.38%	15.49%
FTTTs	25.45%	13.41%	59.95%	1.19%

\* $p < .001$  ( $\chi^2_{\text{crit}} = 22.46$ )

### *Age When Began Current Job*

For the variable “Age when began current job/X02Q9” the  $F_{\text{obs}}$  value of 13.28 was statistically significant at the .001 level of significance. The result of the three follow-up t-tests conducted between 1) the AA and OPT groups, 2) the AA and FTTT groups, and 3) the OPT and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. The mean age at which the members of the various faculty groups (AAs, OPTs, and FTTTs) began their current jobs is shown in Table 27 below. The mean age at which the faculty members began their current jobs was the highest for OPTs (43 years) and the lowest for FTTTs (39 years).

**Table 27: Age when began current job/X02Q9**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>13.28*</b>			41.49 yrs	43.05 yrs	38.75 yrs
AAs/OPTs	4.29**				
AAs/FTTTs	8.76**				
OPTs/FTTTs	14.91**				

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

### *Years Held Current Job*

For the variable “Years held current job/X01Q9” the  $F_{obs}$  value of 17.42 was statistically significant at the .001 level of significance. The result of the three follow-up t-tests conducted between 1) the AA and OPT groups, 2) the AA and FTTT groups, and 3) the OPT and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. The mean number of years the members of the various faculty groups (AAs, OPTs, and FTTTs) have held their current jobs is shown in Table 28 below. The mean number of years the faculty members have held their current jobs was the greatest for OPTs (8 years) and the least for FTTTs (4 years).

**Table 28: Years held current job/X01Q9**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>17.42*</b>			5.97 yrs	7.68 yrs	4.02 yrs
AAs/OPTs	8.55**				
AAs/FTTTs	13.52**				
OPTs/FTTTs	20.46**				

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

### *Age When Began First Faculty Job*

For the variable “Age when began first faculty or instructional staff job/X03Q23” the  $F_{obs}$  value of 12.19 was statistically significant at the .001 level of significance. The

result of the three follow-up t-tests conducted between 1) the AA and OPT groups, 2) the AA and FTTT groups, and 3) the OPT and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. The mean age at which the members of the various faculty groups (AAs, OPTs, and FTTTs) began their first faculty or instructional staff job is shown in Table 29 below. The mean age at which the faculty members began their first faculty or instructional staff job was the greatest for OPTS (38 years) and the least for FTTTs (35 years).

**Table 29: Age when began first faculty or instructional staff job/X03Q23**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>12.19*</b>			36.79 yrs	38.40 yrs	34.68 yrs
AAs/OPTs	5.54**				
AAs/FTTTs	7.04**				
OPTs/FTTTs	16.16**				

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

#### *Years Since Began First Faculty Job*

For the variable “Years since began first faculty or instructional staff job/X02Q23” the  $F_{obs}$  value of 15.19 was statistically significant at the .001 level of significance. The result of the three follow-up t-tests conducted between 1) the AA and OPT groups, 2) the AA and FTTT groups, and 3) the OPT and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. The mean number of years since the members of the various faculty groups (AAs, OPTs, and FTTTs) began their first faculty job is shown in Table 30 below. The mean number of years since the faculty members began their first faculty job was the greatest for OPTs (11 years) and the least for FTTTs (7 years).

**Table 30: Years since began first faculty or instructional staff job/X02Q23**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>15.19*</b>			9.70 yrs	11.35 yrs	7.10 yrs
AAs/OPTs	5.41**				
AAs/FTTTs	10.65**				
OPTs/FTTTs	15.78**				

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

#### *Average Total Hours Per Week Worked*

For the variable “Average total hours per week worked/X01Q31” the  $F_{obs}$  value of 92.76 was statistically significant at the .001 level of significance. The result of the t-tests conducted between 1) the AA and FTTT groups, and 2) the OPT and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. There was no statistically significant difference between the AA and the OPT groups on this variable. The average total hours per week worked by the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 31 below. Faculty members in the FTTT group worked an average of 55 hours per week compared with faculty members in the OPT and AA groups who worked 40 and 41 hours per week, respectively.

**Table 31: Average total hours per week worked/X01Q31**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>92.76*</b>			41.16 hrs	39.97 hrs	54.50 hrs
AAs/OPTs	1.69				
AAs/FTTTs	21.93**				
OPTs/FTTTs	28.43**				

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

*Hours Per Week On Unpaid Tasks At Institution*

For the variable “Hours per week on unpaid tasks at institution/Q31B” the  $F_{obs}$  value of 12.99 was statistically significant at the .001 level of significance. The result of the three follow-up t-tests conducted between 1) the AA and OPT groups, 2) the AA and FTTT groups, and 3) the OPT and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. The mean number of hours per week spent on unpaid tasks at the surveyed institution by the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 32 below. The mean hours per week spent on unpaid tasks at the surveyed institution was the greatest for FTTTs (4.17 hours) and the least for OPTs (1.53 hours).

**Table 32: Hours per week on unpaid tasks at institution/Q31B**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>12.99*</b>			2.20 hrs	1.53 hrs	4.17 hrs
AAs/OPTs	5.14**				
AAs/FTTTs	13.86**				
OPTs/FTTTs	23.15**				

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

**Results for Career Success Construct**

Four of the five variables tested in the “Career Success” construct were statistically significant. The variables where the results were statistically significant included whether the faculty member had any funded scholarly activity, a description of their principal scholarly activity (e.g., basic research or applied or policy-oriented research or analysis), number of recent (last two years) publications and scholarly works, and number of recent (last two years) articles published in refereed journals.



### *Any Funded Scholarly Activity*

For the variable “Scholarly activity, any funded/Q55” the  $\chi^2_{\text{obs}}$  value of 130.87 was statistically significant at the .001 level of significance. The percentage breakdown of whether the members of the various faculty groups (AAs, OPTs, and FTTTs) had any funded scholarly activity is shown in Table 33 below. The most marked differences are between the FTTT group, where 40 percent of the members had funded research, and the AA and OPT faculty groups where only 4 percent of the members of both the AA and OPT faculty groups had funded research activity.

**Table 33: Scholarly activity, any funded/Q55**

$\chi^2_{\text{obs}}$	Funded	Not Funded
<b>130.87*</b>		
AAs	3.75%	96.25%
OPTs	3.67%	96.33%
FTTTs	39.71%	60.29%

\*p < .001 ( $\chi^2_{\text{crit}}=13.82$ )

### *Description (Type) of Scholarly Activity*

For the variable “Scholarly activity, description/Q56” the  $\chi^2_{\text{obs}}$  value of 31.47 was statistically significant at the .001 level of significance. The percentage breakdown of the type of scholarly activity of the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 34 below. Over half (the largest single percentage) of the members of the FTTT group conducted basic research as their primary scholarly activity, in contrast with the one-third (the largest single percentages) of the members of both the AA and OPT groups who conducted basic research as their primary scholarly activity. There were larger percentages of members of both the AA and OPT faculty groups who conducted literary/performance/exhibitions, program/curriculum-design or development,

and “other” types of research as their primary scholarly activity, than the percentages of members of the FTTT faculty group in these categories. It should be noted that for this variable, the sample sizes varied by more than 10 percent from the sample sizes of the other variables. The smaller sample size for this variable is likely attributable to missing values caused due to the number of faculty members who do not participate in scholarly research therefore did not respond to this survey question.

**Table 34: Scholarly activity, description/Q56**

$\chi^2_{obs}$	Basic Research	Applied/ Policy-Oriented Research	Literary/ Performance/ Exhibitions	Program/ Curriculum-Design Or Development	Other
<b>31.47*</b>					
AAs	27.26%	15.55%	23.72%	19.93%	13.54%
OPTs	27.49%	18.01%	14.66%	21.97%	17.86%
FTTTs	55.37%	21.03%	7.45%	11.39%	4.76%

\* $p < .001$  ( $\chi^2_{crit} = 26.12$ )

#### *Recent Total Publications/Scholarly Works*

For the variable “Recent total publications/scholarly works/X02Q52” the  $F_{obs}$  value of 11.07 was statistically significant at the .001 level of significance. The result of the t-tests conducted between 1) the AA and FTTT groups, and 2) the OPT and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. There was no statistically significant difference between the AA and the OPT groups on this variable. The mean recent total publications/scholarly works (last two years) of the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 35 below. Faculty members in the FTTT group had a mean number of 4 (rounded to the nearest tenth) recent career articles accepted for refereed journals in the last two

years. Faculty members in the OPT and AA groups had half that number with a mean number of 2 (rounded to the nearest tenth) career articles accepted for refereed journals in the last two years.

**Table 35: Recent total publications/scholarly works/X02Q52**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>11.07*</b>			2.05 pubs	1.92 pubs	4.38 pubs
AAs/OPTs	0.78				
AAs/FTTTs	14.45**				
OPTs/FTTTs	14.78**				

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

#### *Recent Articles in Refereed Journals*

For the variable “Recent articles, refereed journals/Q52BA” the  $F_{obs}$  value of 14.44 was statistically significant at the .001 level of significance. The result of the t-tests conducted between 1) the AA and FTTT groups, and 2) the OPT and FTTT groups showed that each of these t-tests was also statistically significant at the .001 level of significance. There was no statistically significant difference between the AA and the OPT groups on this variable. The mean number of recent articles (last two years) in refereed journals by the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 36 below. Faculty members in the FTTT group had a mean number of 2 (rounded to the nearest tenth) recent articles accepted for refereed journals compared with faculty members in the OPT and AA groups who had a mean of less than 1 recent articles accepted for refereed journals.

**Table 36: Recent articles, refereed journals/Q52BA**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>14.44*</b>			0.47	0.47	2.17
AAs/OPTs	0.00				
AAs/FTTTs	26.55**				
OPTs/FTTTs	29.15**				

\*  $p < .001$  ( $F_{crit} = 6.91$  or greater)

\*\* $p < .001$  ( $t_{crit} = 3.59$  or greater)

### *Recent Total Presentations, Exhibitions, or Performances*

For the variable “Recent total presentations, exhibitions, or performances/X03Q52” the  $F_{obs}$  value of 1.33 was not statistically significant at the .001 level of significance. The mean recent total presentations, exhibitions, or performances (last two years) of the members of the various faculty groups (AAs, OPTs, and FTTTs) is shown in Table 37 below.

**Table 37: Recent total presentations, exhibitions, or performances/X03Q52**

$F_{obs}$	$t_{obs}$		Mean AAs	Mean OPTs	Mean FTTTs
<b>1.33</b>			4.70	4.22	5.56
AAs/OPTs	--				
AAs/FTTTs	--				
OPTs/FTTTs	--				

$p > .001$  ( $F_{crit} = 6.91$  or greater)

### Results Summary

The overall proposed model of professional status in this study yielded significant results which indicate true differences in selected characteristics of the Full-Time Tenure-Track (FTTT), Other Part-Time (OPT), and Aspiring Academic (AA) faculty groups. The four principal research questions were aimed at deciphering any differences between these groups on measures related to the constructs of 1) personal and family

demographics, 2) educational background, 3) employment background and current position, and 4) career success. The results of this study indicate that the profiles of the Aspiring Academic and Other Part-Time Faculty groups are most alike, and that the Full-Time Tenure Track group is generally younger and has more advanced degrees and more concentrated experience in academia than do the other two groups. Chapter 5 addresses these differences and draws conclusions and provides recommendations for further study.

## Chapter 5: Discussion and Conclusion

There are two principal findings from this study. The first informs us that the profiles of Aspiring Academics (AAs) are more similar to those of other part-time faculty (OPTs in this study) than to those of full-time tenure track faculty (FTTTs). The second major finding is that the employment patterns and certain educational and career achievements have more of a relationship to an individual's professional status (AA, OPT, or FTTT) than do their personal and family demographics. In particular, the results indicate recurrent themes of the gap between the faculty socialization of Aspiring Academics and their Full-Time Tenure-Track counterparts, and a delay in the development of Aspiring Academics in the pursuit of full-time faculty careers. Some of the results of this study are supported by and support the existing literature on the difficulty of entry and advancement in the academic career, while other results show that existing ideas about the nature of part-time work in academia are insufficiently nuanced or merit further investigation. The results of this study provide a basis for future research and questions which may impact theory and practice in the shaping of part-time and full-time higher education faculty positions and the people who fill them.

### Discussion of Personal and Family Demographics Construct Results

Three of the eight independent variables in the Personal and Family Demographics construct were related to the dependent variable of professional status (AA, OPT, or FTTT). Faculty members' ages had a statistically significant relationship with professional status. OPTs were the oldest with a mean age of 51 years when surveyed while FTTTs were the youngest with a mean age of 43 years. AAs fell in the

middle with a mean age of 48 years. This result may not be surprising given the information known about the existence of “career enders” in the OPT group who probably raise the average age of this group. However, other issues including the purported immobility of AAs within the faculty system as part-timers should be further considered given their generally more advanced age than FTTTs. Further questions for research include finding out how long AAs have been “aspiring”...since the beginning of their careers or more recently? A limitation of this study is in its ability to ascertain this information from the NSOPF: 04 survey, but it could be critical in helping, for example, administration understand whether part-timers get locked into part-time careers.

Also, even though AAs are generally older than FTTTs, this study shows that they are actually less well-off financially. The literature makes us well-aware that part-timers earn less than full-time tenure track faculty. The term “exploited” is often used to indicate the precarious and underpaid position of part-timers. However, the statistically significant relationship shown between amount of total household income and professional status provides results which indicate that only the AA group has less total household income per year as a group than FTTTs. There was no statistically significant difference between the amount of annual total household income (over \$100,000.00) for OPTs and FTTTs. AAs at an annual total household income of approximately \$78,000.00, earned significantly less than both these groups. Some of the income differential between the part-timers, AAs and OPTs, may be explainable by the composition of each group. The OPT group is inclusive of “specialists, experts, and professionals” who hold full-time positions outside of their part-time faculty jobs. The very nature of the AA group as part-timers hoping for full-time positions in academia may help to resolve some question

about why their households bring home less money per year. The results of this study showed that while more than half of OPTs were full-time at another job, two-thirds of AAs were employed in only part-time positions (see “Discussion of Employment Background and Current Position Construct Results” section).

The income variable brings to light other questions of equity between part-timers and full-time tenure track faculty. For example, Mason and Goulden (2002) and Leslie and Janson (2005) provided some evidence that women who have children bear the brunt of the sacrifice in terms of ability to enter and stay in full-time tenure track faculty positions. Interestingly, in this study, there was no statistically significant relationship between the variables of either gender or number of dependent children and professional status, nor did the variables of marital status, race/ethnicity, or disability status have any statistically significant relationship with professional status. In fact, only the variable of citizenship and ethnicity showed any statistically significant relationship with professional status. This result showed that the percentage of non-citizens in the FTTT group was greater than the percentage of non-citizens in either the AA or OPT group.

#### Discussion of Educational Background Construct Results

Four of the eight independent variables in the Educational Background construct were related to the dependent variable of professional status (AA, OPT, or FTTT). Some of the significant variables support existing knowledge regarding part-time faculty. The variables which captured the highest degree attained and which asked whether faculty members had their doctorate before beginning their first faculty job had statistically significant relationships with professional status. While only 30 percent of the members



of the FTTT group have never earned a PhD, approximately 80 percent of the members of both the AA and OPT groups have not. Correspondingly, while 80 percent of FTTTs earned their highest degrees from doctoral institutions, only 60 percent of AAs and OPTs earned their highest degrees from these institutions. Over a quarter of AAs and OPTs earned their highest degrees from Master's institutions in comparison with less than one-tenth of FTTTs who earned their highest degrees from these institutions. Further, 50 percent of FTTTs had their doctorate when they began their first faculty job, while only 10 percent of AAs and OPTs began their first faculty jobs with a doctorate. These results corroborate Benjamin's (1998) and Anderson's (2002) earlier analyses showing that full-time faculty earn proportionately higher degrees than do part-time faculty. Some of this discrepancy may be understood by data that shows that part-time faculty still work largely in the two-year institutions (see "Discussion of Employment Background and Current Position Construct Results"), which, as principally teaching institutions, may not require faculty to have earned a doctorate.

New information provided in this study's results showed that the age when the highest degree was received did not have a statistically significant relationship with professional status, nor did the number of years between bachelors and doctorate degrees for those who had both. However, there was a statistically significant relationship between the number of years since the faculty member received his or her highest degree and professional status. OPTs had received their highest degree about 18 years ago, in comparison with AAs who had received theirs approximately 14 years ago, and FTTTs who had graduated with their highest degree 9 years ago. This result is in tandem with the

information provided in this study that OPTs are generally older than both groups (see “Discussion of Personal and Family Demographic Construct Results), but may again say something about the difficulty of AAs in breaking with their part-time ranks to achieve full-time positions.

Existing literature stresses the impact of a differential production of PhDs by discipline on the feasibility of entry into full-time tenure track positions and therefore the long-range attractiveness of these positions in certain fields. The results of this study showed that there was no statistically significant relationship between the highest degree field of the faculty member and professional status. However, the population numbers do show that AAs are piling up in the fine arts and humanities, disciplines where, as noted by groups such as the Modern Language Association, frustration is mounting over the difficulty of obtaining full-time positions. Further, the population numbers also show that in disciplines such as education and business where bringing real world examples to the classroom is noted as important (Benjamin, 1998; Leslie, 1989, Wyles, 1998), the part-time numbers are relatively high but AAs are not disproportionately represented. In the “harder” disciplines such as engineering and the natural sciences there are proportionately fewer part-timers overall perhaps, as noted by Leslie (1989; 1998a), as a result of a stronger academic market for PhD holders in these fields. These population numbers caution that the idea of professional status by discipline could have relative importance for such things as graduate students’ view of the long-range attractiveness of a particular field.

## Discussion of Employment Background and Current Position Construct Results

Thirteen of the fifteen independent variables in the Employment Background and Current Position construct were related to the dependent variable of professional status (AA, OPT, or FTTT). Regarding employment history, some of the statistically significant variables within this construct could support previously conjectured information that holding part-time faculty positions may be detrimental in the long run to pursuit of full-time tenure-track faculty positions. Wyles (1998) and Lawrence (1998) noted that full-time career opportunities for part-time faculty may be limited by what institutional employers might see as a sort of part-time resume. In this study, the variable of whether the currently held faculty position was the individual's first faculty position was not related to professional status, however, the variables for past or concurrent full- or part-time employment status were related. Approximately three-fourths of the members of the FTTT group were full-time at their first faculty job, while approximately only one-fifth of the members of both the AA and OPT groups were full-time at their first faculty job. Also, two-thirds of the members of the AA group currently were employed in only part-time positions.

This study also shows that the variable for the number of years the faculty member held his or her current job was related to professional status (AA, OPT, or FTTT). OPTs and AAs had held their current part-time position longer than FTTTs had held their current full-time positions. This information may provide more momentum for existing discussions in the literature about the entrenchment of individuals in tiered and closed faculty systems. In other words, as the faculty system exists today, it may be

difficult for faculty to transition to full-time tenure track positions once they are established as part-timers.

In addition, the sector(s) of previously or currently held positions of faculty members was also related to their professional status (AA, OPT, or FTTT). Two-thirds of the members of the FTTT group had only ever held positions in postsecondary education, while two-thirds of the members of both the AA and OPT groups had held positions either only *outside* or both in and outside of postsecondary education. More than half of the members of both the AA and OPT groups (in comparison with less than 10 percent of FTTTs) concurrently held other positions (outside the institution where they were surveyed) that were not in postsecondary instruction.

The study results also showed that the pace with which faculty members pursued their faculty positions was related to professional status (AA, OPT, or FTTT). FTTTs were younger than both AAs and OPTs when they began their first faculty position and when they began their current faculty position. Also, the type of institution in which faculty members worked was also related to their professional status. Members of the FTTT group have by and large (about half) landed positions in public and private doctoral institutions. Approximately half of the members of the AA and OPT groups, on the other hand, work in community colleges. Evidence regarding differences in the degree qualifications of the AA, OPT, and FTTT groups (see “Discussion of Educational Background Construct Results) may account for some of this difference. However, these results also illustrate that in spite of concern in the literature about growing numbers of part-timers and reduced numbers of tenure-track positions across the higher educational institutional spectrum, almost half of all part-time faculty are still working in the two-

year colleges. Aspiring Academics who begin work in community colleges (where there is a significant amount of part-time work to be had) or who are forced to wait to pursue their academic careers, may find it difficult to make the transition into a full-time faculty position. The amount of time spent in part-time work by some faculty may be considered a serious delay or even hindrance to their chances of pursuing a full-time career.

Maitland and Rhoades (2005) have suggested that part-timers are clamoring for unionization to protect their rights. In this study, although a higher percentage of members of the FTTT group than members of the AA or OPT faculty groups were eligible to join a union, members of the AA and OPT faculty groups decided *not* to join a union (when one was available and the individual was eligible) at a slightly higher rate than members of the FTTT faculty group. The nature of part-time work itself and the inherent difficulty of organizing, communicating with, and meeting the legal requirements for unionization of part-time workers may help to explain this result. However, further research on this point may be helpful to those interested in understanding the complexities of part-time faculty workers and unionization.

Finally, the productivity of part-time faculty members is examined in this study. In the NSOPF survey question which asks the faculty member to identify the average total hours per week worked (both at the institution where the individual was surveyed and outside the institution) the results showed that there was a statistically significant relationship between average hours worked per week and professional status. The difference in the average hours worked per week was not significant between AAs and OPTs. However, FTTTs outstripped both groups working an average of between 14 and 15 hours more per week than AAs and OPTs. Considering that some OPTs belong to the

“career ender” (retired except for part-time positions) and “freelancer” (this category could include caring for one’s own children which was not considered part of the amount of hours “worked” in this question) categories, further inquiry into the productivity and work-life patterns of the AA is merited. On this note, it is also interesting that this study’s results showed a significant relationship between hours per week on unpaid tasks at the institution (e.g., club assistance, recruiting, attending institution events) and professional status. There was a statistically significant difference between all three faculty groups with FTTTs volunteering 4.17 free hours, AAs contributing only approximately half this amount with 2.20 unpaid hours, and OPTs volunteering 1.53 unpaid hours to the institution. These results bring to light questions regarding whether AAs are not properly socialized regarding the plethora of job expectations for full-timers (and perhaps those who want to be full-time) or whether they simply do not have the time, motivations, or are not invited to participate in non-paid academic activities. The point is complex and merits further investigation outside of this study.

#### Discussion of Career Success Construct Results

Three of the five independent variables in the Career Success construct were related to the dependent variable of professional status (AA, OPT, or FTTT). The construct of “career success” was originally framed in this study to capture what are generally considered the hallmarks of a successful faculty career, that is, indications of achievement in the areas of teaching, research, and service. The principal limitation of this construct in relation to NSOPF: 04 is the lack of survey questions that address success in teaching and service. The markers of research success in the NSOPF: 04

survey are more extensive. Variables which indicated recent research work (last two years) as opposed to total career research work were chosen for this study to mitigate factors such as age and number of years in academia (e.g., if OPTs were older as the literature indicates, they could have more publications simply as a result of their age and not more directly as a result of being especially prolific in their academic work).

Two of the variables chosen, recent total publications and recent articles in refereed journals, showed a significant relationship with professional status. In both cases, FTTTs were the most prolific and there was no significant difference between the number of publications (in refereed journals or otherwise) between the AAs and the OPTs. It is important here to remember that FTTTs are generally younger than both groups yet still have the highest mean number of recent publications and recent articles in refereed journals of all three groups.

In addition, two variables within this construct asked faculty members to indicate whether they had any research that was funded and to choose among categories which described the type of research in which they engaged. Both variables had a statistically significant relationship with the dependent variable of professional status. Lawrence (1998) and Gaddy (1998) believed that the research gap between full-time and part-time faculty was a result of tiered faculty systems that provided more time and money for full-time tenure-track faculty to pursue research. This study does show that the percentage of members of the FTTT faculty group (40 percent) who had funded research was ten times that of the percentages of the members of either the AA (4 percent) or OPT (4 percent) faculty groups. This study does not establish cause and effect relationships but does again bring to light the developmental gaps between the AA and FTTT groups in their research

productivity and in the general markers of research success (e.g., funded research and research in refereed journals), with FTTTs outperforming AAs in these categories.

Also, over half of the member of the FTTT faculty group conducted basic research as their primary scholarly activity, in contrast with the only one-third of the members of the both the AA and OPT groups who conducted basic research as their primary scholarly activity. Larger percentages of members of both the AA and OPT faculty groups conducted literary/performance/exhibitions, program/curricular-design or development, and “other” types of research as their primary scholarly activity, than the percentages of members of the FTTT faculty group in these same categories. Because the faculty member’s field in this study did not have a significant relationship with professional status (see “Discussion of Educational Background Construct Results”), arguments that the type of research that generally is conducted in particular fields would seem unlikely. More questions need to be asked as to why this relationship is significant. Discussions have been raised in the literature regarding the limited access of part-time faculty to institutional equipment as well as concerns about academic freedom that stem from part-time faculty generally not being tenured, although no cause and effect relationships have been established between type of research undertaken and professional status.

#### Conclusion, Study Limitations, and Suggestions for Further Research

This study was conducted principally as a way to gain a clearer picture of a still relatively small, yet increasingly outspoken, group of higher education faculty. The stories of some “Aspiring Academics” or “AAs” as they have been dubbed in this study,



part-time faculty members who desire full-time faculty positions, have been made public in the media. The difficulty of entry and advancement into full-time tenure track faculty careers has been well-documented. However, little research has been done heretofore regarding the identities and backgrounds of these particular individuals as they seek more from their faculty careers. This study has sought to add evidence to existing understandings of and conjecture about the Aspiring Academic group.

In spite of AAs' apparent desires to be full-time, their profiles say they "look, walk, and talk" more like the OPTs than like the FTTTs. In general, AAs and OPTs are less educated, particularly in terms of degree attainment, and they are older and enter academia later than do FTTTs. AAs and OPTs also more often have worked at jobs outside of academia and have had strings of part-time faculty positions, generally at two-year colleges. Both groups also have less documented research productivity using the traditional markers of academic research success (e.g., funded research and recent published articles). In general, although AAs purport to want to be full-time, their socialization and development as academics appears delayed, putting them significantly behind the FTTTs in the traditional markers of academic success.

While this information adds a greater understanding to what was previously known about Aspiring Academics, it has its limitations. First, this study was based principally on one question from the NSOPF: 04 survey which asks survey recipients who are part-time to indicate whether they would rather be full-time. A "prefer" or "do not prefer" answer to this question necessarily includes a broad spectrum of individual motivations and commitments to a faculty career. Further research involving longitudinal studies of the various iterations of a faculty survey such as NSOPF, based on the

“Aspiring Academic” question, would provide a consistency of results and thus better ability to generalize about this group.

Another limitation of this study is that it is correlational by nature. That is, it sought to find relationships between given variables and professional status (AA, OPT, or FTTT), but was not predictive. The results do not tell us that, for example, an individual’s age causes him to be an AA or an FTTT faculty member, merely that AAs are generally older than FTTTs. Future studies involving predictive statistics such as those used in multiple regression analysis could help to narrow down questions such as whether the delays in the socialization and development of AAs into FTTTs are a result of the pure difficulty of entry and advancement into the faculty system, or a result of the AAs themselves not getting into the faculty game more quickly or intensely. Either way, the result of this study shows that AAs have clearly lost time and critical career development steps to the FTTTs.

Though the percentage of Aspiring Academics among all faculty is still relatively small, the increasing numbers of part-time faculty and their employment in colleges and universities across America indicate that in all probability this particular group will grow. In the end, both institutional administrators and faculty and future faculty will want to know why. If there are individuals who want full-time careers but are disillusioned by their experience and feel trapped and exploited in part-time careers, it seems unlikely that their commitment to the institution can be strong. Hence, the first step in putting good faculty to good use is knowing that a problem exists: the Aspiring Academic group clearly falls behind the full-time tenure-track group in the markers of faculty socialization, development, and achievement. Acquiring better and more knowledge

about the points where a breakdown exists and ways institutions can nurture those truly committed to full-time careers, can only be beneficial both to those who are part of the Aspiring Academic group, and to all those who strive for efficiency and effectiveness from our institutions of higher education.

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## Appendix A-Study Subjects Filters Glossary

### I. All Study Subjects

*(Variable Label/Name)*

#### **Responded:**

*Any instructional duties for credit/X01Q1*

“This derived variable was created to indicate whether respondents had any instructional duties for credit at the institution from which they were sampled during the 2003 Fall Term. The derived variable was created from variables Q1 and Q2. SAS variable Q1 had a value of 1 if the respondent had any instructional duties at this institution (e.g., teaching one or more courses, or advising or supervising students' academic activities) and a value of 0 if they did not have any such instructional duties. SAS variable Q2 had a value of 1 if some of the respondents instructional duties were related to credit courses, or advising or supervising academic activities for which students received credit; and a value of 0 if all of the respondent instructional duties were related to noncredit courses or advising or supervising noncredit academic activities.”\* The categories are as follows:

Had instructional duties for credit (**Filter**)  
No instructional duties for credit

**Filter:** Study subjects were those who replied that they “Had instructional duties for credit” in response to this question.

### II. “Aspiring Academics” (AAs)

#### **Responded:**

1) *Employed full or part time at this institution/Q5*

“During the 2003 Fall Term, did [institution name] consider you to be employed full time or part time?” The categories are as follows:

Full time  
Part time (**Filter**)

**Filter:** Aspiring Academics replied that they were “Part time” in response to this question.

2) *Part-time but preferred full-time position/Q8*

“Would you have preferred a full-time position for the 2003 Fall Term at [institution name]?” The categories are as follows:

Preferred (**Filter**)  
Not preferred

**Filter:** Aspiring Academics replied “Preferred” in response to this question.

### III. “Other Part-Timers” (OPTs)

#### Responded:

#### 1) *Employed full or part time at this institution/Q5*

“During the 2003 Fall Term, did [institution name] consider you to be employed full time or part time?” The categories are as follows:

Full time  
Part time (**Filter**)

**Filter:** Other Part-Timers replied that they were “Part time” in response to this question.

#### 2) *Part-time but preferred full-time position/Q8*

“Would you have preferred a full-time position for the 2003 Fall Term at [institution name]?” The categories are as follows:

Preferred  
Not preferred (**Filter**)

**Filter:** Other Part-Timers replied “Not preferred” in response to this question.

### IV. “Full-Time Tenure-Track Faculty” (FTTTs)

#### Responded:

#### 1) *Employed full or part time at this institution/Q5*

“During the 2003 Fall Term, did [institution name] consider you to be employed full time or part time?” The categories are as follows:

Full time (**Filter**)  
Part time

**Filter:** Full-Time Tenure-Track Faculty replied that they were “Full time” in response to this question.

2) *Tenure status/Q12*

“During the 2003 Fall Term at [institution name], were you ...” The categories are as follows:

Tenured

On tenure track but not tenured (**Filter**)

Not on tenure track

Not tenured because institution had no tenure system

**Filter:** Full-Time Tenure-Track Faculty replied that they were “On tenure track but not tenured” in response to this question.

\* Descriptions for the variable labels/names come from the Data Analysis System at <http://nces.ed.gov/DAS/> for the NSOPF: 04 dataset.

## Appendix B-Study Comparisons Glossary

### I. Construct=Educational Background

(Study Comparison Number/*Variable Label/Name*)

1) *Highest degree collapsed further/X01Q17*

“This derived variable was created in order to describe the highest degree or award achieved by a respondent.”\* The categories are as follows:

- Doctorate
- First Professional
- Master’s
- Bachelor’s
- Associate’s
- Less than an associate’s degree

2) *Highest degree institution, 2000 Carnegie (5 cat)/X17Q17*

“This variable was created from the 2004 Institutional Characteristics IPEDS (hd2004) data to indicate the 2000 Carnegie code for the institution from which faculty members earned their highest degree. In this variable, medical schools and medical centers are combined with doctoral institutions.” The categories are as follows:

- Doctoral
- Master’s
- Baccalaureate
- Associate’s
- Other
- Foreign Country

3) *Highest degree institution, control/Q17A4CN*

“Please help us code the postsecondary institution that awarded your [highest degree].” The categories are as follows:

- Public
- Private not-for-profit
- Private for-profit
- Other type of school
- Foreign Country

4) *Highest degree field, NSOPF: 88 (10 category)/X05Q17*

"This derived variable was created from variables Q17A3C2 and Q17A3C4 to categorize the program area of the respondent's highest degree field (highest degree is determined by X02Q17). The 10 categories in this variable match the general categories used in NSOPF: 88 and NSOPF: 93." The categories are as follows:

- Agriculture and home economics
- Business
- Education
- Engineering
- Fine Arts
- Health Sciences
- Humanities
- Natural Sciences
- Social Sciences
- All Other Programs

5) *Highest degree, age received/X07Q17*

"This derived variable was created to calculate the age at which the respondent attained the highest postsecondary degree by subtracting their birth year (Q72) from the year in which they received that degree (SAS variable Q17a2). Respondents without a postsecondary degree are not included."

6) *Had doctorate when began first faculty or instructional staff job/X04Q23*

"This derived variable identifies whether a respondent had a doctorate when beginning his or her first faculty or instructional staff job. This variable is based on Q23 (year began first faculty or instructional staff job); X01Q17 (highest degree attained); and Q17a2 (year received highest degree)." The categories are as follows:

- Never earned doctorate
- Completed doctorate after first PSE job
- Completed doctorate before first PSE job

7) *Highest degree, years between bachelors and doctorate/X06Q17*

"This derived variable was created from SAS variables Q17a2 and Q17d1. If a respondent completed a doctorate degree (according to SAS variable X01Q17), the number of years between attaining that degree and the bachelor's degree was computed by subtracting Q17d1 from Q17a2. If the respondent attained multiple bachelor's degrees, the earliest one was used in the calculation. Likewise if the respondent attained multiple doctoral degrees, the most recent one was used in the calculation. Respondents who did not attain a doctoral degree are not included."



8) *Highest degree, years since receiving/X09Q17*

"This derived variable was created to calculate the number of years since the respondent attained the highest postsecondary degree by subtracting the year in which they received that degree (SAS variable Q17a2) from 2004. Respondents without postsecondary degrees are not included."

**II. Construct=Employment Background and Current Position**9) *First postsecondary job, current job is first/Q21*

"Is the job you held at [institution name] during the 2003 Fall Term the first faculty or instructional staff position you have held at a postsecondary institution? Do not include teaching assistant or research assistant positions while you were working on your degree." The categories are as follows:

- First PSE job
- Not first PSE job

10) *Prior employment status, PSE and other/X02Q21*

"This derived variable was created to report whether a respondent had previous employment prior to the current position at the sampled institution. If the respondent had prior employment, the variable distinguishes between higher education employment and employment outside of higher education. This variable is based on SAS variable Q21, which asks how many professional positions in higher education institutions the respondent has held, and SAS variable Q27, which asks whether the respondent has held any professional positions outside of higher education since earning their highest degree." The categories are as follows:

- No previous employment
- Previous employment only in PSE
- Previous employment only outside PSE
- Previous employment in and out of PSE

11) *Employment status at first PSE job and current job/X04Q5*

"This derived variable identifies the employment status (full-time or part-time) at the first faculty or instructional postsecondary position (not including teaching or research assistant positions) and the current position." The categories are as follows:

- Full-time first, full-time now
- Full-time first, part-time now
- Part-time first, full-time now
- Part-time first, part-time now

12) *Other jobs, sector of previous job/Q28*

"Now we would like to know about the job you held prior to starting your current job at [institution name]. Was the job in a ... (By "Current Job" we mean the position you held at [institution name] during the 2003 Fall Term.)" The categories are as follows:

- 4- or 2-year postsecondary institution
- Other educational institution
- Government/military organization
- Foundation/non-profit organization
- For-profit business/industry
- Other

13) *Employment status at this institution and other jobs in Fall 2003/X05Q5*

"This derived variable was created to identify respondents who had other employment (Q18) during the 2003 Fall term, their employment status (Q19a1) at their other job, and their employment status at the sampled institution (Q5). The variable only takes into account professional employment, other than consulting." The categories are as follows:

- Full-time this institution, no other employment
- Part-time this institution, no other employment
- Full-time this institution, full-time at other job
- Full-time this institution, part-time at other job
- Part-time at this institution, full-time at other job
- Part-time this institution, part-time at other job

14) *Other employment in Fall 2003/X01Q18*

"This derived variable identifies whether the respondent had any other employment (Q18) besides the job held at the institution sampled during the Fall 2003 term. This variable also identifies whether the other job included instruction at another postsecondary education institution or not (Q19b1)."

- No other employment
- Other employment, non-PSE-instruction
- Other employment, PSE instruction and non
- Other employment, PSE instruction

15) *Region where institution located/X37Q0*

"This derived variable was created from the 2003 Institutional Characteristics IPEDS data to classify NSOPF: 04 institutions according to geographic region, using the nine BEA (Bureau of Economic Analysis) region codes." The categories are as follows:

New England  
 Mid East  
 Great Lakes  
 Plains  
 Southeast  
 Southwest  
 Rocky Mountains  
 Far West

16) *2000 Carnegie code (5 category) by control/X120Q0*

“This derived variable was created from the 2000 Institutional Characteristics IPEDS data to indicate the 2000 Carnegie classification (Doctoral, Master's, Baccalaureate, Associate's, and Other) and control (public and private not-for-profit) for the institutions sampled for NSOPF: 04. NSOPF Related Variable: This variable is new in 2004.” The categories are as follows:

Public doctoral  
 Private not-for-profit doctoral  
 Public master's  
 Private not-for-profit master's  
 Public baccalaureate  
 Private not-for-profit baccalaureate  
 Public associates  
 Private not-for-profit associates  
 Public other  
 Private not-for-profit other

17) *Union status, combined/X01Q14*

“This derived variable indicates whether respondents were union/bargaining association members (Q14) and, for those who were not union members, their reason for not being members (Q15). In this variable, respondents who were not union members but indicated they did not know the reason had a reason imputed based on other characteristics.” The categories are as follows:

Union member  
 Decided not to join union  
 Union not available  
 Not eligible to join union

18) *Age when began current job/X02Q9*

“This derived variable was created to indicate the age at which a respondent was hired into the position held during the 2003 Fall Term at their sampled institution, based on the year began at SAS variable Q9 and the birth year at SAS variable Q72.”

19) *Years held current job/X01Q9*

"This derived variable was created to indicate the number of years a respondent has been at the position held during the 2003 Fall Term at their sampled institution, based on the year began at SAS variable Q9."

20) *Age when began first faculty or instructional staff job/X03Q23*

"This derived variable was created to calculate the age at which a respondent began his or her first faculty or instructional staff job. This variable is based on Q23 (year began first faculty or instructional staff job) and Q72 (year of birth)."

21) *Years since began first faculty or instructional staff job/X02Q23*

"This derived variable calculates the number of years since the respondent started his or her first faculty or instructional staff job. This variable is based on Q23 (year began first faculty or instructional staff job)."

22) *Average total hours per week worked/X01Q31*

"This derived variable totals the hours spent working. It was created by totaling SAS variables Q31a through Q31d, which are concerned with hours spent at the following activities: Q31a=All paid activities at this institution; Q31b=All unpaid activities at this institution; Q31c=Any other paid activities outside this institution (e.g., consulting, working on other jobs, teaching at other schools); Q31d=Unpaid (pro bono) professional service activities outside this institution."

23) *Hours per week on unpaid tasks at institution/Q31B*

"This next section of the questionnaire relates to your responsibilities on the job and your workload. On average, how many hours per week did you spend at each of the following work activities during the 2003 Fall Term? (Enter average number of hours. If not sure, give your best estimates. If none, enter "0." If less than one hour, enter "1.") b. All unpaid activities at [institution name] (e.g., club assistance, recruiting, attending institution events)."

**III. Construct=Career Success**

24) *Scholarly activity, any funded/Q55*

"During the 2003-04 academic year, are any of your scholarly activities at [institution name] funded? Do not include consulting services and research included as part of your basic salary." The categories are as follows:

- Funded
- Not funded

25) *Scholarly activity, description/Q56*

“How would you describe your principal scholarly activity during the 2003-04 academic year? Is it...” The categories are as follows:

Basic research  
 Applied/policy-oriented research  
 Literary/performance/exhibitions  
 Program/curriculum design or development  
 Other

26) *Recent total publications/scholarly works/X02Q52*

“This derived variable combines the total number of publications over the last two years, whether they were sole responsibility or joint responsibility, including articles published in refereed journals or creative works in juried media (SAS variable Q52ba), articles published in nonrefereed journals or creative works in non-juried media (SAS variable Q52bb), published reviews of books, articles, or creative works, or chapters in edited volumes (SAS variable Q52bc), and textbooks, books, and reports (SAS variable Q52bd).”

27) *Recent articles, refereed journals/Q52BA*

“We would like to consider the level of your scholarly activities during the last two years. Of the [career total] articles or creative works published in refereed journals or juried media in your career, how many were done in the last two years?”

28) *Recent total presentations, exhibitions, or performances/X03Q52*

“This derived variable combines the total number of presentations at conferences and workshops (Q52BE) or exhibitions or performances in the fine or applied arts (Q52BF) that the respondent had in the past two years.”

**IV. Construct=Personal and Family Demographics**

29) *Gender/Q71*

“Are you ...” The categories are as follows:

Male  
 Female

30) *Race/ethnicity recoded/X03Q74*

“This derived variable was created to categorize individuals into one and only one racial/ethnic category. Respondents were asked to pick one or more race categories to

identify themselves. The categories were American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White. Very few individuals picked more than one race category (see X02Q74). There was a separate item that asked about Hispanic or Latino ethnicity (Q73). For those individuals who picked more than one racial/ethnic category (more than one category in the race variable, or identified as Hispanic or Latino in Q73), a coding scheme was devised to place them into one and only one racial/ethnic category. If the respondents identified themselves as Hispanic and Black or Hispanic and White, they were coded as Hispanic. Otherwise, they were coded according to the same scheme described in X01Q74.” The categories are as follows:

- American Indian/Alaska Native
- Asian/Pacific Islander
- Black/African American non-Hispanic
- Hispanic White or Hispanic Black
- White non-Hispanic

31) *Disability, any/Q75*

“Do you have a long-lasting condition that substantially limits one or more of your major life activities? (By this we mean do you have a physical, visual, auditory, mental, emotional, or other disabling condition that limits your ability to see, hear, or speak; to learn, remember, or concentrate; to dress, bathe, or get around the house, or to get to school or around campus.)” The categories are as follows:

- Disability
- No disability

32) *Marital status, fall 2003/Q77*

“On November 1, 2003, were you ...” The categories are as follows:

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

33) *Age in 2004/X01Q72*

“This derived variable was created to report a respondent's age calculated from SAS variable Q72 (year of birth).”

34) *Dependent children, number/Q79*

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

35) *Citizenship and ethnicity/X03Q81*

"This derived variable identifies citizenship status (Q81) and, for non-U.S. citizens, whether the respondent is Hispanic/Latino, Asian/Pacific Islander, or some other race/ethnicity (X03Q74). Other racial/ethnic groups include American Indian or Alaska Native; Black or African American; and White." The categories are as follows:

- US citizen
- Non-citizen and Hispanic
- Non-citizen and Asian/Pacific Islander
- Non-citizen and other racial/ethnic

36) *Amount of total household income/Q70A*

"For the 2003 calendar year, what was your total household income before taxes? (By household income, we mean the total income received by all persons, including yourself, residing in the house during the 2003 calendar year, but excluding minors and full-time students. Please include income from employment and from other sources including your spouse or partner, self-employment, interest earnings, alimony or child support, insurance benefits, and pension payments.)"

\* Descriptions for the variable labels/names come from the Data Analysis System at <http://nces.ed.gov/DAS/> for the NSOPF: 04 dataset.