

**Part-time Faculty in Higher Education:
A Selected Annotated Bibliography**

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INTRODUCTION

There are numerous reasons given about why the use of part-time faculty presents a problem in the academic world. When these are arranged in rough categories most of the discussion is centered on four topics: the status of part-timers, exploitation or the lack of justice for part-time faculty, their morale or job satisfaction, and the educational problems that are created by using part-time faculty. Other issues discussed are the inclusion of part-timers in the life of the school and academic freedom. There are few references to the issue of administrative control in the literature we have examined and little discussion of the potential conflicts between part-time and full-time faculty, including the subject of unionization of part-timers. More recent literature examines part-time and contingent faculty's movement toward organization. Some of this is union based and some not. An interesting trend in the managerial literature can be noted. At the beginning of our research, the question of the teaching abilities of part-time faculty was addressed. Managers via a series of studies concluded that there really was no difference in the teaching quality of part-time and full time faculty. As more and more part-timers were hired, managers had to justify their behavior as more than economically motivated. The conclusion that they could hire cheaply but provide the same quality served their interests.

Tuckman, Caldwell and Vogler (1978) have identified several categories of part-time faculty:

Semi-Retired—those reporting their primary reason for becoming part-time is that they are semi-retired. *Students*—persons employing other departments than the one in which they are registered to receive a degree and who are called part-timers rather than graduate students by the institutions that hire them. To be a student, the person must report the he or she is currently registered for a degree. *Hopeful Full-Timers*—persons who report that their primary reason for becoming part-time is that they couldn't find a full time position. *Full-Mooners*—persons who in addition to their part-time job held a full-time job of 35 hours a week or more for 18 weeks or more. *Homeworkers*—persons who report that their primary reason for becoming part-time is to take care of a relative or child. *Part-Mooners*—persons holding two or more part-time jobs of less than 35 hours a week for more than one week. *Part-Unknowners*—persons whose motives for becoming part-time do not fall into any of the other categories. (p. 189).

We believe this classification is unnecessarily complex and obscures the issues. For some of these categories, part-time faculty may not see their situation as a difficulty, for example, the person who has a full-time job and teaches either regularly or occasionally to augment income. For others, academic part-time work is a welcome and necessary supplement to their work in the home.

The group that sees part-time academic work as most problematical has been labeled "freeway flyers," those who juggle several part-time jobs at more than one institution in order to make a living.

Compared to other part-time workers, part-time faculty are better educated, experience job instability due to changing conditions in academic labor markets rather than in the larger economy, and have marginal status among their colleagues although they command full status

from students. The position carries some prestige and recognition compared to other industries where the part-timer is a marginal worker

Part-timers who want full-time academic careers derive less satisfaction from college recognition. They are more focused on the job assignment (teaching) and are detached from the academic community. They have less formal contact with other faculty. On the other hand, part-timers experience less role conflict and job stress than do full-timers.

The traditional view of the university as a community of scholars becomes less accurate with the increasing use of part-time faculty. Schuller (1990) argues that for English universities the change in material status including the increasing use of part-timers makes the idea of community less likely. People do not exist on more or less equal terms. There is a core and periphery of academic workers just as there is in other industries.

The idea of an academic community rests not only on the majority of academics enjoying the same terms of employment; it rests on their sharing the same reward system. . . . The greater the variation in pay scales, and in the discretionary elements in salary and remuneration packages generally, the less support is given by individual material bonds to the notion of community. Academic solidarity may not reach its highest form in the sharing of terms and conditions, but the absence of communality in such matters may pervade other, more intellectual, aspects of life together. (p. 6).

There is little or no employment security for part-time faculty. “. . . part-timers have long known that the primary feature of their status in higher education is their expendability.” (Gappa, 1984a, p. 6). In larger urban settings, where there is a large pool of qualified candidates, part-timers find the competition for part-time positions adds to the insecurity.

Most law holds that part-time faculty have no claim to their jobs and may be replaced at will. Administrative policies in higher education reinforce this doctrine. Legal action to force equal pay for equal work for part-timers has been unsuccessful because part-timers are seen as doing different types of work from full-timers.

Biles and Tuckman (1986) argue that there is a need to balance the institutional need for flexibility with standards of fairness and equity for part-timers.

It is usually not required or desired that part-time faculty take part in the governance of the institution. Some observers take issue with this because of the belief that schools of higher education should be reasonably democratic institutions.

There is little academic kinship between part-time and full-time faculty because part-timers do not participate in departmental or institutional life. The concerns of part-timers are more directed toward adequate pay, guarantees of continuing work, preference for full-time work, and more respect.

Part-timers are generally satisfied with many aspects of their jobs, for example teaching, but dislike being outside of the framework of decision-making. They are dissatisfied with the low salary and little or no benefits.

The image of part-timers varies according to the circumstances that lead to their hiring. They may be viewed as a valued resource or as an accommodation to fiscal necessity. Full-timers see the benefits incurred when part-timers “are regarded as pivotal in meeting pedagogical objectives.” When cost is a major reason for the use of part-timers, the situation is seen negatively. (Warme and Lundy, 1988, p. 207-8).

Many part-timers hope that teaching part-time will lead to full-time work through experience or contact at the institution(s) where they are employed. Five reasons, however, are given about why part-time work rarely leads to full-time work: (a) no career ladder, (b) over 85 percent of part-time positions do not carry tenure, (c) no normal salary progression, (d) opportunities for promotion are limited or non-existent, (e) part-time faculty are not full fledged members of their employing departments. (Tuckman and Pickerill, 1988, p. 109).

Working conditions for part-time faculty are regarded as abysmal. Part-timers frequently hold meetings with students in campus coffee shops, student lounges, or their own homes because they lack office space. When there is office space, it is often shared with other part-timers. Off-hour, off-campus summer, and lower level introductory courses are mostly staffed by part-timers. Some part-timers teach at three or four colleges to get enough work to produce a full-time salary. They have to spend additional time traveling between jobs, which makes it difficult to organize a coherent work life.

Cline (1993) raises the question of whether part-timers want to teach for the sake of learning or just for the money. One observer points out that low pay and many courses cause teachers to cut corners. Although the salary is negligible, a teacher may assume there is a greater reward such as scholarship or teaching. The hiring party may assume that collegueship and experience are rewarding. These attitudes avoid looking at the reality of hiring cheap labor. (Kantrowitz, 1981).

Faculty lose control of the curriculum when they lose control of the hiring process. Part-time faculty are typically hired by department chairs, without much consultation from fellow faculty members, and then with the approval of higher administration.

The more part-timers are hired, the more full-time faculty are obligated to handle non-instructional duties such as advising, curriculum development, and program coordination. There is reduced faculty participation in governance, instructors have less time to meet with students, and they may feel less of a commitment to the institution. With the added bureaucratic burden comes an absence of infusion of new ideas. (Moodie, 1980). In addition, teaching loads and class size may increase for full-time faculty when budgetary concerns suddenly force administrators to reduce the part-time workforce.

Part-timers are disconnected from the "mission and spirit of the institution." (Gappa and Leslie, 1993). Some effects are the "...eroding [of] the tenure system and [the] threatening [of] the quality of undergraduate instruction." The university has no commitment to part-timers and part-timers are "less apt to have a long-term commitment to the university." (Wilson, 1996, p. 13.)

Hiring non-tenure-track and part-time faculty creates a transient labor force, which "institutionalizes inexperience and discontinuity." (Berver et al., 1992, p. 27). Students suffer most from these policies. The most frequent student complaint about part-time faculty is that faculty are not available or not willing to discuss student concerns.

There is a controversy about whether part-time faculty should have their own unions or belong to the same union as full-time faculty. It is argued that unions generally try to protect their full-time members.

Analogous to the traditional workplace, part-timers may be seen as lowering pay rates and threatening the jobs of full-timers. In union parlance, they are "wetbacks and scabs" and

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become pariahs (Bonham, 1982, p. 10). Part-timers are seen as competitors for salary and threats to status and job security.

Material chosen for the bibliography began publication in 1977, which was the year when Tuckman and his associates began publishing their findings. The 1970s was the period when the use of part-time faculty expanded more rapidly than it had before or since. More recently, the numbers of part-time faculty have begun to expand further, especially in community colleges. Accompanying this development has been the increasing use of adjunct non-tenure track faculty in full-time positions. It is the purpose of this bibliography to facilitate understanding of the meaning and implications of this major change in the structure of higher education.

The annotations in the bibliography were written from the perspective of a part-time faculty member, unlike most of the literature, which is written from a management perspective. "The sheer number of articles, books and professional documents available on employing, training, evaluating, retaining and integrating contingent faculty may overwhelm the academic reader." (Schell, 1998: 39) We hope to make this task a bit easier with our work.

The reader will note that there are some items in the bibliography that have not yet been annotated. Additions are a continuing process. We will be adding more items from time to time as well as continuing the annotation process.

We have compiled this bibliography over the past ten years. It seemed to us that it was time to make this research tool available. If readers have additions or items that we have missed, please feel free to send a reference with or without annotation to bpankin@providence.edu.

The bibliography was last updated in 2004. These entries are available. Much of the current literature that is not annotated in this version of the bibliography says many of the same things we found in the earlier material. That is particularly true of the articles written by academic managers. The more serious scholars have turned their attention to how the use of part-time and other contingent faculty fit into the trend toward globalization.

1977 to 1989

1. Abel, E. K. (1977). Invisible and Indispensable: Parttime Teachers in California Community Colleges. *Community/Junior College Quarterly*, 2, 77-91.

This is a report of a survey research study of part-time faculty at Santa Monica Community College. It was designed to test the stereotype of part-time faculty held by managers. Abel found that the stereotype is wrong on "virtually all counts." This early study that debunks the myths makes one wonder about why the misconceptions about part-time faculty linger on.

2. Abel, E. K. (1984). *Terminal Degrees*. New York: Praeger Publishers.

This is the most comprehensive study of part-time and temporary faculty that exists in the current literature. Abel has used a triangulated methodology including in depth interviews, questionnaires, a case study of union organizing and concise theoretical analysis to explore the conditions of work in contemporary academia. She surveyed seven campuses in California and interviewed displaced academics in depth. She explores the conditions of part-time work looking at the market processes from a human perspective. There are two very strong contributions on "The Academic Proletariat" and union organization. Abel is succinct about the differing interests of part-time and full-time faculty.

3. Agee, A. S. (1984). Shadow into Sunshine: Integrating Part-Time Faculty. In M. E. Wallace (Ed.), *Part-Time Academic Employment in the Humanities* (pp. 63-65). New York: Modern Language Association of America.

Agee, the coordinator of English Composition at Anne Arundel Community College, describes some improvements made for part-time faculty. None of these include compensation.

4. Aisenberg, N., & Harrington, M. (1988). *Women of Academe: Outsiders in the Sacred Grove*. Amherst: University of Massachusetts Press.

This is a study that examines women's experiences in the academic world. The authors compare tenured women with "deflected women." The second categories are those who have been deflected from normal academic careers such as part-time teachers. Twenty-five tenured and 37 deflected women were included in the study. In-depth unstructured interviews were used and detailed analysis of the result produced categories. The result is a study derived from the experience of the women interviewed. Aisenberg and Harrington were somewhat surprised by the commonality found between the two groups. "...the common patterns consist of the play in all women's lives of social norms that are constructed to cast women in subordinate, supportive roles in both their private and their public lives. With these ancient norms still powerful, women's experience must differ from that of men, must be marked by strong commonalities along with the more obvious wide variety." (xii) The book revolves around the "marriage plot" vs. the "quest plot." They argue that women at all stages have to overcome their own and others expectations involved in the marriage plot in order to successfully navigate a professional career. Part-time faculty are mentioned from time to time but the overrepresentation of women as part-timers is not directly addressed. Using the perspective of this work however, many interesting research questions could be raised about women contingent faculty members.

One interesting project might be to compare men and women's career paths for those who become permanent part-time faculty. Are the men more like women in their attitudes and approaches to careers or more like other men? This is one of the best reports and execution of qualitative research existing in the literature.

5. Albert, L. S., & Watson, R. J. (1980). Mainstreaming Part-Time Faculty: Issue or Imperative? *New Directions for Community Colleges* (30), 73-80.

The article is about legal issues and administrative concerns in the use of part-time faculty. The authors spell out some legal concerns including a California Court of Appeals decision that granted tenure, proportional salary and benefits to part-time faculty who worked 60 percent of a full-time load. From the management point of view contract provisions must be very specific (especially about termination and no right to continue) and part-timers should not be hired for more than 49 percent of a full-time load. Administratively, part-time faculty must be acquainted with the policies and resources of the institution so these can be used to promote student retention.

6. American Association of University Professors. Committee A on Academic Freedom and Tenure. (1981). The Status of Part-Time Faculty. *Academe*, 67(1), 29-39.

"Guidelines are needed to assist colleges and universities in setting appropriate standards for the employment of part-time faculty members. The treatment of part-time faculty members, in terms of salary, fringe benefits, and of security of employment, also deserves examination." (29-30) The concerns of the committee were that "part-time faculty not be exploited" (30). Part-time faculty should not be hired to replace full-timers that "would undermine the protection of academic freedom." (30) This is viewed in the context of the 1940 AAUP statement. Several categories of part-time faculty are recognized along with the fact that women are over represented among part-time faculty. The policy recommendations are: the opportunity to obtain tenure, not appointing at the last minute, compensation for preparation if a class is cancelled, appointment using standards which apply to full-time faculty, inclusion in faculty governance procedures, prorated compensation, and provision of fringe benefits. The article contains justification, analysis and discussion of all of these recommendations.

7. Apkarian, A. B. (1987). Another Aspect of Part-Time Teaching. *Thought and Action*, 3(1), 117-118.

This article describes the educational advantages gained by using voluntary part-time faculty. Disadvantages are noted for involuntary part-timers. Voluntary part-timers teach courses in their expertise and such material would be unavailable and unaffordable for most four- and two-year colleges.

8. Baker, M. (1985). Teacher or Scholar? The Part-Time Academic. *Society/Societe*, 9, 3-7.

This is a study of part-time faculty at York University in Canada. The financial decision to increase the number of part-time faculty has unintentionally produced young academics who are more committed to their own careers than to the university as an institution. This insight indicates that underlying managerial objectives of campus control are being realized. The research examines the characteristics of part-time faculty demographically, in terms of academic

status (highest degree completed), and job satisfaction. Baker examines professional commitment via publication, attendance at professional meetings, and papers presented at professional meetings. She divides her sample into willing and reluctant part-timers. Considerable attention is paid to new Ph. Ds who are unable to find full-time work. Women are overrepresented among the part-timers.

9. Batell, M. F. (1987). Viewpoint: On Part-Time College Teaching. *Thought and Action*, 3(1), 113-116.

This article is by a full-time faculty member who started as a part-timer. Starting with the assertion that "part-timers are usually full-timers somewhere else," he goes on to say that part-timers are less committed, less qualified and poorer teachers than full-time faculty. Batell adheres to the administrative line that flexibility is all-important in the use of part-timers.

10. Behrendt, R. L., & Parsons, M. H. (1983). Evaluation of Part-Time Faculty. In A. B. Smith (Ed.), *Evaluating Faculty and Staff* (pp. 33-43). San Francisco: Jossey-Bass.

The argument is presented that the reason for evaluating part-time faculty is to ensure parity between part-time faculty and full-time faculty. If both groups are similar in their teaching ability it will make no difference if part-time or full-time faculty are used. Specific objectives of part-time faculty evaluation are presented. The experience of Hagerstown Junior College is used to discuss these objectives. The benefits of evaluation to the faculty member and the institution are discussed. Methodological warnings are included.

11. Benjet, R. G., & Loweth, M. (1989). A Perspective on the Academic Underclass, The Part-Timers. *Teaching English in the Two-Year College*, 16(1), 40-42.

The authors indicate that the most significant problem is poor pay and job insecurity. Lack of recognition from administrators and full-time faculty creates a body of outsiders. They cite the NEA position indicating that some part-timers are starting to join unions to increase their status.

12. Biles, G. E., & Tuckman, H. P. (1986). *Part-Time Faculty Personnel Management Policies*. New York: Macmillan.

The book examines some of the conditions of part-time faculty employment. Each chapter contains policy recommendations covering the issues of academic employment for part-timers. The work is an attempt to reconcile the competing interests of part-time faculty with the interests of administrators. While the authors point out the costs of equity to part-timers they suggest no way to pay the bill. It is unlikely that many college administrations have adopted the recommended policies except in cosmetic ways.

13. Blackburn, R. T. (1978). Part-time Faculty and the Production of Knowledge. In D. W. Leslie (Ed.), *Employing Part-time Faculty* (pp. 99-111). San Francisco: Jossey Bass.

This chapter identifies potential threats to knowledge production under current academic market conditions and proposes reliance on part-time academic positions as a possible solution to some elements of the problem. Abstract comes from volume.

14. Blumberg, P. (1979). Lockouts, Layoffs, and the New Academic Proletariat. In A. S. Wilke (Ed.), *The Hidden Professoriate* (pp. 33-58). Westport, Conn.: Greenwood Press.

The temporary closing of the City University of New York in 1976 prompted the author to look at conditions in the academic labor market for new PhDs. He examines market conditions and internal conditions including the continuing overproduction of PhDs and the decline in enrollment projections. He points out that social scientists have a notoriously poor record in prediction and simply expect colleges and universities to keep growing. In addition tenured professors profess no interest in the connection between education and jobs. He discusses the demoralization that occurs with competition for jobs, rejection letters and the insecurity of part-time or temporary jobs. Those considered for positions are held to higher standards than those who already hold tenured positions.

15. Boggs, G. R. (1984). A Response to Uncertainty: the Increased Utilization of Part-Time Instructors in American Community Colleges. *Community/Junior College Quarterly of Research and Practice*, 8(1-4), 5-17.

The author argues that community colleges are being "forced" to hire more part-time faculty. The causes are financial uncertainty and changing patterns of enrollment. Community college managers seek maximum flexibility under these conditions. Boggs implies that part-timers can provide non-traditional class schedules and increased effort at less expense. The literature is reviewed noting the national increase in usage of part-time faculty, objections from the AAUP and the AFT, economic advantages and the need for flexibility. The literature reviewed shows no difference in the quality of instruction provided by part-time faculty and full-time faculty. Boggs' major concern here is with standardization. He points out that the instructor chooses course materials so content is not standardized. "...standardization of the teaching process for part-time faculty has not been successful." Teaching skills, similarly, are not standardized.

16. Bonham, G. (1982). Part-time Faculty: A Mixed Blessing. *Change*, 14(3), 10-11.

This editorial points out more potential advantages than disadvantages in the use of part-time faculty. In addition to the economic benefits to the institution, part-timers may include people with a firmer and fresher perspective in their field. Part-timers may be getting together and creating interesting intellectual circles outside of academe. Part-time work provides the opportunity for scholars to continue their contact with academe while pursuing other careers. Disadvantages include less output than that of full-time faculty. Discrimination by full-time teaching staff lowers morale among part-timers.

17. Borenstein, W. (1984). Part-Time Instruction of Foreign Languages in a State University College. In M. E. Wallace (Ed.), *Part-Time Academic Employment in the Humanities* (pp. 89-92). New York: Modern Language Association of America.

Borenstein, an ex-department head of foreign languages, describes the use of part-time faculty in the face of declining enrollments. He says there is nothing that can be done about equitable compensation.

18. Bosworth, S. (1984). The Management of Staffing Reductions in a Time of Acute Financial Crisis: The Survival of a University. *International Journal of Institutional Management in Higher Education*, 8(1), 49-66.

This article describes measures taken during a financial crisis at the University of Salford in the United Kingdom. One such measure was the use of part-time faculty. Funds were made available to fill positions that were necessary for students to complete degrees. Part-time faculty were used to reduce the burden of full-time faculty (whose loads were increased) and to provide flexibility for the management.

19. Bowen, E. (1987, Jan. 12). Academia's New Gypsies. *Time*, 65.

The author describes in anecdotal terms the lives of some part-time faculty.

20. Bowen, H. R., & Schuster, J. H. (1986). *American Professors: A National Resource Imperiled*. New York: Oxford University Press.

The authors attempt to answer two broad questions in this volume. Will colleges and universities be able to maintain a qualified work force on the professorial level? If the answer to the first question is negative, what can be done in the future to rectify this situation. Data to provide background for the answers are gathered from several sources and studies. It is within this context that the issue of part-time faculty is addressed. Increasing numbers of part-timers from the 1970s on is noted. Several causes are pointed out and the authors assert that the range of ability among them is larger than that of full-time faculty (they argue that there are more on the lower end). An extensive study of faculty on 38 campuses was undertaken with interviews of faculty and administrators. In this context they report on part-time faculty as part of fragmentation. The information, however, comes from full-time faculty and managers. Although this book nods in the direction of the part-time faculty problem there is little in the way of analysis beyond economic managerial thinking. Perhaps this is a result of the authors thinking that part-time faculty are under-qualified and thus are a detriment to the profession. The book is important for background on academic workers.

21. Boyer, E. L. (1987). *College: The Undergraduate Experience in America*. New York: Harper & Row.

In what was supposed to be one of the definitive books on colleges in the U. S., Boyer devotes just over a page to part-time faculty at a time of rapid increase of the group. He points out that part-timers are an underpaid underclass whose greatest problem is that they don't fit in with the community. Boyer recommends a 20 per cent limit on the number of part-time faculty.

22. Bramlett, P., & Rodriguez, R. C. (1982). Part-Time Faculty: Full-Time Concern. *Community and Junior College Journal*, 53(4), 40-41.

The authors assert that part-time faculty at New Mexico State University branch community colleges are moonlighters loyal to their full time jobs. They are not aware of the campus' culture or services (to faculty or students). Part-timers feel that they are outsiders. The authors conclude that the public relations benefits obtained from these faculty are negated. The reputation of the college may be damaged and the faculty deeply split. The authors, an

administrator and a faculty member in educational management, propose ten provisions to increase the overall effectiveness of part-time faculty. All of these are directed toward the part-time faculty rather than initiated by them.

23. Brown, G. (1982). *Part-Time Faculty Effectiveness: Fulfilling the Need*. Paper presented at the National Policy Conference on Urban Community Colleges in Transition, Detroit, MI, March 1982. (ERIC Document Reproduction Service No. 216 741)

This paper by an academic manager assumes the necessity of increasing part-time faculty. Given this assumption, the recommendation from an "enlightened" manager is that management must control the process involved in the use of part-time faculty. She seems to think it is particularly important for management to insure good teaching by clearly defining the job. At one point she suggests that another solution to using part-time faculty may be found in updating technology; part-time faculty members are just another type of technology. Throughout the paper Brown distinguishes between "professionals" (managers) and others (faculty).

24. Buchbindeer, H., & Newson, J. (1985). The Academic Work Process: The Professorate and Unionization. In *The Professorate -- Occupation in Crisis* (pp. 221-247). Toronto: Ontario Institute for Studies in Education, Higher Education Group.

This paper is part of a larger volume that provides valuable background for the study of part-time faculty. This analysis is placed in the context of economic and political circumstances and the struggle of universities to find a role within them. One of the circumstances that may lead to academic unionism is the increasing use of part-time faculty. The authors look at this as part of the academic work process. Unionization is part of a struggle over control of the academic workplace. The use of part-time faculty is seen primarily as an attack by management on tenure.

25. Buckley, W. K., Healy, D., & Ziv, N. D. (1985). Three Comments on "The Richness of Language and the Poverty of Part-Timers". *College English*, 47(5), 537-540.

These are comments on Wallace's article in the same journal. Buckley emphasizes that Wallace misses the point that part-timers are exploited. Managers use the market to accomplish this. No amount of cooptation will alleviate the "wage slave" position on part-time faculty. "*Thinking which is anchored in exploitive economics will always be characterized by the mystification of problems.*" (538, italics in original) Healy points out that many of the things that part-timers seem to want, such as participation in institutional decision-making, would not cost much. Ziv is a former academic part-timer who has left for the business world. She has a good situation but would not, as Wallace has, advise part-timers to leave academia. Wallace responded.

26. Cain, M. S. (1988). Toward a Theory and a Model for Integrating Part-Time Faculty Into a Community College Humanities Division. *Community College Review*, 16(3), 42-47.

The article describes many programs for training part-time faculty as "novice-professional model(s)." They are designed to meet the needs of the schools rather than the faculty. The recommendation is that part-time faculty participate in the design of training programs. The assumption is that part-time faculty (as opposed to full-time faculty) need such

training.

27. Cassebaum, A. (1989). A Comment on 'The Wyoming Conference Resolution Opposing Unfair Salaries and Working Conditions for Post-Secondary Teachers of Writing'. *College English*, 51(6), 636-638.

Cassebaum traces the problems of part-time faculty (English Composition) back to low pay as opposed to flexibility. She makes recommendations for actions at both a national and local level.

28. Chell, C. (1982). Cara Chell Responds: Comments on 'Memoirs and Confessions of a Part-Time Lecturer'. *College English*, 44(8), 868-870.

Chell became optimistic after publishing her article. She relates conversations with friends and colleagues that led her there. She ended up with a full time position.

29. Chell, C. (1982). Memoirs and Confessions of a Part-Time Lecturer. *College English*, 44(1), 35-40.

This article contains good anecdotal evidence about the life of part-time faculty. The author reports on the feeling of degradation she and her colleagues have. She points out that administrators are willing to exploit part-time faculty and that full-time faculty allow that to happen. Administrative attitudes are that part-timers should be glad they have any appointment.

30. Clark, B. R. (1987). *The Academic Life*. Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching.

In a book of 360 pages Clark devotes six of them to part-time faculty. Nothing new is added to what others have said. Ernest Boyer in the forward points out that use of part-timers represents an "insufficient regard for teaching." Both Clark and Boyer advocate scholarship (staying on the cutting edge of the field through research--not necessarily publishing) as part of good teaching. Clark, however, does not discuss the problems of part-timers in achieving this goal.

31. Coffinberger, R. L., & Matthews, F. L. (1980, December). Promoting Affirmative Action through Part-Time Faculty: the Need for a Rational Policy. *Labor Law Journal*, 772-778.

The writers (a full-time faculty member and a manager) want to promote the hiring of women and minority part-time faculty to meet affirmative action standards. [Abstractors note: this of course allows the hiring of white men for full time positions without worrying about diversity.] They review the history of affirmative action including Supreme Court decisions. They want the federal government to establish a "rational policy" toward affirmative action in regard to part-time faculty. The authors claim this will lead to diversity in the full-time faculty because universities will promote the part-timers. [Abstractors note: the opposite has proven to be true since this article was published.]

32. Colwell, R. J. (1984). Part-Timers: A Problem That Can Also Become a Solution in the Community College. In M. E. Wallace (Ed.), *Part-Time Academic Employment in the Humanities* (pp. 69-72). New York: Modern Language Association of America.

Colwell, the chair of the English Department at St. Clair Community College, describes his experience with part-time faculty. He argues that the success of his department is largely attributable to the work and cooperation of full-time faculty.

33. Cooney, J. E. (1979, March 13). The Gypsy Scholars. *Wall Street Journal*, pp. 1, 16.

This article represents an early popular media recognition of the increase in the numbers of part-time faculty. The author discusses part-timers who "love teaching" but may leave academia, the loss of talent and the tightening academic job market. The article gives a managerial rationale that enrollments are declining.

34. Crain, J. (1988). A Comment on 'The Wyoming Conference Resolution: Opposing Unfair Salaries and Working Conditions for Post-Secondary Teachers of Writing'. *College English*, 50(1), 96-99.

This reads like a piece of ironic writing. If it is serious it leaves one scratching one's head. Crain is a highly qualified academic who due to life circumstances teaches part-time. The article plays on victimization, claiming that she experiences none while documenting it.

35. Cruise, R. J., Furst, L. G., & Klimes, R. E. (1980). A Comparison of Full-Time and Part-Time Instructors at Midwestern Community College. *Community College Review*, 8(1), 52-56.

This article is written from a management point of view. Using positivistic methods, the authors compare teaching effectiveness of full-time and part-time faculty. The assumptions of cost benefit analysis are incorporated into the study. Using three different measuring instruments, they found no difference between the effectiveness of part-time and full-time faculty. They conclude that the cost of part-time faculty is considerably less than full-time faculty on a productivity basis.

36. Davis, D., Belcher, M., & McKitterick, T. (1986). Comparing the Achievement of Students Taught by Part-Time Versus Full-Time Faculty. *Community/Junior College Quarterly of Research and Practice*, 10(1), 65-72.

The study uses two outcomes to compare student achievement when taught by part-time and full-time faculty. Subsequent grades in a second English course and scores on standardized tests were used. No differences were found among the students. The authors discuss some of the severe difficulties in generalizing from this study.

37. Decker, E. H. (1980). Utilizing Part-Time Faculty for Community Based Education. *New Directions for Community Colleges* (30), 61-65.

The author describes a situation where business and technical specialists teach in community high schools under the direction of the community college administration.

38. Deutsch, S. (1978). Comment "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 202-203.

This article appeared along with the Tuckman et. al. report and Van Arsdale article as part of "Exchange on 'Part-Time' Employment." Deutsch criticizes both papers for failing to treat structural issues. He suggests sexist practices in employment of females as part-timers. Beyond that he only suggests market factors for the increasing use of part-time faculty and even cites managers' excuses based on market trends. He neglects to discuss corporatization of higher education.

39. Dykstra, T. E. (1983). *Teaching Underground: A Study of Cross-Town Part-Time Teachers*. Paper presented at the Annual Meeting of the Modern Language Association, New York, N.Y., December 1983. (ERIC Document Reproduction Service No. 240 593)

Dykstra recognizes the limited nature of the data he collected. His conclusions seem to have limited utility in the light of other information that has become available since this article was published.

40. Eliason, N. C. (1980). Part-Time Faculty: A National Perspective. *New Directions for Community Colleges* (30), 1-12.

Eliason suggests that part-time faculty need to be hired for financial reasons. Management should set standards for them but conditions need to be improved. She suggests that a major "social benefit" is to enable management to meet affirmative action standards by using part-timers. This article is part of a special issue of *New Directions for Community Colleges*. "Prior to publication, the manuscript was submitted to the Maryland Council of Community College Academic Deans."

41. Ernst, R. J., & McFarlane, L. A. (1978). Are We Shortchanging Our Students by Using Part-Time Faculty. In D. W. Leslie (Ed.), *Employing Part-Time Faculty* (pp. 89-97). San Francisco: Jossey-Bass.

Typical of most large multi-campus community colleges, Northern Virginia Community College employs many part-time faculty; its president and one campus director point out the strengths and challenges of such a policy. Abstract comes from volume.

42. Ewer, P. (1978). Comment "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 203-204.

This article appeared along with the Tuckman et. al. report as part of "Exchange on 'Part-Time' Employment." Ewer concentrates her remarks on academic freedom for part-timers and program quality. She points out that there are few limits on what academic managers do in appointing part-time faculty.

43. Farley, J. (1987). Faculty Unions: Help for Academic Women? *Thought and Action*, 3(1), 5-16.

There is a question about whether union contracts are beneficial to women faculty members. Based on this research there may be as many obstacles as help. The author points out that mostly men run unions. Full-time faculty who are mostly male may be reluctant to support equal rights for part-time faculty who are largely female. A question is raised about whether the cause is gender or part-time status.

44. Fields, M. W., & Thacker, J. W. (1988). The Job-Related Attitudes of Part-Time and Full-Time Workers: a Quasi Experimental Study. *Journal of Managerial Psychology*, 6(2), 17-20.

This paper reports research that is based on a "natural" field experimental condition. The independent variable is part- or full-time work. The dependent variables are organizational commitment and job satisfaction. The latter is emphasized. The method used was a scaled survey. The major finding was that part-time employees working fewer hours, doing the same work as full-time employees, were more satisfied than part-time employees who did lower end work.

45. Flynn, E. A., Flynn, J. F., Grimm, N., & Lockhart, T. (1986). The Part-Time Problem: Four Voices. *Academe*, 72(1), 12-18.

Elizabeth Flynn writes from the perspective of a former part-timer who is now tenured. Her argument is that part-timers should be completely included in academic activities, paid well and get fringe benefits. In this way part-time faculty can become productive researchers. Nancy Grimm discusses the problems of a well-treated (comparatively) part-timer who holds an M.A. She has no chance for a full-time position even though her classroom work is excellent and she publishes a bit. John Flynn is a part-timer who teaches outside of his Ph.D. field and enjoys it. He complains of status issues and bureaucratic problems that affect his work. Ted Lockhart is a full-time faculty member who takes a broad look at "a pervasive attitude toward part-time faculty and their proper role and status in higher education." (17) The four authors are members of the Humanities Department at Michigan Technological University. Although some of the problems remain the same as elsewhere, the location of the school creates unique problems and at the time of this writing worked to the advantage of part-timers.

46. Fox, G. C. (1984). Factors that Motivate Part-Time Faculty. *Community Service Catalyst*, 14(1), 17-21.

This is a report of a study conducted in 1981, a time period when managers were recognizing the increased numbers of part-time faculty at community colleges. There was "increasing demand for more productivity with less money." One of the major concerns was with the competencies of part-time faculty. As the title of the paper suggests it was up to managers to discover factors to motivate part-time faculty to become competent. Fox conducted a study (Nominal Group Technique) using quasi-experimental techniques. While he found that compensation was a primary issue for the part-time faculty he downplayed it. Instead he emphasized that part-time teachers loved to teach and recommended several co-optation methods for managers including the leader-centered Nominal Group Technique.

47. Franklin, P., Laurence, D., & Denham, R. R. (1988). When Solutions Become Problems: Taking a Stand on Part-Time Employment. *Academe*, 84(3), 15-19.

The temporary hedge of using part-time faculty in the 1970s has become permanent. Introductory courses are now seen as fit for "itinerant laborers." Writing instructors are found at the bottom of a two-tiered labor force. The authors argue that the increasing use of part-time faculty began in response to projected enrollment declines in the 1970s. The projected enrollment decline did not occur but the "haphazardly gathered faculty" has become permanent. A possible solution to a problem has become the problem itself.

48. Friedlander, J. (1979). Instructional Practices of Part-Time and Full-Time Faculty. *Community College Review*, 6, 65-72.

This report recognizes the sudden growth of part-time faculty during the 1970s. Friedlander says that the reasons are cost savings and flexibility for managers in curriculum and in canceling classes. Part-time instructors can be let go at the whim of the manager. Friedlander questions the instructional capabilities of part-time faculty compared to full-time faculty. Based on national surveys he finds part-time faculty have less experience, have spent less time at the current institution, more of them have less say about instructional materials, use fewer out of class activities and use support services less often than full-time faculty. In addition, part-time faculty are more likely to grade based on in-class activities and be less involved in "professional-growth" activities. Most of this can be explained by the fact that part-time faculty teach under less favorable conditions than full-time faculty. Friedlander recommends an increasing faculty knowledge of the institution, encouraging participation in staff development programs, extending staff support services to part-time faculty and fostering professionalization of the faculty. This is one of the few articles that include a recommendation for increased compensation for the expected professional activities (office hours, class preparation) of part-time faculty. [Annotator's Note: Reports like this fostered a movement among college administrators to demonstrate that part-time faculty are just as competent as full-time faculty in the classroom. If that is true the cost savings are justified.]

49. Gappa, J. M. (1984). Employing Part-Time Faculty: Thoughtful Approaches to Continuing Problems. *AAHE Bulletin*, 37(2), 3-7.

This is a summary of the author's book that was published at around the same time. As their numbers increase, part-time faculty play an important role in "first rate educational services." Part-time faculty are often treated as outsiders and are exploited as a contingent labor pool. Six areas of employment practices are discussed and it is shown how these can be detrimental to part-time faculty performance: appointment, support services, communication with peers, participation in governance, compensation, and job security. The author concludes, "the challenge is not to achieve parity with full-time faculty. Rather it is for institutions to have clearly articulated well-understood, humane and regulated policies based on good knowledge of the differences among part-timers."

50. Gappa, J. M. (1984). *Part-Time Faculty: Higher Education at a Crossroads*. Washington D. C.: Association for the Study of Higher Education.

This book reports on, summarizes and examines the issues surrounding part-time faculty. It considers effects on the quality of academic programs, the influences that induce institutions to hire part-timers, the limits on hiring (legal and collective bargaining) and makes recommendations. The data gathered are from many sources but original data is not included.

51. Gappa, J. M. (1987). The Stress Producing Working Conditions of Part-time Faculty. In P. Seldin (Ed.), *Coping with Faculty Stress* (pp. 33-42). San Francisco: Jossey-Bass Inc.

This article delineates the working conditions of part-time faculty that produce stress. Those who experience the most stress are those who desire full-time careers and are most qualified. The stress producing conditions are: second-class status, absence of decision-making, inadequate compensation, inadequate performance evaluation, and last preference in workload and assignment. Gappa points out methods for reducing stress indicating that her "suggestions can be accomplished with little, if any, increase in expenditures for part-time faculty members."

52. Garson, B. (1988). Piecework Professionals. In B. Garson (Ed.), *Electronic Sweatshop* (pp. 225-236). New York: Simon and Schuster.

This chapter reinforces Garson's thesis that managerial decisions to use computers deskills workers and gives control of the workplace to management. The use of computers can predict the need for labor and makes it possible to hire people on a part-time basis as needed. One example she uses is adjunct professors who, she points out, routinely teach basic courses.

53. Girdharry, A. R. (1987). The Abuse of Part-Time Teachers in Full-Time World. *Thought and Action*, 3(2), 105-108.

The author points out that "too many" part-time faculty members are being hired. He indicates that this may even not be economically sound. He recommends decreasing class sizes, increasing enrollments, raising tuition and creating more full-time jobs using the increased funds.

54. Goldberg, J. H. (1982). The Community College Part-Time Faculty: Uses and Abuses. *ACA Bulletin*, 41, 69-71.

The article details many of the problems associated with part-time teaching. A set of categories of part-timers is developed. The biggest problem is status differential. Goldberg proposes democratic inclusion as a solution.

55. Goldman, P. (1978). Comment "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 204-206.

This article appeared along with the Tuckman et. al. report and Van Arsdale article as part of "Exchange on 'Part-Time' Employment." Goldman's main point is to criticize the Tuckman et. al. categories. He also points out that for the most part part-time faculty status is a career dead end.

56. Greenwood, R. D. (1980). Making "What's His Face" Feel at Home: Integrating Part-Time Faculty. *New Directions for Community Colleges* (30), 55-60.

Greenwood, an assistant dean, recognizes some of the problems of part-time faculty. These include haphazard hiring, lack of office space, no opportunity to meet with peers, and no role in institutional planning. [Abstractor's note: there is no mention of salary, benefits or status issues.] The recommended solution is an advisory committee composed of adjunct faculty, which must be taken seriously. More office space is recommended.

57. Greive, D. (Ed.). (1983). *Teaching in College: A Resource for Adjunct and Part-Time Faculty*: Info-Tec.

This is a collection of articles written primarily by college administrators that advises part-timers about college teaching. Only one author has ever taught part-time and that was voluntarily after "retiring" from a high school administrator's position to raise a family. The book covers basic information as well as administratively acceptable theories about students, teaching strategies and part-time behavior in the classroom.

58. Guthrie-Morse, B. (1979). The Utilization of Part-Time Faculty. *Community College Frontiers*, 7(3), 8-17.

The article reviews the early literature on part-time faculty and documents the increasing use of part-timers during the 1970s. The author points out that using part-time faculty protects full-time faculty jobs, and that part-timers can be let go in times of low enrollment.

59. Harris, D. A. (1980). From the President's Perspective: Part-Time Faculty in the 1980s. *New Directions for Community Colleges* (30), 13-16.

This article deals with the management problems encountered when dealing with part-time faculty. It seems that the primary problem occurs in terms of numbers. The more part-time faculty the harder it is to manage them.

60. Harris, W. V. (1984). Fixed-Term Lecturers in English at Pennsylvania State University. In M. E. Wallace (Ed.), *Part-Time Academic Employment in the Humanities* (pp. 93-94). New York: Modern Language Association of America.

The chair of the English Department at Pennsylvania State argues that he can only try to make the situation better for part-timers but is not very successful.

61. Hartleb, D., & Vilter, W. (1986). Part-Time Faculty, Full-Time Problems. In B. W. Dziech (Ed.), *Controversies and Decisions in Hard Economic Times* (pp. 15-22). San Francisco: Jossey-Bass.

The authors are both academic managers. They ask "What is the long term impact of employing substantial numbers of part-time faculty?" (15) They ground their perspective by recognizing that "the essence of a college education...is in the challenge to students' cultural, intellectual, and emotional growth." (15) From this point of view, using large numbers of part-time faculty is more than a problem, it is a severe disadvantage. This is put forth and discussed

in the chapter. Any economic advantage is outweighed by the administrative and educational disadvantages. The article is unusual because it is written by academic managers.

62. Head, R. B., & Kelley, E. P. (1978). Part-time Faculty and the Law. In D. W. Leslie (Ed.), *Employing Part-time Faculty* (pp. 41-57). San Francisco: Jossey-Bass Inc.

The authors identify and discuss three important legal questions in part-time faculty employment relations; status, compensation, and bargaining unit determination are covered and policy implications are reviewed. Abstract comes from volume.

63. Head, R. B., & Leslie, D. W. (1979). Bargaining Unit Status of Part-Time Faculty. *Journal of Law and Education*, 8(3), 361-378.

The authors deal with the issue of whether part-time faculty and full-time faculty should be in the same bargaining unit. They point out that there are different kinds of part-time faculty so the problem is "not whether *all* part-time teachers should be included within a bargaining unit, but *which* part-time teachers should be included." (361) A brief review of legal rulings in industry is provided. The principle established is "community of interest." The New York University case (NLRB) set a precedent excluding part-time faculty from full-time faculty bargaining units but generally cases are handled on an individual basis. In some cases it is pointed out that there is a conflict of interest between the two groups. Cases are reviewed on a state-by-state basis. There is no consistency. One of the fears of management and full-time faculty is that by sheer numbers part-timers in some situations could turn bargaining units into strong advocates for parity for themselves.

64. Heath, J. A., & Tuckman, H. P. (1989). The Impact on Labor Markets of the Relative Growth of New Female Doctorates. *Journal of Higher Education*, 60(6), 704-715.

This study examines the impact of the relative increase in numbers of women doctorates on the academic labor market. The production of doctorates has remained about the same but more women are earning the degree. Women have a lower participation rate in the market than do men. New women doctorates make up a majority of the part-time employees in all fields. Women part-timers are less likely than men part-timers to seek full-time positions. The authors conclude that women are more likely to be voluntary part-timers. They note, however, that their data do not measure motivation just actual behavior. More women may not seek full-time jobs because "they believe that it is unrealistic to do so."

65. Heller, S. (1987, Jan. 28). Part-Time Teachers Turn to Unions to Alter Status as Academic Stepchildren. *Chronicle of Higher Education*, p. 1, 12.

The article reports on the formation of part-time faculty unions at the University of Maine and the University of California systems, and discusses the controversy about separate unions for part-time temporary faculty and full-time faculty. Results from either system have been mixed as of the date of this article.

66. Herzing, M., M. (1982). Comments on "Memoirs and Confessions of a Part-Time Lecturer". *College English*, 44(8), 861-863.

This response is a defense of those who teach composition because they think it is important and resent their lowered status in English Departments.

67. Hoffmann, J. R. (1980). The Use and Abuse of Part-Time Instructors. *Community Services Catalyst*, 10(1), 12-18.

This article is written from an administrator's point of view. The author surveyed "Directors of Extended Day Programs" in southwest community colleges. In a brief review of the literature, he lays out the advantages and disadvantages of using part-time instructors. Questions were asked about: recruitment, selection, orientation, supervision and evaluation. Differences were found between ideal and actual practices. There were also differences between smaller, rural based schools and the larger schools.

68. Jason, G. J. (1984). Roadblocks to Research: One Part-Timer's View. In M. E. Wallace (Ed.), *Part-Time Academic Employment in the Humanities* (pp. 66-68). New York: Modern Language Association of America.

The author describes the special problems that part-time faculty have in doing research. He contends that lack of publication keeps many of them from securing full-time positions,

69. Kahne, H. (1985). *Reconceiving Part-Time Work: New Perspectives for Older Workers and Women*. Totowa, NJ: Rowman & Allanheld.

While this volume does not address part-time faculty it is a good source for comparisons. It is particularly insightful about women and older workers.

70. Kantrowitz, J. (1981). Paying your Dues, Part-time. In G. De Sole & L. Hoffman (Eds.), *Rocking the Boat: Academic Women and Academic Processes* (pp. 15-36). New York: Modern Language Association of America.

A narrative of the dispute two women had with a university for unfairly keeping them from promotions and salary improvement. Two very highly qualified women, who were faculty wives were hired as part-timers with low pay and no status. There is a discussion of the confusion at the university brought about by inconsistent standards for both men and women during hiring and promotion processes. The legal system did not provide justice and affirmative action programs added confusion rather than redress at the time this article was published.

71. Karmen, A. (1978). Comment "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 206-207.

This article appeared along with the Tuckman et. al. report and Van Arsdale article as part of "Exchange on 'Part-Time' Employment." Karmen uses the concepts developer by social critics in his analysis. Part-time faculty are exploited similarly to other exploited workers in other settings. Managers create structural barriers that produce alienation from work, colleagues and

students. Scientific management practices contribute and these same managers use "victim blaming" ideology to justify their behavior.

72. Katz, D. A., & Tuckman, H. P. (1984). Displacement of Full-timers by Part-timers — A Model for Projection. *Economics of Education Review*, 4(1), 85-90.

The article uses econometric modeling to show that part-time positions are increasing and full-time positions are decreasing. This was occurring at all levels of institutions.

73. Katz, D. R. (1980, October). Lament of the Gypsy Scholars. *Esquire*, 35-39.

Katz discusses a lost generation of academics and potential academics. The article contains some interesting insights gained from this generation and some of their teachers. Katz roots the situation in history and the marketplace. The gypsies in the title refer to those who wander the country in full-time temporary positions. In a hierarchy of positions part-time openings are at the bottom. Katz contends that people leave academic life in order to avoid descending to that level.

74. Keim, M. C. (1989). Two-Year College Faculty: A Research Update. *Community College Review*, 17(3), 34-43.

This is a study based on a national sample of community and technical colleges. After random selection of the schools a sample of faculty at each school was randomly selected. Each sample list at a school was divided into part-timers and full-timers. Data were collected about demographics, professional activity and social psychological characteristics, e.g. job satisfaction and personal goals. No tables are included. Some of the more interesting findings were: 59 percent of faculty at these schools were part-time, a majority of part-timers wanted to teach full time, full-time faculty had more experience than part-time faculty. Comparative data are reported on technical faculty and transfer faculty. Not many differences were found.

75. Kekke, R. (1986). Who's Mr. Staff: Cheap Labor or Valued Resource? *ACA Bulletin*, 55, 76-79.

The 1970s saw a transition from part-time contingent faculty as specialists to their general use to save money. As specialists part-timers were seen as a valuable resource for students and full-time faculty. The article reviews the advantages and disadvantages of using part-time faculty. It is written, primarily from a manager's point of view.

76. Kellams, S. E., & Kyre, K. K. (1978). Part-time Faculty in Four-year Colleges and Universities. In D. W. Leslie (Ed.), *Employing Part-time Faculty* (pp. 17-40). San Francisco: Jossey-Bass.

The chapter outlines characteristics, work patterns and attitudes of faculty. There are almost twice as many women as men; part-timers held the PhD half the time that full-timers did. The teaching goals of full-timers and part-timers are essentially the same. Part-timers experience less role conflict than full-time faculty

77. Kraft, P. (1978). Comment "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 207-208.

This article appeared along with the Tuckman et. al. report and Van Arsdale article as part of "Exchange on 'Part-Time' Employment." Kraft indicates that part-time faculty increases are a result of "a retrenchment of persons, not positions." He doesn't believe that the labor market is the cause. He compares the part-time situation with the de-skilling found in the computer industry. He sees academics immersed in the culture and ideology of professionalism as victims of their employers.

78. Kuchera, M. E., & Miller, S. I. (1988). The Effects of the Academic Job Market on Adjunct Faculty: An Identity-Theory Analysis. *Sociology of Education*, 61(4), 240-254.

The authors are concerned with the social-psychological effects of part-time work on faculty members working in two-year colleges. They review data that indicates that there are increasing numbers of part-time faculty being used. They point out that job shortages in the academic labor market give administrators greater control over all faculty members. The authors surveyed part-time faculty in Northern Illinois and Southern Wisconsin and used research testing "identity theory." Their conclusion is that conditions in the full-time academic market influence the work of part-time faculty members. The effects of the academic market place, however, are mediated by commitment and satisfaction. "Identity theory" was generally supported by the study.

79. Lauter, P. (1979, May 14). Exploitation of Part-Time Professors. *Chronicle of Higher Education*, p. 72.

The author notes the spreading use of part-time faculty and argues that college management and their imperatives cause this. Managers have three major functions: economic, program and personnel. Academic managers have to carry out the wishes of the elite on the board of governors. To do this they take over control of production by hiring part-timers.

80. Leslie, D. W. (1978). The Part-time Faculty Labor Force. In D. W. Leslie (Ed.), *Employing Part-time Faculty* (pp. 1-15). San Francisco: Jossey-Bass Inc.

The part-time faculty labor pool is described, trends in part-time academic work outlined and variations among fields, types of institutions and demographic groups identified. Abstract comes from volume.

81. Leslie, D. W., Kellams, S. E., & Gunne, G. M. (1982). *Part-Time Faculty in American Higher Education*. New York: Praeger Publishers.

After defining part-time as an appointment requiring less than a full range of duties, the authors examine the implications of the growing use of these positions in higher education. Contrasting interests and perspectives are explored. Data are presented from other studies as well as from an original survey dealing with institutional policy. Three case studies are presented. The book investigates trends, characteristics of part-time faculty, the legal aspects of employment, personnel policy, and the relations of part-time faculty in departmental settings.

82. Lundy, K. L. P., & Warne, B. D. (1985). *Part-Time Faculty: Institutional Needs and Career Dilemmas*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Chicago, IL, March 15-17, 1985. (ERIC Document Reproduction No. 259-613)

This is a more detailed report of a study that appears in a collection by these authors (Warne and Lundy 1986) under the same title as this paper. There are more quotations from respondents illustrating their points. Significant differences were found between "willing" part-timers and "reluctant" part-timers. An interesting insight was that part-time faculty status has become a women's issue. They speculate that the issue has drawn attention because more men are now affected. There is a short discussion of union problems.

83. Lundy, K. L. P., & Warne, B. D. (1989). Part-Time Faculty: Student Perceptions and Experiences. *Canadian Journal of Higher Education*, 19(2), 73-85.

The authors raise the question of whether students perceive a difference between part-time and full-time faculty. The study reported here is part of an ongoing series on part-time faculty by these authors. They used questionnaires with 356 students and in-depth interviews with 24 students. "Our study of students' perceptions of part-time faculty and their experiences with this group has yielded no evidence of major costs to the student clientele." (83)

84. Macke, A. S. (1978). Comment "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 208-209.

This article appeared along with the Tuckman et. al. report and Van Arsdale article as part of "Exchange on 'Part-Time' Employment." Macke uses her comment to make excuses for the increasing use of part-time faculty.

85. Maguire, P. (1983). Enhancing the Effectiveness of Adjunct Faculty. *Community College Review*, 11(3), 27-33.

This article, written by a full-time faculty member, is a good example of perceptions of part-time faculty as an underclass. It begins with a quote from a manager to the effect that "the judicious use of adjunct faculty" can enhance education in "a cost-effective manner." The author assumes that the quality of education may be affected by "instructors who may not fully share the goals of the institution." There is no discussion about what those goals are or the meaning of instructional effectiveness. The basic argument of the article is that if part-time faculty can be made to feel at home they will teach well and cause no trouble. If the morale of part-time faculty is raised, they will do better in the classroom.

86. Maher, T. H., & Ebben, J. (1978). The Margin of Quality: Selection and Evaluation of Part-time Faculty. In D. W. Leslie (Ed.), *Employing Part-Time Faculty*. San Francisco: Jossey-Bass Inc.

Siena Heights College has experimented with a formal development program for its part-time faculty, and two administrators draw on the experience here to recommend patterns and principles for increasing part-timers' commitment and effectiveness. Abstract comes from volume.

87. Maitland, C. (1987). Tales of a Freeway Flyer: Or Why I Left College Teaching After 10 Years. *Change*, 19(1), 8-9, 54.

The article is a brief autobiography of the working life of a part-time faculty member. Maitland describes the transition and burn out that affected her before she left teaching for a union-organizing career.

88. Maitland, C. (1987). Temporary Faculty and Collective Bargaining in Higher Education in California. *Journal of Collective Negotiations in the Public Sector*, 16(3), 233-257.

This article is a valuable resource for historical information and statistical data on all three California systems of Higher Education. In particular, material on the collective bargaining history of California Higher Education is reviewed. The major question asked by Maitland is does unionization benefit part-time faculty? She raises three questions in this regard: 1) "has collective bargaining altered the status of temporary faculty or has it continued the dual-labor market?" (254) 2) "is there conflict between the two faculty groups?" (tenure/tenure-track and temporary faculty) (254) "Would the temporary faculty fare better with representation in a separate unit?" (254) In answer to the first question, Maitland says that there have been some gains for temporary faculty but that there still remain inequities. There is conflict between the two groups because there are different interests. Maitland thinks separate bargaining units would not benefit temporary faculty.

89. McCabe, R. H., & Brezner, J. L. (1978). Part-time Faculty in Institutional Economics. In D. W. Leslie (Ed.), *Employing Part-Time Faculty* (pp. 59-72). San Francisco: Jossey-Bass.

Two planners at Miami-Dade Community College present the major elements of their system for employing part-time faculty on "planned" and "contingency" bases, the central rationale being that part-timers are used both to supply expertise and to achieve budgetary flexibility. Abstract comes from volume.

90. McGlen, N. E., & Sarkees, M. R. (1988). Part-Time Faculty in Political Science: Stepchildren of the Profession. *PS: Political Science & Politics*, 21, 293-298.

After a brief review of some of the major literature, this article reports the distribution of part-time faculty in political science from 1972-73 to 1985-86. The data indicate that in four-year schools and universities the percentage of part-timers has been growing slowly. The authors believe that the American Political Science Association survey underestimates the number of part-timers. They also report the gender distribution of part-timers.

91. Miller, E. W. (1984). Demotion and Displacement: Career paths for Women in Academe. In M. E. Wallace (Ed.), *Part Time Academic Employment in the Humanities*.

Miller begins by pointing out that in her situation part-time faculty must compete for their jobs each year. She discusses the divide between full and part-time faculty. Full-time faculty refer to part-timers as "they." Women who move to follow their husbands are often, even when just as qualified (publications, PhD etc.) are often left with only part-time positions.

92. Miller, S. M. (1978). Comment "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 209-211.

This article appeared along with the Tuckman et. al. report and Van Arsdale article as part of "Exchange on 'Part-Time' Employment." Miller uses a labor market analysis to examine the issues. He suggests that women organize and present the increasing use of part-time faculty as a feminist issue. He also points to the divisions between part-time and full time faculty and doesn't expect that full-time faculty will champion part-time causes.

93. Moodie, C. L. R. (1980, March 10). The Overuse of Part-time Faculty Members. *Chronicle of Higher Education*, p. 72.

Schools have imposed a moratorium on hiring regular, full-time faculty members and are relying more on part-time instructors. Since community colleges are unique they use more part-time instructors to teach specialized courses related to their specific communities. The traditional use of part-time faculty was in a ratio of one part-timer to three full-timers. Colleges have adopted a policy that sometimes yields a majority of part-time faculty for economic reasons. This comes at the expense of its academic mission and has deleterious results for part-time faculty.

94. Morton, R. D., & Rittenburg, T. L. (1986). *Motivations of Part-Time Teachers in Noncredit Programs: A Factor Analytic Approach*. Paper presented at the Meeting of the American Educational Research Association, San Francisco, April 1986. (ERIC Document Reproduction Service No. 270 137)

This is a report of two separate surveys conducted in 1982 and 1985 of part-time faculty teaching continuing education non-credit courses. Generalization to all part-time faculty is implied but cannot be accepted. The part-time faculty surveyed may make up a majority who become the model for academic managers but these people usually have other full-time jobs.

95. Mulrooney, V. F. (1984). The Role of the Union in Representing Part-Time Faculty: Community Colleges under Collective Bargaining and Proposition 13. In M. E. Wallace (Ed.), *Part-Time Academic Employment in the Humanities* (pp. 73-76). New York: Modern Language Association of America.

Mulrooney was a union official who became a manager. She gives a brief history of California community colleges. A reason for the hostility between part- and full-time faculty is that in some places the two groups supported different unions. Community college difficulties because of Proposition 13 (property tax reduction) are described.

96. Munsey, W. R. C. (1986). Part-Time Faculty: The Value of the Resource. *New Directions for Community Colleges*, 14(1), 7-13.

The article lists advantages to managers of using part-time faculty. The first and primary advantage listed is financial. Munsey mathematically demonstrates the cost effectiveness of using part-time faculty even without considering fringe benefits. Other advantages listed are: ability to offer more courses or courses at times and places where full-time faculty don't want to teach; flexibility to adjust to enrollment fluctuations; part-time faculty provide a pool for hiring

full-time faculty; satisfied part-time faculty provide good public relations for community colleges. If morale of part-time faculty is high, the school's reputation in the community will be good.

97. National Education Association. (1986-87). *Part-time Temporary & Nontenure Track Faculty Appointments*. Washington, D. C.: National Education Association.

This is a brief pamphlet stating the National Education Association (NEA) position on part-time and temporary faculty. The position is that such faculty should be treated in the same way as full-time faculty. The only difference is that part-time faculty should receive pro rated pay based on their teaching load. The NEA deplors the wide spread exploitation of part-time faculty.

98. National Education Association. (1988). *Entering the Profession: Advice for the Untenured*. Washington, D.C.: NEA. To Promote Academic Justice and Excellence

The 20-page booklet has two paragraphs about part-time faculty. These mention job security and inclusion but nothing about benefits or compensation.

99. National Education Association. (1989). *A Survival Handbook for Part-Time and Temporary Faculty*. Washington, D.C.: National Education Association.

A brief statistical history is provided which shows the dramatic increase in numbers of part-time faculty. The underclass status of such faculty is outlined. The handbook describes an ideal appointment process, questions a new hire should ask, teaching responsibilities and evaluation. The benefits of collective bargaining are discussed. The NEA's position, that part-time faculty should be treated the same as full-time faculty, is established.

100. National Research Council. (1980). *Employment of Humanities Ph.D.s: A Departure from Traditional Jobs*. Washington, D.C.: National Academy of Sciences.

This report is of historical interest. With a wealth of statistical detail it shows how the job market was changing for Humanities PhDs. in the 1970s.

101. Office of the Chancellor. California Community Colleges. (1987). *Study of Part-Time Instruction*. Sacramento: Office of the Chancellor. California Community Colleges. (ERIC Document Reproduction Service No. 278 449)

This report provides a lot of valuable data about part-time faculty in California Community Colleges. These data include why part-time faculty were hired, reemployment rights, type of courses taught (credit and non-credit), age and gender, other employment, out of class activity connected with the position and quality of instruction. A section on policy recommendations is included. A legislative history is also included.

102. Parsons, M. H. (1980). Future Directions: Eight Steps to Parity for Part-Time Faculty. *New Directions for Community Colleges* (30), 85-88.

Parsons, a Dean, who has two articles in this volume, likes to think in steps. Parity in this

case means parity for the consumer. The goal is to attract "consumers to the community college by assuring them that the part-time faculty is as good as the full-time faculty." Most of the steps deal with management procedures but Parsons does admit that compensation needs to come closer to parity.

103. Parsons, M. H. (1980). Realizing Part-Time Faculty Potential. *New Directions for Community Colleges*(30), 47-53.

The article begins by concluding, "Obviously, part-time teachers are not as well versed as full-time ones in the process of instruction." (48) A six-part model is presented in this light. One of the five parts deals with instruction. The rest deal with administrative procedures including faculty evaluation. Evaluation is conducted by students and "supervisors."

104. Phelan, A. (1986). *Boundary-Spanning Professionals: Value-Adding Roles for Part-Time Faculty*. Paper presented at the [Conference on] Value Added Learning: New Strategies for Excellence in Education and Training, Saratoga Springs, N.Y. June 4, 1986. (ERIC Document Reproduction Service No. 279 233)

This paper discusses the use of practicing professionals in the program at Pratt Institute. The part-time faculty are used systematically to enhance the education of the technical students at Pratt. There is a program of promotions and raises for part-time faculty. Liberal arts faculty are part of the full-time core. The author concludes "that if the part-time faculty are selected, hired, and academically placed for maximum institutional and professional enhancement, everyone will benefit. However, if part-time faculty are hired merely (or mainly) as cheap substitutes for full-time faculty, then all will suffer accordingly. "

105. Pierce, H. B., & Miller, R. T. (1980). Burlington County College: Development Program for Adjunct Faculty. *New Directions for Community Colleges* (30), 37-45.

The article describes "in-service training institutes for adjunct faculty." The institutes mostly provide information about the management policies of the college.

106. Pierce, T. (1986, Sept. 25). 'Gypsy' Faculty Stirs Debate at U.S. Colleges. *Wall Street Journal*, p. 33.

This article points out that the numbers of part-time faculty are increasing and are likely to continue to do so for the next five years. The faculty who teach part-time full time are called "gypsies" because they travel from school to school to do their work. They lack time to counsel and tutor students and to keep current in scholarly fields. They are seen as an underclass of professionals, underpaid and overworked.

107. Pollack, J. S. (1986). The Erosion of Tenure in the California State University. *Academe*, 19-24.

Pollack is concerned with the practice of replacing retiring full-time faculty with temporary and part-time faculty. This is a continuing trend in the California State University System. She asks four questions and explores some answers from an AAUP perspective: 1) Should administrative desire for flexibility determine the composition of college faculties? 2)

"What kind of faculty results from hiring part-time and temporary individuals?" 3) What happens to academic freedom when a large proportion of faculty are dependent on the good will of administrators? 4) What is the effect on accreditation?

108. Pollock, A., & Breuder, R. L. (1982). The Eighties and Part-Time Faculty. *Community College Review*, 9(4), 58-62.

After a brief comparison between the original use of part-time faculty and the contemporary scene, the article blames the increasing use on inflation and reduction of budgets. The authors also note that the ability to get rid of part-time faculty in case of enrollment decline is a cause. The problems of part-time faculty are noted: salary and benefits, limited participation, absentee faculty (lack of offices), limited commitment to the institution and questionable teaching ability. Recommendations for improvement are made from a management perspective.

109. Potter, R. H. (1984). Part-Time Faculty: Employees or Contractors? *Journal of the College and University Personnel Association*, 35(3), 22-27.

Potter reviews the legalities of what constitutes an employee and a contractor. Some schools have tried to treat part-time faculty as contractors in order to achieve cost savings. For the most part, part-time faculty do not meet the definition of contractors.

110. Reynaldo. (1982). Comments on 'Memoirs and Confessions of a Part-Time Lecturer'. *College English*, 44(8), 863-864. The author's name is a pseudonym.

The author details the conditions of academic "serfdom" that he faces.

111. Robertson, L. R., Crowley, S., & Lentricchia, F. (1987). The Wyoming Conference Resolution Opposing Unfair Salaries and Working Conditions for Post-Secondary Teachers of Writing. *College English*, 49(3), 274-280.

The article provides the history behind the Wyoming Conference Resolution, the text of which is included. The authors conclude "...the current shabby conditions for teachers of writing are not the product of economic conditions. They are the result of shortsighted policies formulated in response to anticipated economic trends."

112. Romer, R. E., & Schnitz, J. E. (1982). Academic Employment as Day Labor. *Journal of Higher Education*, 53(5), 514-530.

This article concentrates on tenure and tenure-track faculty as opposed to temporary and non-tenure track faculty. A convincing argument for a dual labor-market in academia is made. Not only does this produce a bi-furcated salary structure, it also generates less desirable working conditions, e.g. all lower level courses, few perquisites. The existence of a secondary market provides a means of discrimination that labels those confined to it as inferior academics.

113. Samuel, F. M. (1989). A Strategy to Eliminate Inequality of Higher Education Opportunities by Improving Adjunct Faculty Performance. *Community College Review*, 17(2), 41-47.

The author argues that one fundamental difference between part-time and full-time faculty is holding office hours. He contends that the potential contact with students is important in quality of their educational experiences. Paying adjuncts to hold office hours would be cost effective in educational improvement and student retention. The author also advocates using the "permanent" adjunct faculty rather than an unknown to take last minute sections. The article contains a chart comparing full-time and part-time faculty in New York State in 1972-3 and 1987-8 by institutional type.

114. Selvadurai, R. (1989). Adequacy of Selected Services and Support Systems to Adjunct Faculty at New York City Technical College. *Community/Junior College Quarterly*, 13(1), 63-75.

This is a report of a questionnaire study to determine the adequacy of support services for part-time faculty. The support services have mostly to do with faculty orientation, evaluation and integration. The author makes recommendations from a management perspective.

115. Sherfick, K., & Trimmer, J. F. (1984). Part-Time Faculty Employment at Ball State University. In M. E. Wallace (Ed.), *Part-Time Academic Employment in the Humanities* (pp. 95-99). New York: Modern Language Association of America.

The history of the use of part-time faculty is described. The authors describe improvement and discuss what is behind it.

116. Sillman, D. (1980). Sources and Information: Using Part-Time Faculty Effectively. *New Directions for Community Colleges* (30), 89-100.

The article is divided into sections. It is a source for 1970s management information about part-time faculty.

117. Smith, R. R. (1980). Can Participatory Programs Realize Part-Time Faculty Potential. *New Directions for Community Colleges* (30), 17-26.

Smith assumes that the teaching of part-time faculty members needs to be improved. He outlines programs designed to do this.

118. Snyder, C., & Terzin, M. A. (1985). *Survey of Part-time Faculty at Ferris State College*. Big Rapids, MI: Ferris State College. (ERIC Document Reproduction Service No. 260 666)

This is a report of a survey of part-time faculty at Ferris State College in 1985. A demographic profile of this group shows the majority to be women and a majority of who would rather be working full-time. The major complaint they have is lack of fringe benefits. The improvements recommended are granting fringe benefits to part-timers.

119. Soldofsky, A. (1982). Comments on 'Memoirs and Confessions of a Part-Time Lecturer'. *College English*, 44(8), 864-866.

The writer, a director of a composition program, is worried about the quality of instruction in composition programs that use large numbers of part-time faculty. He is worried because of the physical exhaustion and demoralization of the part-timers.

120. Spofford, T. (1979). Field Hands of Academe. *Change*, 11, 14-16.

The author discusses the situation of different types of part-timers. Those who moonlight from other full-time jobs are generally happy with the extra work and prestige. Those who are trying to maintain a teaching career are unhappy. The unhappiness comes first from low wages and lack of fringe benefits. Secondly, treatment from full-time faculty is often condescending. Senior adjunct faculty are not able to have the benefits of grants and travel.

121. Staley, G. (1982). Comments on 'Memoirs and Confessions of a Part-Time Lecturer'. *College English*, 44(8), 862-863.

Staley contends via this anecdotal article that the solution to poor conditions (sweat shops) for adjuncts is for people to refuse to take the jobs.

122. Storer, N. (1978). Comment "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 211-212.

This article appeared along with the Tuckman et. al. report and Van Arsdale article as part of "Exchange on 'Part-Time' Employment." Storer refers to market forces to explain the increasing use of part-time faculty. Oversupply is the main cause. He also blames the victim.

123. Swofford, J. (1982). Part-Time Faculty and Collective Bargaining. *Journal of the College and University Personnel Association*, 34(4), 9-21.

The author points out that the number of part-time faculty is overwhelming. Often part-time positions are the only openings in higher education. These faculty are often excluded from the collective bargaining process. The article reports data on the benefits or lack of them to part-time faculty when they are and are not represented in collective bargaining. At the time this article was written the author concluded, "the situation for part-time faculty at unionized campuses is better now that it was in the late 1970's."

124. Tamm, M. (1984). In Praise of Part-Time Employment. In M. E. Wallace (Ed.), *Part Time Academic Employment in the Humanities* (pp. 86-88). New York: Modern Language Association of America.

The author extols the virtues of a part-time position for a woman with children. She thinks that if all part-time positions were eliminated it would take away the opportunity for women to participate professionally. She resents, however, the low pay she receives.

125. Tancred-Sheriff, P. (1985). Craft, Hierarchy and Bureaucracy: Modes of Control of the Academic Labour Process. *Canadian Journal of Sociology*, 10(4), 369-390.

Tancred-Sheriff in this article adds to organizational theory about universities. The essay explores the nature of the labor process and the way it is controlled. Contrasting control systems are explored based on the type of labor performed. Research is seen as a modified craft activity performed by entrepreneurial workers. The workers control their product individually or through recognition by colleagues. This is modified by outside sources of funding which bring bureaucratic control into the process. Teaching is also a craft but is controlled hierarchically by the small department collegial group. That group in its turn is contained in a larger bureaucratic unit. It is this latter group which is most relevant for the use of part-time faculty. Teachers are seen as sub-contracted labor that establishes the control system. The tension for part-time faculty is found in the craft-like activity of teaching. There is an excellent chart appendix that summarizes the control systems.

126. Tuckman, B., & Tuckman, H. P. (1984). The Labor Market for Part-Time Faculty at Business Schools. *Quarterly Review of Economics and Business*, 24(3), 95-103.

This article documents the increasing use of part-time faculty in business schools during the 1970s. The ratio of full-time faculty to part-time faculty declined from 3.6 to 1 in 1970 to 2.1 to 1 in 1981. The authors used data from a national survey of business deans to investigate: employment criteria for part-time faculty: who sets the hiring criteria, differential hiring by field, comparisons with existing faculty, the success of part-time faculty, and a comparison of full-time and part-time salaries. They conclude that the market for part-time business faculty is expanding.

127. Tuckman, B. H., & Tuckman, H. P. (1980). Part-Timers, Sex Discrimination, and Career Choice at Two-Year Institutions. *Academe*, 66, 71-76.

Does sex discrimination exist among part-time faculty at two-year schools? This research based on a 1977 survey finds differences in wages and salaries between males and females. "This is especially true for those who would prefer to be employed in a full-time academic position." Women are less likely to find full-time positions. Women are more likely to be hired to meet enrollment overloads and are less free to move. The authors conclude that teaching part-time in two-year schools while seeking full-time academic employment presents a serious problem for women.

128. Tuckman, B. H., & Tuckman, H. P. (1981). Women as Part-Time Faculty Members. *Higher Education*, 10, 169-179.

This is a report based on data collected in the 1977 AAUP survey. The authors use the original categorization from the AAUP study to compare men and women and report the differences. They conclude that part-time status is a special women's problem especially for those who would rather work full-time. Some policy recommendations are made.

129. Tuckman, H., & Pickerill, K. L. (1988). Part-time Faculty and Part-Time Academic Careers. In D. W. Breneman & T. I. K. Youn (Eds.), *Academic Labor Markets and Careers*: Falmer Press.

This is written for people "considering part-time employment as a career option." The authors distinguish between voluntary and involuntary part-time employment. Part-time employment in the U.S. economy is compared to part-time employment in colleges and universities. Male female differences are explored. Why people seek part-time work is investigated. Does it lead to a full-time academic career? Social implications are analyzed.

130. Tuckman, H. P. (1978). Who is Part-Time in Academe? *AAUP Bulletin*, 64(4), 305-315.

Tuckman begins by contrasting academic part-timers with others who work part-time. The advantages for some academic part-timers and the disadvantages (for all--status) are examined. This leads Tuckman to his well-known taxonomy of part-time faculty. He then applies that to personal characteristics and work histories. An overview of the study sample is provided in an appendix.

131. Tuckman, H. P. (1981). Part-Time Faculty: Some Suggestions of Policy. *Change*, 8-10.

The article notes the increasing numbers of part-timers found in higher education. It asserts that this "affects the quality of education at our nation's institutions." The evidence for this is that part-timers do not usually hold the Ph.D. "At issue is how much knowledge of a field is necessary to be a good teacher." Tuckman recommends "effective hiring procedures in the part-time market." There are also recommendations for more inclusion of part-timers in the intellectual life of the school. He also recommends a degree of compensation fairness.

132. Tuckman, H. P., & Caldwell, J. (1978). The Determinants of Variations in Earnings among Part-Time Faculty. In *Part-Time Faculty Series* (pp. 55-71). Washington, D.C.: American Association of University Professors.

Using complex mathematical techniques, the authors try to determine what accounts for differences in the salaries of part-time faculty. Only at four-year colleges who give rank to part-time faculty was any difference found. The authors worry that increments in skill and experience in the part-time group are not being rewarded. With no incentive the quality of part-time faculty may decline.

133. Tuckman, H. P., & Caldwell, J. (1979). The Reward Structure for Part-Timers in Academe. *Journal of Higher Education*, 50(6), 745-760.

This is a report of a study of part-time faculty salaries in 1975-76. An institutional sample was drawn. The market model dominates the analysis. Local markets hold down the compensation of part-time faculty as supply is more than demand. Part-time salaries are layered in terms of university (highest), four-year colleges and community colleges (lowest). Many variables are suggested but little if any difference is found to account for salary differential. There is considerable speculative discussion in the article.

134. Tuckman, H. P., Caldwell, J., & Vogler, W. (1978). Part-Time Employment and Career Progression. In *Part-Time Faculty Series* (pp. 74-85). Washington, D.C.: American Association of University Professors.

The authors attempt to find out if there is a career in academe for part-time faculty. They use their well-known taxonomy to see which group wants full-time work. They find that the odds are against part-time faculty finding full-time positions.

135. Tuckman, H. P., Caldwell, J., & Vogler, W. (1978). Part-timers and the Academic Labor Market of the Eighties. *The American Sociologist*, 13(4), 184-195.

This article is among the first groundbreaking reports on part-time faculty done by Tuckman and his colleagues. The trends toward using more part-time teachers were recognized. Data from a national survey of part-time faculty are presented. The authors conclude that if part-time faculty were given academic rank according to their qualifications they are underpaid by that standard. The well-known taxonomy of part-timers (Semi-retired, Students, Hopeful Full-Timers, Full-Mooners, Homeworkers, Part-Mooners and Part-Unknowners) is presented.

136. Tuckman, H. P., Caldwell, J., & Vogler, W. B. (1978). Rejoinder "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 213-215.

This article appeared along with the Tuckman et. al. report and Van Arsdale article as part of "Exchange on 'Part-Time' Employment." The rejoinder to the comments on the article concentrates on local job markets. It avoids issues of corporatization.

137. Tuckman, H. P., D., V. W., & Caldwell, J. (1978). *Part-Time Faculty Series*. Washington, D.C.: American Association of University Professors.

There are six articles in this volume that are the core of the Ford Foundation, AAUP study of the mid to late 70s. Some of the chapters have been published elsewhere (they may be found in this bibliography) and those that haven't are also noted elsewhere in this bibliography. This study carries historical interest and the evidence gathered since indicates that nothing much has changed in regard to part-time faculty.

138. Tuckman, H. P., & Vogler, W. D. (1978). The Fringes of a Fringe Group: Part-Timers in Academe. In *Part-Time Faculty Series* (pp. 40-52). Washington, D.C.: American Association of University Professors.

The authors examine fringe benefits for part-time faculty. They find that for the most part part-time faculty do not get any benefits beyond social security contributions. Comparisons are made based on hours taught and along the Tuckman classification.

139. Tuckman, H. P., & Vogler, W. D. (1978). The "Part" in Part-Time Wages. *AAUP Bulletin*, 64(2), 70-77.

The authors base this labor market analysis on a 1977 study sponsored by the AAUP. They point out that the market for part-time faculty is based on a limited geographic area. That is, the academic workers have limited mobility choices. Advantages and disadvantages to both

part-time faculty and managers are reviewed. Data are presented that indicate that part-timers are compensated less than full-timers based on work performed.

140. Turner, M. A., & Phillips, H. E. (1981). *The Care and Feeding of Part-Time Faculty*. Gaithersburg, MD: Associated Faculty Press, Inc.

The primary value of this study is historical. It reports survey research on five Florida community colleges. The historical interest is that at the end of the greatest period of part-time faculty expansion, these authors were finding much the same data and making the same recommendations we find in current literature. The study is oriented toward administrative concerns. The rate of return of questionnaires from part-time faculty was only 34 percent. Administrative returns were 63 percent.

141. Ughetto, R. A., Sanderson, R. M., & McLeod, M. W. (1983). Perceptions of Part-Time Faculty at a Rural Community College. *Community Services Catalyst*, 13(3), 14-19.

This is a report of a survey of part-time faculty at a small, rural community college. The focus was on four areas "a) perceived role image, b) perceived institutional image, c) educational/occupational training, and d) motivation for wanting to teach." The most interesting finding was that the rate of return was only 36.2 percent of a survey sent out by school managers. They make a weak attempt to justify the relevance of the survey by showing that the age of the faculty who returned the survey was very roughly the same as in other studies. The findings indicate, as expected, that part-time faculty want more inclusion and need to become familiar with educational policy. This is in spite of their finding that the primary motivation for teaching was income.

142. United States. Congress. House. Committee on Government Operations. Employment and Housing Subcommittee. (1988) *Rising Use of Part-Time and Temporary Workers: Who Benefits and Who Loses?* Washington, D. C.: U.S. G.P.O.

This is the record of a congressional committee hearing about part-time and temporary labor. The testimony is about the problem in general and there are no references to part-time faculty.

143. Van Arsdale, G. (1978). De-Professionalizing a Part-Time Teaching Faculty: How Many, Feeling Small, Seeming Few, Getting Less, Dream of More. *American Sociologist*, 13(4), 195-201.

This article appeared along with the Tuckman et. al. report as part of "Exchange on 'Part-Time' Employment." From his own experience, Van Arsdale points out that part-time faculty are being de-professionalized. He points to the differences in the treatment of full and part-time faculty to make his points. Van Arsdale's strongest statement on the issues points to higher education managers. "Employers who would exercise every skill to deny status to an entire class of employees upon whose services they are unavoidably and increasingly dependent, and who would hide behind the protection of laws designed to prevent such practices, and who would then further deny the same class of employees even the figment of a fair and equitable wage, are indistinguishable from thieves and criminals."

144. Van Arsdale, G. (1978). Rejoinder "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 215-216.

This article appeared along with the Tuckman et. al. report and Van Arsdale article as part of "Exchange on 'Part-Time' Employment." Van Arsdale points to de-professionalization again. He also points out that the oversupply of academic labor covers up the fact that administration is an increasing high cost item.

145. Vaughan, G. B. (1986). Part-Time Faculty: Nemesis or Savior? In B. W. Dziech (Ed.), *Controversies and Decisions in Hard Economic Times* (pp. 23-30). San Francisco: Jossey-Bass.

Vaughan, a community college president, outlines the problem in managerial terms. The advantages of part-time faculty are their cheapness and flexibility for management. The disadvantages are found in areas of governance (faculty power). Part-timers are divided into those who have other jobs and have no desire to teach full-time and those who have such desires. The point of Vaughan's argument is that attention has to be paid to the latter group to avoid rebellion and protest.

146. Vitello, E. M., Newmyer, D. A., & Stivers, C. G. (1985). Evaluative Ratings of Adjunct Faculty vs. Regular Faculty. *Journal of Studies in Technical Careers*, 8(3), 143-152.

This is a report of a study of student evaluations of technical faculty. Part-timers and full-timers are compared. The authors find that there is little or no difference between evaluations of part-time and full-time faculty. Managers use these data to justify the use of part-time faculty.

147. Vogler, D. E. (1980). Administering Part-Time Instruction. *Community Services Catalyst*, 10(1), 19-22.

Describes the administrative problem of using part-time faculty. The author indicates that there are many opportunities for administrators to be involved in instruction. The areas include hiring, renewal, student evaluation, and reward, defined as continuing the faculty member. The basic assumption of the article is that part-time faculty are less qualified for their jobs and that administrators have to control them.

148. Wallace, M. E. (1982). Comments on 'Memoirs and Confessions of a Part-Time Lecturer'. *College English*, 44(8), 859-861.

Wallace in responding to Cara Chell's article points out that there is a category of fully qualified professionals who are ignored: those who want to work part-time primarily because of family considerations (mostly women). These faculty members should be paid proportionally to full-timers. There would be little incentive then for administrators to divide up full-time positions into part-time but that option should remain available.

149. Wallace, M. E. (Ed.). (1984). *Part-Time Academic Employment in the Humanities*. New York: Modern Language Association of America.

Forty percent of this book consists of essays about part-time faculty by the editor and the rest is a series of articles by 25 other writers. Wallace uses the first chapters to review some literature and introduce the other articles. Of the 26 authors, five are part-timers (including the editor). In the first chapter, Wallace tells horror stories and examines the issue of how part-time and full-time faculty relate. Her anti-union, anti-tenure bias (particularly against AAUP standards) shows through. One could conclude from this chapter that part-time faculty face a no-win situation no matter what direction they go. Wallace relies heavily on the Yang and Zak study in Ohio (see reference in this bibliography), which asks questions of interest to managers. In examining the situation for women, Wallace recognizes the overrepresentation of women among part-timers but her discussion is shallow and simply points out geographical limitations when women follow their husbands to job locations. The split between composition and literature is explored. Wallace contends that lower status composition courses are assigned to women part-timers so that full-timers can teach literature courses. In her fourth and final chapter Wallace reports on a study she conducted of innovative part-time policies at several institutions. She reports her findings in tabular and narrative form. The rest of the book consists of articles by the other 25 authors. These are divided into sections of "case studies" on community colleges, state colleges and universities, private colleges, private universities and a chapter on case law. Brief abstracts of some of the chapters may be found in this bibliography under the individual author's name.

150. Wallace, M. E. (1984). The Richness of Language and the Poverty of Part-Timers: Impact and Invisibility. *College English*, 46(6), 580-586.

After glancing at some of the major studies, Wallace provides some anecdotes from her own experience. Most part-timers would not suffer the horror stories except that they love teaching. She points out that variation in situations individually and for different schools compound the problem. Some of the most prestigious schools, for example, have given part-timers pro-rated salary and benefits, tenure and faculty participation; e.g., Harvard. One major point she makes is that the presence of part-timers supports the activities of full-timers.

151. Warne, B., & Lundy, K. (1988). Erosion of an Ideal: the Presence of Part-Time Faculty. *Studies in Higher Education*, 13(2), 201-213.

The growing use of part time faculty depicts a general trend in employment markets. Part-time workers are the fastest growing segment of the market. This survey research of a large Canadian university explores some of the consequences of part-time status for the people who are in such positions and for the university. Part-timers provide curricular flexibility and allow fiscal restraint. Such positions meet the needs of some individuals. Academic marginality has severe costs for part-time faculty members who desire full-time positions. The ideal of the collegium is compromised and is perceived to depress the institution's scholarly productivity.

152. Warne, B., & Lundy, K. L. P. (1986). Part-time Faculty: Institutional Needs and Career Dilemmas. In K. L. P. Lundy & B. Warne (Eds.), *Work in the Canadian Context: Continuity Despite Change* (pp. 132-148). Toronto: Butterworths.

This is a report of a study of part-time members of a unit of the Canadian Union of Education Workers (CUEW). Part-time faculty are interesting because they are a highly skilled and trained "reserve army of labor." The researchers divided the group who received questionnaires into willing (those who wanted to work part-time) and reluctant part-timers. Willing part-timers often have full-time jobs in industry or in households. Reluctant part-timers want full-time academic careers. A majority of the sample (60 percent) fell into the willing group. The reluctant part-timers were more likely to have terminal degrees and more were women than men. After receiving the questionnaires, in-depth interviews were conducted with some of the respondents. There is also an examination of the interrelationship between part-time faculty and full-time faculty and between part-time faculty and deans. The dynamics of "marginality" for the reluctant are described: part-time status leads to low pay and limited support services, a heavy teaching load, little research and publication; therefore, reduced likelihood for full-time appointment. The authors caution that their findings may not be generalizable.

153. Wilke, A. S., & Griessman, B. E. (1979). The Hidden Professoriate: A Challenge in the Emerging Tenure Crisis. In A. S. Wilke (Ed.), *The Hidden Professoriate* (pp. 17-32). Westport, CT: Greenwood Press.

The authors define a "hidden professoriate" as those who have been released from their departments for various reasons or have not obtained tenure. In addition there are those who have recently come into the labor market. Supply of potential faculty has outstripped demand. This group is generally not visible or organized and is not recognized. Institutional relationships are described along with major trends in higher education in the 1970s.

154. Wilkinson, D. Y. (1978). Comment "Exchange on 'Part-Time' Employment." *American Sociologist*, 13(4), 212-213.

This article appeared along with the Tuckman et. al. report and Van Arsdale article as part of "Exchange on 'Part-Time' Employment." Wilkerson who worked for the American Sociological Association (ASA) at this time spends her article promoting the ASA line that sociologists should look for non-academic employment. Ironically, the article that follows this Exchange is titled "The Myth of Non-Academic Employment."

155. Willett, L. H. (1980). Comparison of Instructional Effectiveness of Full- and Part-Time Faculty. *Community/Junior College Research Quarterly*, 5, 25-30.

This is an early comparison of the teaching effectiveness of part-time and full-time faculty. The author uses statistical methods to assess three variables to measure teaching effectiveness: student evaluations, class retention rates and performance in subsequent advanced classes. The study was based on a sample of instructors and courses matched between full-time and part-time faculty. No differences were found in the teaching effectiveness of the two groups.

156. Williams, J., & Johansen, E. (1985). Career Disruption in Higher Education. *Journal of Higher Education*, 56(2), 144-160.

This is a report of a small study comparing "Terminated Faculty" with the "Underemployed." The latter category includes part-timers. There is a review of some literature in the article. The study of 18 terminated faculty and 11 underemployed concentrated on social psychological dimensions. Most of the part-timers were women who were bound to the area by family ties.

157. Wilson, W. L. (1984). *The Use and Abuse of Part-Time Faculty: The Part-Timers' Point of View*. Paper presented at the [Conference of the] Speech Communication Association, Chicago, IL, November 1984. (ERIC Document Reproduction Service No. 252 119)

The paper insists that additional compensation be sought from non-traditional sources for part-time faculty. Special recognition should be given for part-time faculty teaching and part-time faculty should be more included in school and departmental affairs.

158. Yang, S.-O., & Zak, M. W. (1981). *Part-Time Faculty in Ohio: A Statewide Study*. Kent, OH: Kent State University, Office of Human Resource Utilization.

This is a report of a detailed study of part-time faculty in Ohio higher education. Questionnaire data were collected from part-time faculty based on lists provided by school managers. Case studies were completed on five of the schools through in-depth interviews with 13 administrators. The questions asked were those whose answers have the most interest to managers. They sought to answer charges of exploitation of highly qualified professionals, discrimination against women, and abuse of part-time faculty by community colleges. They answer these charges by pointing out that historically part-time faculty have always been used. The data indicate that there is only 25 percent of PhDs teaching part-time. Women are exploited more than men but these are only a small percentage. Community colleges may use a majority of part-time faculty but this is necessary to run their programs and may be due more to urban location than the type of school. Most part-timers have other full-time work and say that they teach for pleasure (more men than women) and this seems to justify their hiring. Questions are raised about educational quality but remain largely unanswered. Although this study is developed with the careful neutrality of survey methodology from a management perspective, the data provide considerable room for critical analysis. Seventeen years (at this writing) after this report was published it seems very modern in its description of the use of part-time faculty.

1990 to 1999

1. Adams, D. A. (1995). Faculty Workload and Collegial Support Related to Proportion of Part-Time Faculty Composition. *Journal of Nursing Education, 34*(7), 305-311.

This study examines workloads of full-time nursing faculty when part-timers are present. Questionnaires were sent to full-time faculty members selected by deans (as representative) at schools having high, medium and low ratios of part-time faculty. Full-time faculty workloads were highest at the medium ratio schools. There was no difference in collegiality reported. This study is limited to nursing and biased because information comes from full-time faculty selected by deans.

2. Altbach, P. G. (1995, Jan. 6, January 6, 1995). The Pros and Cons of Hiring "Taxicab" Professors. *Chronicle of Higher Education*, p. B3.

Compares part-time teaching in Latin America with the U. S. The advantages and disadvantages of using part-timers are discussed. Although the majority of the faculty members in Latin America are part-time, there are striking similarities to the U. S. Part-time faculty members do not participate in making key decisions and are not easily available to students, but in many cases bring practical experience to the classroom.

3. American Association of State Colleges and Universities. (1999). *Facing Change: Building the Faculty of the Future*. Washington, DC: American Association of State Colleges and Universities. (17)

This report provides ample evidence of the corporatization of American higher education. The authors take for granted that significant numbers of part-time faculty will remain involved at all levels. There are 49 policy recommendations and 22 percent of them relate to part-time faculty. Only one mentions faculty collaboration. Most refer to institutions instituting policies (a short hand for management direction). At one point in the report data is cited showing that 41 per cent of faculty are now part-time. Two paragraphs later there is recognition of the role of part-time faculty in providing flexibility for institutions. This is justified in programmatic terms rather than in managerial language. The report recommends salary (and perhaps benefit) equalization for part-time faculty. The major emphasis of the report, however, is faculty evaluation. The report notes with approval that teaching has become more important in evaluation of faculty and research less important. Administrators typically judge teaching while faculty judge research. The report is important because it makes clear the agenda of higher education management.

4. American Association of University Professors. Committee G on Part-Time and Non-Tenure-Track Appointments. (1992). On the Status of Non-Tenure-Track Faculty. *Academe, 78*(6), 39-48.

The article summarizes two statistical studies, one of the American Association of University Professors and the other of the National Center of Education Statistics. The committee reaches the following conclusions: the growth of an underclass of part-time faculty undercuts the tenure system and severs connections between faculty and control of the curriculum. The conditions which divide part-time and full-time faculty members are job security, benefits and the opportunity to advance. Guidelines are suggested for improvement.

5. American Association of University Professors. Committee G on Part-Time and Non-Tenure Track Appointments. (1993). Report: The Status of Non-Tenure-Track Faculty. *Academe*, 79(4), 39-46.

This is a discussion of the growth of non-tenure track faculty which consists of part-time and full-time people. The largest relative growth occurred between 1972 and 1977, a time of economic difficulty. Since then times have improved but higher education management has chosen to control tenure using the rationale of flexibility. Relative numbers of tenured and tenure-track faculty have declined. "The increase in non-tenure-track appointments affects the quality of education as a whole and the stability of the profession in particular. The growth of non-tenure-track faculty erodes the size and influence of the tenured faculty and undermines the stability of the tenure system. The large numbers of faculty who now work without tenure leaves academic freedom more vulnerable to manipulation and suppression. The professional status of faculty suffers when so many are subject to economic exploitation and demeaning working conditions inconsistent with professional standards. The quality of education is at risk when curriculum, advising, and instruction are not in the control of faculty to whom the institution has made the kinds of commitments that ensure scholarly development and recognition of performance." (39) Data obtained from the 1987 National Survey of Postsecondary Faculty from the National Center for Educational Statistics are reviewed. Recommendations for change are included.

6. American Federation of Teachers. (1994). Appendix B. In P. Robinson (Ed.), *Part-Time Faculty Issues* (pp. 50-52). Washington, D.C.: American Federation of Teachers.

This is a statement of recommendations produced by the Task Force on Part-Time College and University Faculty. They are proposals for the elimination of the abuses found. These are detailed and should be carefully considered by managers.

7. American Federation of Teachers. Higher Education Department. (1997). *First Principles: A Commonsense Campaign for Opportunity, Quality and Accountability in Higher Education*. Washington, D. C.: American Federation of Teachers.

In the section on quality this publication discusses the increasing numbers of part-time faculty particularly in community colleges. Poor working conditions are pointed out. Legislation has been passed that limits the number of part-time teachers. The section includes material on "Improving Conditions for Part-time Faculty."

8. American Federation of Teachers. Higher Education Department. (1998, Nov. 24). *The Vanishing Professor*. Retrieved Dec. 1, 2002, from http://www.aft.org/higher_educ/publications/vanishing.html

This report expresses the American Federation of Teachers (AFT) concern about the increasing use of part-time faculty in higher education. There is good documentation of the facts about the growth of this segment of the faculty. This includes national statistics and a few particular cases. The AFT position on "What Can Be Done to Prevent the Gradual Disappearance of the Professoriate?" is stated. Other sections of the report deal briefly with the tensions between full- and part-time faculty and the union position on organizing both groups. AFT accomplishments in organizing and improving working conditions for part-time faculty are discussed.

9. Antony, J. S., & Valadez, J. R. (1998). *An Exploration of the Job Satisfaction of American Part-Time College Faculty*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Miami, FL, November 5-8, 1998. (ERIC Document Reproduction Service No.

427 597)

10. Arden, E. (1995, July 21). Ending the Loneliness and Isolation of Adjunct Professors. *Chronicle of Higher Education*, p. A 44.

The article argues that since adjuncts seem to be a permanent fixture in higher education, "we have to do better than we are now doing with our adjuncts." At the present time the only supervision adjuncts receive is being told about minimum requirements and what textbook to use. Adjuncts need more attention paid to them. One way is to enhance their teaching skills. Improving part-time faculty performance would require minor institutional investment and boosts adjunct morale. In some ways that are not explained this reduction of isolation of part-time faculty is better for students.

11. Aronowitz, S. (1998). Are Unions Good for Professors? *Academe*, 84(6), 12-17.

Aronowitz points out the contrasting developments in blue collar and white collar union membership. The former has declined since the early 70s while the latter has expanded. Part of the expansion has been among college faculty. The impact has been felt mostly among full-time faculty. He implies that one way the full-time faculty (and their unionization efforts) are undermined is by managers increasing the numbers of part-timers. Aronowitz argues that one of the impetuses which drive the attempt to unionize graduate students is their fear that they will end up as part-time adjunct faculty. The organizers believe that union experience is the way to prepare for their careers. The presence of part-timers holds down their own as well as full-timers salaries. Aronowitz recommends organizing across institutions (many part-timers work at more than one campus) or using a union hiring hall approach.

12. Ashton-Jones, E. (1995). Collaboration, Conversation, and the Politics of Gender. In L. W. Phelps & J. Emig (Eds.), *Feminine Principles and Women's Experience in American Composition and Rhetoric* (pp. 5-). Pittsburgh: University of Pittsburgh Press.

13. Balch, P. (1999). Part-Time Faculty Are Here to Stay. *Planning for Higher Education*, 27(3). Retrieved May 1, 1999 from <http://www.scup.org/balch.htm>

14. Banachowski, G. (1996). ERIC Review: Perspectives and Perceptions: The Use of part-Time Faculty in Community Colleges. *Community College Review*, 24(2), 49-62.

15. Barker, K., & Christensen, K. (Eds.). (1998). *Contingent Work: American Employment Relations in Transition*. Ithaca, N.Y.: H. R. Press, Cornell University Press.

Although this book contains little or nothing about part-time faculty, it is a basic reference for some of those who compare part-time faculty with a broader population.

16. Berger, J. (1998, March 8, March 8, 1998). After Her Ph.D., the Scavenger's Life; Trying to Turn a Patchwork of Part-Time Jobs Into an Academic Career. *New York Times*, p. Section 1: 3.

This article describes a day in the life of a part-time English teacher and it is designed to represent the problem of part-time faculty. The faculty member has to have "a strong stomach for indignities." There is a contrast with people who do not work part-time full-time.

17. Berube, M., & Nelson, C. (Eds.). (1995). *Higher Education under Fire*. New York: Routledge.

18. Berver, K., Kurtz, D., & Orton, E. (1992). Off the Track, But in the Fold. *Academe*, 78(6), 27-29.

A plan to regularize the status of non-tenure track faculty at New Mexico State University is reported. The plan provides a ceiling on the percentage of positions that may be filled by non-tenure-track faculty; a two tier faculty with clearly differentiated duties; extension of professional job rights to non-tenure-track faculty; full evaluation of non-tenure-track faculty, merit pay, and opportunity for promotion; and university commitment to stabilization of non-tenure-track faculty positions.

19. Bethke, R., & Nelson, V. (1994). *Collaborative Efforts to Improve Conditions for Adjunct Faculty*. Paper presented at the International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators, Johnson County Community College, Austin, Texas, May 1994. (ERIC Document Reproduction Service No. 373 822)

This is a report of a study conducted with faculty in the communications division at Johnson County Community College. Using essays and discussion groups of part-time and full-time faculty members (who had had five years of adjunct experience) the authors examined attitudes, looked at motivating practices and developed recommendations to improve the professional standing and relationships of part-time faculty. The report consists of two brief individual essays by the co-presenters, the charts they used and a questionnaire.

20. Bob, T. (1998, July 12, July 12, 1998). Degrees of Difficulty; Part-time College Teachers Live the Tough Lessons of 90's-Style Economics. *Chicago Tribune Magazine*, p. 10.

This is primarily an anecdotal article by a part-time English teacher in the Chicago area. It is similar to other articles that have appeared in the print media on this subject. The value of the story lies in the point of view of the author. She writes from the perspective of the part-time faculty member rather than that of a reporter. The topics covered are income levels, treatment of part-time faculty, impact on students, lack of communication among part-timers, part-timers love of teaching and their desire to be more a part of the decision making processes on campus.

21. Boice, R. (1992). Tailoring Programs to Special Needs. In R. Boice (Ed.), *The New Faculty Member*. San Francisco: Jossey-Bass Publishers.

Adjunct and part-time faculty are given four pages in this 376 page book. The author points out that the problems of new faculty are magnified for adjunct faculty. Loneliness, lack of opportunities for collegiality and no prospects for improvement are common. Stress and questions about maintaining the pace are issues. He favors inclusion as a solution to the problems of adjunct faculty. He points out that adjuncts are unlikely to question administrative decisions.

22. Bottiani, S. (1994). *Part-Time Teaching/Full-Time Parenting/Full-Time Consequences*. Paper presented at the Annual Meeting of the Conference on College Composition and Communication, Nashville, TN, March 1994. (ERIC Document Reproduction Service No. 371 365)

The perception of part-time faculty who have children is that they are not professionals.

This stems from the idea that family is their first priority. The consequence is that they are not seen as viable candidates for full-time positions. They often have to secure multiple jobs to make ends meet which hampers their ability to participate in academic life. Experiential data indicate that women with children are directly and indirectly discouraged from having academic careers. If women wait until their children are grown, then ageism becomes a problem. Solutions recommended are shared contracts, more mentoring for women and tenure for part-timers.

23. Brodie, J. M. (1995). Whatever Happened to the Job Boom? *Academe*, 81(1), 12-15.

Brodie points out that there are more college teaching positions than we have ever had in the U. S. Using data from the National Center for Education Statistics, he points out that full-time faculty fell by 11 percent during the 1970s and nine percent at four-year colleges in the past 20 years. This indicates that many full-time positions have been replaced with part-time faculty.

24. Burdman, P. (1998, Apr. 28, April 28, 1998). Part-Time Instructors Busy Working Overtime; Some Say Students Miss Full-Time Faculty. *San Francisco Chronicle*, p. A1.

This is partially anecdotal article describing the long days, miles traveled, low pay, no benefits and working conditions of two part-time faculty members. The reporter raises concerns about whether "students are shortchanged." She comments on the continuing numerical and proportional growth of part-timers.

25. Burke, D. (1995). Plus ca change: An Academic Workforce in Transition. *Academe*, 81(1), 7-11.

The author examines changes in faculty recruitment over 30 years after the publication of *The Academic Marketplace*. Prestige of the degree granting institution is still the major factor in hiring. The best graduates of the major departments have no trouble getting jobs. There is evidence that administrations have gained more control of the hiring process.

26. Burns, M. (1992). Women, Part-Time Faculty, and Illusion. *Thought and Action*, 8(1), 13-28.

Burns argues that the imbalance of women found in humanities programs is due to structural discrimination. She is particularly interested in writing composition programs. Citing data from the 1988 National Center for Educational Statistics (NCES) report she shows that part-time faculty in humanities in four-year institutions are more than two-thirds women. If market forces were really operative there would be more full-time positions available, and women part-timers would be compensated at the same level as men in business and engineering. The three trends that lead to structural discrimination are: "the influx of women into the profession; the burgeoning of writing programs; and the decline of the humanities and liberal arts at least in terms of budgetary clout." Burns likens the use of women in composition to a third world labor force.

27. Burtless, G. (Ed.). (1990). *A Future of Lousy Jobs?: The Changing Structure of U.S. Wages*. Washington, D.C.: Brookings Institution.

28. Byrns, J. (1996). The Role of Part-Timers. *DVC Forum*, 33(6), 2-4.

29. Calderonello, A. (1995). *The Contradictions of Professionalization*. Paper presented at the Annual Meeting of the Conference on College Composition and Communication, Washington, D.

C., March 1995. (ERIC Document Reproduction Service No. 384 891)

Among the consequences of professionalization of composition faculty is the increased use of part-timers. As these faculty accept tenure track positions their teaching loads are lowered and the reduced hours they teach are made up by part-time faculty.

30. Caprio, M. W., Dubowsky, N., & Warasila, R. J. e. a. (1998/1999). Adjunct Faculty: A Multidimensional Perspective on the Important Work of Part-time Faculty. *Journal of College Science Teaching*, 28(3), 166-173.

31. Carter, D. J., & Ottinger, C. A. (1992). *Community College Faculty: A Profile*. Washington, D.C: American Council on Education, Division of Policy Analysis and Research. (ERIC Document Reproduction Service No. 352 095)

This is a report of data collected in 1989 by the Higher Education Research Institute at the University of California, Los Angeles. It provides a profile of community college faculty emphasizing part-time faculty. Comparison is made to full-time faculty and between two-and four-year institutions. The findings are that part-time faculty say they are satisfied with their jobs (at the same levels as full-time faculty) but do not go into the meaning of satisfaction. Faculties are primarily white and male with women and minorities more represented in the part-time ranks. The survey methodology is described briefly in the references section. The report is an excellent source for comparison with more contemporary data.

32. Cassebaum, A. (1995). *Adjuncts with an Attitude?: Attitudes Encountered in the Struggle for Fair Pay and Job Security for Adjunct Faculty*. Paper presented at the Annual Meeting of the Conference on College Composition and Communication, Washington, D. C., March 1995. (ERIC Document Reproduction Service No. 385 853)

The author argues that adjunct faculty and administration attitudes are the cause of the problems for part-timers. The paper is a compilation of positive and negative attitude statements. No information is given about the methods used.

33. Cayton, M. K. (1991). Writing as Outsiders: Academic Discourse and Marginalized Faculty. *College English*, 53(6), 647-660.

Cayton argues that part-time faculty do not have the chance to learn the discourse of their academic communities and become isolated. They never fit into the profession. She bases her argument on the learning experiences of students coming into a discipline.

34. Charfauros, K. H., & Tierney, W. G. (1999). Part-Time Faculty in Colleges and Universities: Trends and Challenges in a Turbulent Environment. *Journal of Personnel Evaluation in Education*, 13(2), 141-151.

35. Church, J. T. (1999). Laboring in the Dream Factory, Part II. *Qualitative Studies in Education*, 12(3), 251-262.

36. Cline, L. (1993). Work to School Transition. *Vocational Education Journal*, 68(2), 26-27, 49.

This essay is primarily concerned with "industry professionals" who teach part-time in

two-year colleges. It describes some of the working conditions part-timers face from an administrator's point of view. Cline makes recommendations for improvement. The major recommendation is to set up an advisory committee of part-time faculty to address problems.

37. Cobble, D. S. (1999). History, Women's Work and the New Unionism. *NEA Higher Education Journal*, 5(2), 19-24.

38. Cohen, M. C. (1992). *Benefits on a Budget: Addressing Adjunct Needs*. Paper presented at the Paper presented at the 78th Speech Communication Association, Chicago, IL, Oct. 1992. (ERIC Document Reproduction Service No. 355 578)

The article advocates addressing the problem of part-time faculty by giving them a greater feeling of belonging. This includes not calling those faculty members part-time but using the title adjunct.

39. Coleman, J. (1998, Apr. 9). Disunion: Part-Time Sierra College Instructors Mount a Coup and Wind Up Out in the Cold. *Sacramento News and Review*. Retrieved on April 17, 1998 from e-mail correspondence <http://www.netcom.com/~oitsubob>

40. Conference on the Growing Use of Part-Time and Adjunct Faculty. (1998). Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty. *Academe*, 84(1), 54-60.

This is a statement on the use of part-time and adjunct faculty that was crafted by representatives of ten academic organizations. Its major value is as a concise summary of the changing conditions in the academic world which lead to the overuse of part-time faculty, the consequences for those teachers, and the harmful educational effects that are produced. This statement is a departure in its recognition of these effects: "...the terms and conditions of these appointments, in many cases, weaken our capacity to provide essential educational experiences and resources." The statement sums up what we know, points to the managerial benefits (the educational benefits are limited to using otherwise unavailable specialists), and the costs of "excessive reliance on part-time and adjunct faculty." In determining some policies and guidelines for good practices, the statement reveals some loopholes. The major one is the explicit recognition that "the use of different kinds of faculty is appropriate in different settings." The statement accepts institutional definitions of the need to use part-time faculty. The statement concludes with an action agenda which seemingly includes the regular use of part-time faculty.

41. Connors, R. J. (1991). Rhetoric in the Modern University: The Creation of an Underclass. In R. Bullock & J. Trimbur (Eds.), *The Politics of Writing Instruction: Postsecondary* (pp. 55-85). Portsmouth, NH: Boynton-Cook.

42. Crain, J. C. (1990). A Response to Anne Cassebaum' "A Comment on 'The Wyoming Resolution Opposing Unfair Salaries and Working Conditions for Post-Secondary Teachers of Writing' " (CE October 1989). *College English*, 52(4), 469-473.

At the time of this article Crain had been a full-time faculty member for three years after a ten-year career as a part-timer. She compares the two experiences. The major differences are salary and benefits. Crain also notes decision making, respect and having her own office as important.

43. Crannell, A. (1998). Graduate Students, Young Faculty, and Temporary Positions: A Tangled Issue. *Academe*, 84(1), 36-39.

It is argued that part-time faculty provide poor role models for graduate students when the part-timers teach in the graduate department. The lack of respect they are shown is depressing for the graduate students who may wonder what the future holds for them. Women graduate students get discouraged by the presence of part-time women in the graduate departments. The energy drain placed on part-time faculty feeds the negative impressions of their roles.

44. Currie, J., & Vidovich, L. (1998). The Ascent toward Corporate Managerialism in American and Australian Universities. In R. Martin (Ed.), *Chalk Lines: The Politics of Work in the Managed University* (pp. 112-144). Durham, N.C.: Duke University Press.

This chapter is excellent for the definition of the managerial university. The long tradition of collegial decision making has been turned against faculties as managers make or veto decisions. The faculty is given discretion on how to implement what management wants but cannot make a decision which goes against the wishes of those who run the schools.

45. Dasenbrock, R. W. (1996). The Crisis in the Job Market: Beyond Scapegoating. *ADE Bulletin*, 114(114), 39-43.

Dasenbrock is concerned with teaching in English departments. Most courses are taught by either part-time faculty or graduate assistants. He recommends converting graduate assistantships to full-time lines. This would give the proper attention to basic courses and reduce the number of people in the pipeline who would compete for full-time jobs in the future. The article has very little to say about part-time or adjunct faculty.

46. Davey, B. (1995, Feb. 13). Traveling Professors Go From School to School. *Providence Business News*, pp. 3, 13.

Contains interviews with college administrators. They make the point of how cheap part-time faculty are. They also point out that there is little enrichment beyond class time coming from part-timers. Full-timers make it easier to achieve consistence in multiple section courses.

47. DeBard, R. (1990). Motivating Part-Time Faculty Performance. *OATYC Journal*, 15, 21-23. (ERIC Document Reproduction Service No. 355 578)

This short piece by an academic manager takes for granted the necessity for using part-time faculty. DeBard worries about the quality of education produced by part-time faculty and concludes that there must be motivation for them to provide quality education. That should include fairer remuneration and inclusionary techniques. He provides a list to be used as a standard.

48. Dervarics, C. (1993, July 15). Part-time Faculty Member Juggles Daily Roles, Schedules. *Black Issues in Higher Education*, 47-48. (12)

This is a report of a newspaper-like interview with a part-time faculty member. It notes the easy availability of part-timers and that the key to doing this type of work is getting enough assignments.

49. DeSevo, M. (1995). Part-Time Nursing Faculty: Suggestions for Change. *Journal of Nursing Education, 34*(7), 294-296.

In this editorial the permanent presence of part-time faculty in nursing is accepted. Most of these faculty participate in the clinical component of the program. Recommendations are put forward in order to relieve some of the supervisory burden on full-time faculty. These include making part-time faculty permanent members of the department and promoting them, making part-time faculty active members of the faculty for curriculum development, and general inclusion.

50. Di Giacomo, S. M. (1999). The New Internal Colonialism. *Qualitative Studies in Education, 12*(3), 263-268.

51. Digranes, J. L. A., & Digranes, S. H. (1995). Current and Proposed Uses of Technology for Training Part-Time Faculty. *Community College Journal of Research and Practice, 19*(2), 161-169.

The article reviews available technologies and their application to training part-time faculty. The purpose of the article is to help provide better support for part-time faculty in their teaching. Recommendations for increased uses of various technologies are provided.

52. duRivage, V. (Ed.). (1992). *New Policies for the Part-Time and Contingent Workforce*. Armonk, N.Y.: M. E. Sharpe.

This book is a general analysis of the trend to use more part-time and contingent workers. Although there is nothing specific to part-time faculty, the insights and findings provide research leads. Anyone familiar with the situation of part-time faculty will recognize many similarities between faculty and other part-time workers. A major point made is that the increasing use of part-time workers is best explained by the deliberate practices of managers rather than other factors such as demographic change.

53. Enke, J. L. (1999). An Adjunct by Choice. *Sociological Imagination, 36*(1), 13-17.

54. Enos, T. (1996). *Gender Roles and Faculty Lives in Rhetoric and Composition*. Carbondale, Southern Illinois Press.

55. Erwin, J., & Andrews, H. A. (1993). State of Part-Time Faculty Services at Community Colleges in a Nineteen-State Region. *Community College Journal of Research and Practice, 17*(6), 555-562.

This is a report of a survey of administrators of 353 community, technical and junior colleges in the North Central Accrediting Association. The authors report an 80 percent return. The administrators were asked which services were provided for part-time faculty. They asked other questions about faculty evaluation. Few services were provided to part-time faculty. Most administrators said they planned to provide more services in the next few years. Almost 60 percent of administrators were satisfied with the faculty evaluation systems they had in place. One area of concern was "having too many part-time faculty and not enough administrative help" to evaluate effectively.

56. Evans, G., Hagedorn, G., & Woods, M. (1990, 1990). *Part-Time Faculty--Poison or Cure for Higher Education's Ills?* Paper presented at the Proceedings of the National Conference on Professional Development of Part-time Occupational Technical Faculty, University of Houston-Downtown, January 1990. (ERIC Document Reproduction Service No. 326 294)

This paper is written from a management point of view. It expresses concern with the quality of instruction delivered by part-time faculty. It offers the opinion that most administrators would prefer to hire full-time faculty with the exception of part-timers with a high degree of technical expertise. The article discusses recruiting, the hiring process, evaluation, and devotes half of its length to legal issues. The justification for differential treatment of part-time faculty is found in this section. Part-timers are thought to have little legal or moral commitment to the institution so they must be treated differently than full-time professionals.

57. Farrell, T. J. (1992). How to Kill Higher Education. *Academe*, 78(6), 30-33.

The harm being done to higher education comes through the overuse of temporary and part-time faculty and the national trend to employ more administrators. The solution is to cut back on administrative appointments. Farrell contends that for lower division courses to accomplish the goal of teaching people how to learn, teachers need stable continuing appointments. Budget decisions should reflect education values and should not be made from the point of view of a cost accountant.

58. Feldman, D. C. (1990). Reconceptualizing the Nature and Consequences of Part-Time Work. *Academy of Management Review*, 15(1), 103-112.

The paper presents a series of hypotheses based on life circumstances (age, family status) and different part-time arrangements. The assumptions of management are adopted without question. "...these hypotheses were chosen for their relevance to key dependent variables, (e.g., job satisfaction and commitment, productivity, and withdrawal behavior) ..." The 13 hypotheses suggest which groups employers should hire from. Although not specifically cited, reference group theory provides a basis for hypotheses about worker satisfaction. This material could be useful to hiring college managers who wish to maximize the productivity of part-time faculty.

59. Finkelstein, M. J., Seal, R. K., & Schuster, J. H. (1998). *The New Academic Generation: A Profession in Transformation*. Baltimore: Johns Hopkins Press.

60. Foote, E. (1996). Adjunct Faculty in Community Colleges. *Community College Journal of Research and Practice*, 20(2), 203-207.

This is a series of short abstracts of conference papers and local reports on part-time faculty in community colleges. Some of these are noted in this bibliography.

61. Foster, D., & Foster, E. (1998). It's a Buyer's Market: "Disposable Professors," Grade Inflation and Other Problems. *Academe*, 84(1), 28-35.

This is one of the few writings to date that explicitly explores the educational detriment in using part-time and temporary faculty. After pointing out that using nonpermanent teachers is a strategy to shift authority from faculty to managers, the authors raise two important questions: "What is the effect of using large numbers of temporary professors on the quality of education a college or university can offer?; What are the consequences for the long range health

of institutions?" They conclude that the effect "is deleterious" on both counts. Running an institution of higher education like a business is the reason many schools hire part-time faculty. A major problem is the basic insecurity of many temporary faculty lives. Comments from three part-time faculty members are included.

62. Fowler, P., Bucey, B., Siloac, K., & Harrison, M. (1996). *Report on the Compensation and Benefits of Part-Time Faculty for the Budget and Planning Coordination Committee at the University of Akron*. Akron, OH: University of Akron.

This is a report on compensation for part-time faculty at several schools in Ohio and Michigan. Comprehensive comparative data is reported. The growth of part-time faculty with a decrease in full-time faculty is reported at the University of Akron. This was accompanied by a 58% increase in administrators. Recommendations are included.

63. Freeland, R. S. (1998). *Adjunct Faculty in the Community College*. (ERIC Document Reproduction No. 424 899)

64. Gappa, J. M., & Leslie, D. W. (1993). *The Invisible Faculty*. San Francisco: Jossey-Bass.

This book reviews the literature on part-time faculty and then reports on an empirical study of several campuses. The Tuckman typology is considered and brought up to date. There is a discussion of external forces (accrediting agencies, unions and professional associations) which affect policy on the use of part-time faculty. State and local budgeting processes are examined for their effects. The authors find that part-time faculty are used as a "buffer against hard times and to handle expanding enrollments." They point out 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." The conclusion is that part-time faculty serve as a method to support the existence of an elite tenured faculty. This is a strong argument from an administrative perspective.

65. Garmon, J. (1999). The Full-Time Faculty Free Fall. *Community College Week*, 12(7), 4-5.

66. Gerald, R., & Rosenblum, B. R. (1990). Segmented Labor Markets in Institutions of Higher Learning. *Sociology of Education*, 63(3), 151-164.

This is a secondary analysis of data taken from two sources and a review of the literature that tests the utility of segmented labor market theorizing. The academic labor market is the focus of attention. There is an "...internal market of tenure and tenure-track appointments and an external market, consisting of all teaching outside this internal system." The argument is developed that it is better to view the provision of academic services from an organizational perspective than from an individual provider-client perspective.

67. Giuliano, J. A. (1995, Feb. 3). [Letter to the Editor]. *Chronicle of Higher Education*, p. B5.

A refutation of the Altbach article. Points out some significant exceptions.

68. Green, M. (1993, Spring). Reaction to Candice Johnson's Article: "Professional Sense of Community". *OATYC Journal*, 37.

Green, a manager, makes the case that part-time faculty will not be removed from

"second class citizenship" until they are paid on a par with full-time faculty.

69. Greive, D., & France, R. E. (1992). *Management of Adjunct/Part-Time Faculty in Colleges and Universities: A Study of the Issues*. Parma, Ohio: Book Centers of Cuyahoga Community College.

From the Table of Contents this book appears to be a management text book on how to deal with part-time faculty.

70. Grenzke, J. (1998). Part-Time Faculty: Quality Issues. *NEA Update*, 4(2), 1-7. (ERIC Document Reproduction Service No. 417 686)

71. Grubb, W. N. (1999). Funding and Policy. In *Honored But Invisible: An Inside Look at Teaching in Community Colleges* (pp. 321-345). New York: Routledge.

In a section of this chapter titled "The Shift to Part-time Instructors," Grubb summarizes many of the problems faced by part-time faculty. He does this in the context of the book which is about reforming community college teaching. He notes the extra work that must be taken on by full-time faculty because part-timers do not usually participate in more than teaching. His most interesting observation is that part-timers are no better or worse than full-timers. He thinks the cause of this is that managers do not understand teaching and let the teaching process fall to individuals. The very worst teachers (who abuse students) were all full-timers in his observation.

72. Grusin, E. K., & Reed, B. S. (1994). The Role of Part-Time Faculty in the Quality of Instruction. *Journalism Educator*, 48, 15-26.

This article reports a survey of administrators and full-time faculty in journalism departments. Part-time and adjunct faculty were not included. The results are familiar. Part-time faculty are hired haphazardly and are not integrated into departments very well. The quality of teaching is as good as the full-time faculty. The managers believe that salary is not important to part-timers. There are few incentives for improvement although managers say they ought to do better. Journalism seems to be not much different than the rest of academia in their use of part-time faculty.

73. Hansen, K. (1995). Face to Face with Part-Timers: Ethics and the Professionalization of Writing Faculties. In J. Janangels & K. Hansen (Eds.), *Resituating Writing: Constructing and Administering Writing Programs* (pp. 23-45). Portsmouth, NH: Boynton/Cook.

This article is written from the point of view of a writing program director who is sympathetic to part-time faculty. Hansen examines some of the conditions that have led to the two-tiered faculty and the exploitation of part-timers. She indicates that gender discrimination is a major part of the problem. The Conference on College Composition and Communication urged the professionalization of part-time composition teachers including creating more full-time jobs. Hansen advocates the professionalization of the teaching process. She describes some measures she took along these lines as a writing program director.

74. Harney, S., & Martin, F. (1998). Doing Academic Work. In R. Martin (Ed.), *Chalk Lines: The Politics of Work in the Managed University* (pp. 154-80). Durham, N.C.: Duke University Press.

The authors point out at the beginning that professors are part of the service sector of the economy. They go on to explore the implications of this fact. Adjuncts make up part of the labor pool of academics. They become the surplus labor necessary for management to control

organizations. More women and people of color are found in the surplus labor pool including the academic surplus labor pool. The members of the surplus labor pool are a threat to the full-time faculty. Management has been able, therefore, to extract more labor from this group in the form of higher class loads, larger classes and more publications.

75. Harrington, D. (1990). Harrington's Corner: Some of My Best Friends are Called "Adjunct". *VCAA Journal*, 5(1), 54-55. (ERIC Document Reproduction Service No. 348 079)

Harrington reports on interaction with an adjunct faculty member at his school. It is largely an anecdotal account about her feelings.

76. Heady, S. (1992). I Am a Good Buy. *OAYTC Journal*, 18(1), 44.

Heady points out that her other work as a researcher provides valuable input to her classroom. She also notes that, because she is part-time and doesn't know if she will be asked to teach the same course again, she does not prepare as fully as she might if she were full-time. This is a reaction to Candice Johnson's article.

77. Heflin, R., & Sanford, G. (1998). *Adjunct Committee Report: The Employment of Adjunct Faculty in Kansas City Metropolitan Colleges*. Kansas City: Kansas City Kansas Community College.

78. Henson, K. D. (1997). *Just a Temp*. Philadelphia: Temple University Press.

79. Hickman, J. N. (1998, Dec. 7). Adjunct U. *New Republic*, 14-16.

80. Hirsch, E. (1993, Dec. 1). The Plight of Part-Time Faculty. *AAUPC News*, pp. 3-4.

The article discusses the increasing use of part-time faculty and the cost advantages to administrations in hiring part-timers. It also suggests that part-time faculty are convenient for administrators to use. Associated problems include sex discrimination and the undervaluing of part-timers.

81. Holden, C. (1997, Dec. 19). Adjuncts in Academe. *Science*, 2063.

82. Horner, S. S. (1993). Nonrenewal of Part-time Faculty. *NACUBO Business Officer*, 26(12), 36-38.

The author explains to college and university business officers what rights they have in terminating part-time faculty. The usual assumption is "that a part-time faculty member on a one-term contract has no right to continuing employment." Questions raised are: property rights, speech rights and liberty rights. Legal decisions are discussed where a part-time faculty member may be allowed to keep a position. These might cancel the right of the administrator to terminate under the correct circumstances.

83. Horwitz, T. (1994, Feb. 15). Young Professors Find Life in Academia Isn't What It Used to Be. *The Wall Street Journal*, pp. A1, A8.

Discusses current trends in the academic marketplace. There is an overproduction of

new PhDs which results in many applications for any open job. Many new PhDs have to take jobs at lower prestige schools or take temporary and part-time positions. The expected openings because of retirement in the mid 1990s are not materializing because positions that should become open are being cut when people do retire. Anecdotal materials are included.

84. Husbands, C. T. (1998). Job Flexibility and Variations in the Performances and Motivations of Longer-term Part-time Teaching Auxiliaries at the London School of Economics and Political Science. *Work, Employment & Society, 12*(1), 121-144.

85. Johnson, C. (1992). Professional Sense of Community. *OATYC Journal, 18*(1), 43.

Johnson argues that there is nothing wrong with using part-time faculty as long as the class system among the faculty is abolished. Part-time faculty should not be treated as "second class" citizens. This is part of a forum in this journal to which others responded.

86. Johnson, T. (1992, January/February). A Proposal to Organize Non-Tenured Faculty: Our Time Has Come. *Against the Current, 23-27*.

Tom Johnson wants to organize non-tenure-track faculty in the Chicago area into one or several unions. The article contains a brief discussion of the two-tier labor market used in academia and other industry. Along the way to explaining a program for organization Johnson provides a very comprehensive list of the bad working conditions and disadvantages of working as a part-time faculty member.

87. Judson, D. (1999, Apr. 21). Greed, America and Higher Education. *Providence Journal*, p. B6.

88. Kalamaras, G. (1992). Confessions of a Socio-epistemic Rhetorician: Negotiating the Seemingly Nonnegotiable in the Development of Part-time Faculty. *English Education, 24*, 229-236.

This article has very little to do with part-time faculty. There is a strong implication, however, that part-time faculty are less than equal in ability to full-time faculty.

89. Kean, P. (1994, March). Temps Perdus. *Lingua Franca, 49-53*.

The article reviews many of the major disadvantages of academic life for part-time faculty. Kean examines the impact on full-time faculty and some of the reasons that full-timers fail to support better conditions for part-timers and the creation of more full-time positions. She concludes that tenure requires people who hold it to take a moral stance and publicly denounce the exploitation of part-timers.

90. Keim, M. C., & Biletzky, P. E. (1999). Teaching Methods Used by Part-Time Community College Faculty. *Community College Journal of Research and Practice, 23*(8), 727-737.

91. Keller, G. (1991). The Remarkable Rise of another Teaching Force. *Change, 23*(2), 54.

This is a short article that points out that a considerable amount of teaching is provided in universities by part-time faculty.

92. Kelly, D. K. (1991). *Part-Time Faculty in the Community College: A Study of Their Qualifications, Frustrations, and Involvement*. Paper presented at the Annual Forum of the Association for Institutional Research, San Francisco, May 1991. (ERIC Document Reproduction Service No. 336 035)

"The purpose of this study was to provide community college administrators with a greater understanding of part-time faculty so that they might *manage* part-timers more effectively." (Italics by annotator.) The study was conducted at Fullerton Community College. The data collected indicate that full-time faculty are more academically qualified than part-time faculty although part-time faculty have more PhDs than full-time. This finding is an artifact of grouping all part-time faculty together and is an example of the sloppy data analysis found in this study. Profiles are created of part-time faculty with statistical overkill.

93. Kerchner, C. (1999). Knowledge Workers: Trade Unionism's New Frontier. *NEA Higher Education Journal*, 15(2), 11-17.

94. Kerlinger, J., & Sibary, S. (1998). Protecting Common Interests of Full- and Part-Time Faculty. *Thought and Action*, 14(3), 91-100.

The article attempts to "explore the issues of conflict and commonality between lectures and tenure-track faculty." In this process the authors show how temporary faculty provide benefits from a management point of view. For the most part, they argue that conflicts between part- and full-time faculty are largely a matter of the erroneous perception of full-time faculty. There is nothing about college corporate structure in what they discuss.

95. Killen, A. (1998, Sept. 17). *Going Adjunct*. Retrieved Nov. 21, 1998 from <http://www.salonmagazine.com/it/feature/1999/09/17feature2.html>.

96. Kimmelman, M. (1992). Quality Assurance for Part-Time Faculty. *Business Education Forum*, 46, 5-6.

This article is written from the point of view of an academic administrator. It illustrates control tactics that administrators want to use for part-time faculty. Kimmelman contends that teaching effectiveness must be "enforced" by administrators. The assumption is that part-time faculty need help with classroom management and discipline in the classroom. A program for accomplishing these goals is described.

97. Krier, D., & Staples, W. G. (1993). Seen but Unseen: Part-Time Faculty and Institutional Surveillance and Control. *American Sociologist*, 24(3-4), 119-134.

Using Foucault's theory of "disciplinary" and "productive institutions," these authors explore management practices in urban community colleges. Traditional forms of supervision and review (e.g. collegial peer review and self-policing) have become cumbersome and expensive because of the large increase in part-time faculty. Management needs to introduce certainty in curriculum control, course standardization and educational quality. In order to do this, remote surveillance techniques are introduced: mandated textbooks, standardized course policies (syllabus) and departmental finals, spot classroom visits and evaluations, computerized monitoring of drops, grades and performance on standardized finals, no employment security, sign-in check points, "use of 'card access' systems to monitor movement and equipment usage." These systems contribute to the deprofessionalization of higher education. The authors argue

that part-time faculty are ghettoized. They are socially excluded from productive institutions even while they are employed there.

98. Kroll, K. (1994). A Profile and Perspective of Part-Time Two-Year College English Faculty. *Teaching English in the Two-Year College*, 21(4), 277-286.

This is a report on a survey of two-year college teachers of English. The survey had a low percentage of return and part-time faculty members were underrepresented. Seventy-eight percent of the part-time faculty were women. Sixty-five percent had master's degrees but less than a majority of those were in English. This compares well with the full-time faculty returning information but numbers of higher degrees among full-timers were not reported. The profile of part-time English faculty emerging from this sample is that of a fairly experienced female instructor with a master's degree, working at a public, comprehensive community college, and teaching one or two writing courses using a process approach. Beyond teaching, this person is typically engaged in another occupation and not necessarily able, willing, or desiring to move to a different state in order to gain a full-time teaching position. The author advocates political organizing both inside and out of the academy to improve the working conditions of part-time faculty. He points out the internal and external difficulties of doing so.

99. Lafer, G. (1997). Yale on Trial. *Dissent*, 44(3), 78-84.

100. Lalicker, W. B. (1992). *Making the Wyoming Resolution a Reality: A 1992 Progress Report from Kentucky*. Paper presented at the Annual Meeting of the Conference on Composition and Communication, Cincinnati, OH, March 1992. (ERIC Document Reproduction Service No. 343 129)

This is a report of a survey of English composition administrators at Kentucky colleges. The information sought was about compliance with the Wyoming Resolution. Considerable agreement was found about the broad principles but practices were different. When knowledge of the results was made available, improvements were made in some places including at Murray State where compensation was increased for part-time English composition instructors by \$750 per course.

101. Lauter, P. (1991). Retrenchment--What the Managers Are Doing. In P. Lauter (Ed.), *Canons and Contexts* (pp. 175-197). New York: Oxford University Press.

This chapter is part of a book that is a critique of the market-oriented corporate management of higher education. One management tactic when trying to gain control of the curriculum is to retrench part-time faculty. Part-time faculty are most vulnerable and have little protection. The use of part-timers is an effort to de-skill the work force in order to promote control. This chapter is particularly relevant in providing a perspective on management tactics in general and as context for the analysis of the use of part-time faculty.

102. Lauter, P. (1991). A Scandalous Misuse of Faculty--Adjuncts. In P. Lauter (Ed.), *Canons and Contexts* (pp. 199-209). New York: Oxford University Press.

"In view of these major functions of college managers--economic, programmatic, and personnel control--the attractions of employing adjuncts, and especially part-timers, becomes clear." (199) Some cases of documented "savings" by using adjuncts (part-timers) are presented. Adjuncts can be employed to test market different courses without commitment (flexibility). Full-time faculty are protected as part-timers teach the service (introductory) courses, leaving

full-timers to pursue interests which get them promoted. This produces an alliance between full-timers and management. Part-timers are a reserve labor pool. The chapter is insightful in using an industrial analogy to analyze part-time faculty.

103. Leatherman, C. (1997, Mar. 28). Heavy Reliance on Low-Paid Lecturers Said to Produce "Faceless Departments". *Chronicle of Higher Education*.

104. Leatherman, C. (1997, Nov. 7). Do Accreditors Look the Other Way When Colleges Rely on Part-Timers? *Chronicle of Higher Education*, pp. A12-14.

This article reviews the role of accrediting agencies as their rules relate to part-timers. Keith Hoeller filed a complaint with the U. S. Department of Education asking them to investigate the Northwest Association of Schools and Colleges about their standards for the use of part-time faculty. Leatherman's investigation of accrediting agencies indicates that while there are different standards among them the standards are seldom enforced. There seems to be no consensus about whether large numbers of part-time faculty hurt the quality of education at an institution.

105. Leatherman, C. (1999, Apr. 9). Growth in Positions Off the Tenure Track Is a Trend That's Here to Stay, Study Finds. *Chronicle of Higher Education*. Retrieved Jan. 21, 2000 from <http://chronicle.com/weekly/v45/i31/31a0501.htm>

106. Leatherman, C., & Wilson, R. (1998, Dec. 18). Embittered by a Bleak Job Market, Graduate Students Take on the MLA. *Chronicle of Higher Education*, pp. A10-11.

107. Lesko, P. D. (1995, Dec. 15). What Scholarly Associations Should Do to Stop the Exploitation of Adjuncts. *Chronicle of Higher Education*, p. B3.

Points out that several professional associations have policy statements about how to employ and treat part-time and temporary faculty. None of these associations impose sanctions for mistreatment. She recommends NCAA type rules be established and sanctions be imposed for violation. Since many part-timers are members of professional associations, the article raises but does not answer the question, "Does an association have an ethical or legal obligation to stop 'member on member' exploitation, particularly when the group is on record about the issue?"

108. Lesko, P. D. (1995, Feb. 4). [Letter to the Editor]. *Chronicle of Higher Education*, p. B5.

The letter points out the errors and overgeneralization in the Altbach article but ignores his points about administrative control and deprofessionalization.

109. Leslie, D., & Gappa, J. (1994). Education's New Work Force. *Planning for Higher Education*, 22, 1-6.

The authors write from the point of view of sympathetic academic administrators. "...[M]any of the best teachers on campus today are part-time faculty." They begin by noting the high numbers of part-time faculty; at community colleges the numbers grow to near 60 percent compared to 35 percent overall. They describe four categories of part-time faculty: "Specialists, professionals and experts" who typically have other full-time jobs and tend to continue teaching at the same institution; "career enders" in many occupations including academe; "free lancers"

who need the flexibility part-time teaching offers; "aspiring academics" who are younger PhDs or ABDs. Women in childbearing years are disproportionate in this group. They adopt the point of view that part-timers are a permanent and valuable part of higher education. Colleges should take advantage of the situation and work to develop the teaching abilities of part-timers. Part-timers should be treated fairly and be integrated into the whole faculty.

110. Leslie, D. W., & Gappa, J. M. (1995). The Part-Time Faculty Advantage. *Metropolitan Universities*, 6(2), 91-102.

This article by two of the most well known researchers on part-time faculty is written in support of using part-time faculty. The tone of the article is reformist as opposed to critical. They recommend "changes colleges and universities can make to strengthen part-time faculty performance." They point out that using part-time faculty is a reality that will be a permanent fixture in higher education. One problem they would like to see corrected is the two-tiered system that exists between full- and part-time faculty. The authors indicate that most part-time faculty either have other full-time jobs or prefer for a number of reasons to take a reduced load. In their study published as *The Invisible Faculty*, they found that the many skills found in urban areas enhanced the programs of metropolitan universities. Their primary emphasis is on the technical and artistic skills and talents that may be utilized. They also point out the negative characteristics of the working conditions of part-time faculty. One new insight they provide is that library facilities may become taxed because part-time faculty can be hired to teach more students than the library was designed to accommodate. They make their often repeated assertion that part-time faculty support full-time privileges. Their recommendations include planning for part-time faculty use, providing fair employment practices, investing in human resources by valuing people and encouraging good teaching, providing recognition for part-time faculty, and providing better supervision by senior faculty and department chairs.

111. Levinson, W., Kaufman, K., & Bickel, J. (1993). Part-Time Faculty in Academic Medicine: Present Status and Future Challenges. *Annals of Internal Medicine*, 119(3), 220-225.3

This is a report of a study of part-time faculty in medicine. After developing a list of part-time faculty, questionnaires were used. The methodology was careful and is clearly documented. They found a great deal of career satisfaction among both men and women. For women part-time teaching allows both family and career options. Men said that "part-time work allowed them to be involved in academic work and teaching." Both groups commented on lack of respect from colleagues and limited remuneration.

112. Levite, K. H., & Kindle, J. R. (1990). Forum: Issue: Can the Two-Year Colleges Continue to Underpay Part-Time Instructors? *OATYC Journal*, 15, 33-37. (ERIC Document Reproduction Service No. 340 410)

Levite contends that schools cannot continue to underpay part-time instructors but supplies little evidence for the harm this does. She attributes the problem to the American disregard for the value of education. Kindle argues that market forces make it easy to pay less for people in the social sciences and the humanities but scarcity in technical fields may cause pay for those part-time faculty to go up. She says, however, that the negative educational effects outweigh the economic benefits.

113. Lewis, J. (1998). Labor Crisis. *Afterimage*, 26(3), 4-6.

114. Lombardi, J. (1992). The Ambiguity of the Part-Time Faculty. In J. Lombardi (Ed.), *Perspectives on the Community College: Essays* (pp. 51-68). Washington, D.C: American Council on Education. (ERIC Document Reproduction Service No. 349 041)

This is chapter four of *Perspectives on the Community College*. Lombardi begins by pointing out that the problem of part-time faculty was created by community college managers. Part-timers are divided into the willing and not willing. Conflicts of interests between these groups and full-time faculty are noted. The article provides a comprehensive discussion of part-time faculty at the community college level. Many items in the bibliography seem dated but the article, never the less, seems contemporary. This may mean that the situation for part-time faculty has not changed much if at all since the 1960s.

115. Lomperis, A. M. T. (1990). Are Women Changing the Nature of the Academic Profession? *Journal of Higher Education*, 61(6), 643-677.

This is a comprehensive examination of the impact of increasing numbers of women coming into academia. Lomperis looks at the supply and demand sides of the equation. The supply of women has increased just as the demand for full-time faculty has decreased. The opportunity created for women by increasing their numbers in PhD programs is offset. Women are found in increasing numbers in fields that men have abandoned and in off track positions. New jobs being filled by women have not been the good jobs. Women are overrepresented in part-time positions. The total numbers of faculty increased in the period 1975 to 1985 but 75 percent of that increase was expansion of the part-time faculty. Women have become an increasing proportion of the part-timers.

116. Lords, E. (1999, Oct. 12). California Extends New Benefits to Part-Time Instructors. *Chronicle of Higher Education*. Retrieved on Oct. 13, 1999 from <http://chronicle.com/daily/99/10/99101204n/htm>

117. Lords, E. (1999, Oct. 15). Part-Time Faculty Members Sue for Better Pay and Benefits. *Chronicle of Higher Education*, pp. A16-18s.

118. Lowther, M. A., Stark, J. S., Genthon, M. L., & Bentley, R. J. (1990). Comparing Introductory Course Planning among Full-Time and Part-Time Faculty. *Research in Higher Education*, 31(6), 495-517.

This is a report of a study comparing part-time and full-time faculty in course planning procedures. It also notes some other differences between the groups. The research found no difference between part-time and full-time faculty in any of the course planning variables; content was the most important of these. One major difference was that part-time faculty had more of a practical applied orientation than did full-time faculty.

119. Ludlow, J. (1998). Priorities and Power: Adjuncts in the Academy. *Thought and Action*, 14(2), 51-64.

This article is interesting on several levels. Anecdotally it describes some of the hardships of coping with non-tenure track positions, full and part-time. It reviews some of the problem-describing literature. It goes beyond the corporatizing of the academy to look at the circumstances of the graduate students (who are now part-timers) of the 90s and who they are.

Ludlow notes the developments in ethnic studies, women's studies and cultural studies that influenced these students. She believes that organization of adjuncts around the ideology of the 90s is necessary but unionization, while helpful, is not sufficient to solve the problem of increasing use of part-timers. Organization is made difficult by the continuing marginal status ("liminality") of non-tenure track faculty. Finally, in a footnote at the end of the article Ludlow reports that Otterbein College eliminated all types of positions except tenure and tenure track. They convinced a businessmen's board that this was the best policy.

120. Lundy, K. L. P., & Warme, B. (1990). Gender and Career Trajectory: The Case of Part-Time Faculty. *Studies in Higher Education*, 15(2), 207-222.

This is a report based on the continuing research of these authors at York University in Toronto. The paper explores gender differences among part-time faculty. The part-time track is both horizontal and terminal for both genders. It does not provide an entry for most into full-time positions. How do people get on the part-time track, how do they deal with the conditions they find and how do they deal with their marginal role in the university? The percentage of female part-time workers has risen dramatically in academia even more so than in the work force in general. Women are clustered in the lower ranks especially among part-timers. There is a comprehensive report of the major factors involved in work life and job satisfaction based on gender comparisons. Several insightful quotes from respondents are included. Those part-time faculty aspiring to full-time jobs were less satisfied with part-time status than voluntary part-timers. Women who were involuntary part-timers were less satisfied than men.

121. Lynch, L. (1998, Mar. 16). Independent Studies: Part-Timers Aim for Majority Voice in Sierra College Union. *Education Best*. Retrieved March 23, 1998 from <http://www.capitolalert.com/pulse/edbeat.htm>

122. Magner, D. K. (1994, Apr. 27). Job-Market Blues. *Chronicle of Higher Education*, pp. A17, 20.

The article examines the market for new PhDs. Interviews with some academics leave the impression that they are protecting their special interests in the process. Most of the blame is put on budget cutbacks at public universities. There are indications in the article that this is a long term situation rather than a new trend.

123. Maitland, C., Hendrickson, R. A., & Rhoades, G. (1995). Bargaining: Restructuring and Labor. In *1995 NEA Almanac of Higher Education* (pp. 49-71). Washington, D.C.: National Education Association.
(ERIC Document Reproduction Service No. 349 041)

In a short section of this chapter the authors point out that only 20 out of 200 contracts refer to the relationship between part-time and full-time faculty. Most give full-time faculty priority in course scheduling. Some permit full-time faculty with canceled classes to displace part-time faculty. Five contracts address the ratio of part-time and full-time faculty and only one of these strictly limits the proportion of part-timers.

124. Mangan, K. S. (1991, Aug. 7). Many Colleges Fill Vacancies With Part-Time Professors, Citing Economy and Uncertainty About Enrollments. *Chronicle of Higher Education*, pp. A9-10.

This article points out that many people are complaining about the exploitation of part-time faculty. The numbers are increasing at the community college level due to growth at those institutions. Part-time faculty are hired for the most part to save money and deal with enrollment

fluctuations. The article provides case examples from Texas and points to attempted legislative corrections.

125. Marklein, M. B. (1999, Jan. 14). Study urges colleges to boost standing of part-time faculty. *USA Today*, p. 10D.

126. Martin, R. (Ed.). (1998). *Chalk Lines: The Politics of Work in the Managed University*. Durham, N.C.: Duke University Press.

This edited volume provides excellent background for understanding the issue of part-time and adjunct faculty. In particular, the exploration of the 'managed university' is insightful. In his introduction Martin makes two very salient points. First the economic disparities between part-time and full-time faculty are pointed out. Time work is not the major difference. Second, as more women have earned Ph. Ds and sought college teaching jobs, the number of part-time positions has increased.

127. Mattson, K. (1998, Oct. 5). New Year, New Organizing Efforts on Campuses. *Nation*, 17.

128. McArthur, R. C. (1999). A Comparison of Grading Patterns between Full- and Part-Time Humanities Faculty: A Preliminary Study. *Community College Review*, 27(3), 65-70.

129. McConnel, F. R. (1993). Freeway Flyers: The Migrant Workers of the Academy. In S. I. Fontaine & S. Hunter (Eds.), *Writing Ourselves Into the Story* (pp. 40-58). Carbondale, Illinois: Southern Illinois University Press.

The author reports on a study of part-timers in California who teach at more than one school. McConnel used a snowball sample of composition instructors asking where people taught, how they got into part-time teaching, about student differences, their programs, their roles, autonomy at different places, advantages and disadvantages of "freeway flyers," preferences in teaching approaches and suggestions for improving the system. Respondents filled out a time study table. The study illustrates differences among students at various levels (university, state college, community college and private schools). Suggestions for improvement of the system include: reducing the number of part-time faculty hired and hiring full-timers, forming unions, including part-timers in non-teaching activities, informing potential Ph. Ds about the market and making the situation public.

130. McGuire, J. (1993). Part-Time Faculty: Partners in Excellence. *Leadership Abstracts*, 6(6), 2-3.

The author advocates making best use of the talents and skills of part-time faculty. Integration into the mainstream of the institution is important. Part-time faculty are good teachers, a curriculum resource, they are committed, they are a link to the community, they are a link to the workplace, they are a talented pool for full-time recruits and they save money. "Part-time faculty are only a problem when they are viewed as a source of cheap labor. When employed responsibly, they become treasured resources for the institutional program." The way this is to be done is through development, using a mentor program, and integration.

131. McKenna, B. (1995, October). Adjuncts Arise. *On Campus*, pp. 8-9, 12.

The author describes some of the problems faced by part-time faculty including transportation, heavy course loads and lack of remuneration. Salary disparities are pointed out. Data on increasing use of part-time faculty is provided. The major purpose of the article is to describe the efforts to unionize part-time faculty in New Jersey. The AFT recommendations on part-time faculty are listed.

132. McKenna, B. (1997, May/June). Off the Tenure Track. *On Campus*, pp. 6-7, 15.

The article points to the increasing use of "temporary" faculty. Integrated Postsecondary Education Data Statistics from the National Center for Education Statistics for 1995-96 indicate that 20 percent of full-time faculty are not on the tenure track. Temporary faculty is a misnomer as many continue year after year. Managers use temporary faculty because of cost factors and because of the same kind of flexibility that is found in hiring part-time faculty. Administrative budgets and personnel continue to grow. These conditions undermine the teaching profession and erode the quality of education.

133. McKenna, B. (1998, April). Part-timer's Issues Take Center Stage. *On Campus*, pp. 6, 13.

The article sums up union activity (AFT) regarding part-time faculty. There are brief descriptions of rallies and conferences. Lobbying activity is described. Note is taken of California legislation mandating payment for office hours held by part-timers

134. McKenna, B. (1998, September). The Vanishing Professor: What Can Be Done about the Erosion of the Full-Time Tenured Professoriate. *On Campus*, pp. 8-9.

135. McLeod, S. (1999). The Ethics of Hiring in a Time of Change: A Response to the *Final Report: MLA Committee on Professional Employment* and to the "Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty". *ADE Bulletin* (122), 31-34.

136. McMurtry, S. L., & McClelland, R. W. (1997). Trends in Student-Faculty Ratios and the Use of Non-Tenure-Track Faculty in MSW Programs. *Journal of Social Work Education*, 33(2), 293-306.

137. McPherson, M. S., & Schapiro, M. O. (1999). Tenure Issues in Higher Education. *Journal of Economic Perspectives*, 13(1), 85-98.

138. Menand, L. (1996, Sept. 22). How to Make a PhD Matter. *New York Times Magazine*, pp. 79-81.

Professor Menand reproduces the market argument without documenting the extensive references to numbers. He argues that the solution to the problem is to eliminate the PhD as a research degree and to give many more of them for people to use in non-academic settings. He seems upset that it takes so long to get a Ph.D.

139. Modern Language Association of America. Committee on Professional Employment. (1998). Final Report of the MLA Committee on Professional Employment. *PMLA*, 113(5), 1154-1177.

140. Moore, M., & Trahan, R. (1998). Tenure Status and Grading Practices. *Sociological Perspectives*, 41(4), 775-781.

141. Mydans, S. (1995, Jan. 4). Part-time College Teaching Rises, As Do Worries. *New York Times*, p. A17.

This is a news report on the working conditions of part-time faculty. Universities leave full-time jobs vacant and hire part-timers because they get lower salaries and no fringe benefits. The Modern Language Association president is quoted as saying this is becoming "an urgent problem." Administrators blame the problem on state cutbacks in support. The overproduction of Ph.D. is also blamed.

142. Nance, G., & Culverhouse, R. (1991). The Hidden Costs of Part-Time Faculty. *Planning for Higher Education*, 20, 30-38.

The authors discuss how unemployment insurance works and its impact on part-time faculty costs. The authors suggest ways this problem can be handled by college managers. These include establishing an independent contractor relationship, hiring instructors who have other full-time jobs, contesting claims, and appealing unfavorable decisions.

143. National Education Association. Higher Education Research Center. (1997). Part-time Employment in Academe. *NEA Update*, 3(1), 1-6.

The article provides a statistical breakdown on all part-time employees working in higher education, including part-time faculty. 1993 data is gathered from the National Center for Educational Statistics and National Profile on Community Colleges: Trends and Statistics, 1995-96 edition. The data includes teaching and research assistants and are broken down in terms of institutional types. They indicate that previous estimates of the use of part-time faculty were too low. Community colleges are running the risk of being dominated by part-time teachers. In general, "It's hard to think of any other industry that uses so many part-time professionals as a regular part of their staff."

144. Nelson, C. (1995). Lessons from the Job Wars: Late Capitalism Arrives on Campus. *Social Text*, 13(3), 119-134.

145. Nelson, C. (1997). Introduction: Between Crisis and Opportunity: The Future of the Academic Workplace. In C. Nelson (Ed.), *Will Teach for Food* (pp. 3-31). Minneapolis: University of Minnesota Press.

In this introduction to his edited volume, Nelson points out that higher education in the United States is increasingly dependent on low paid labor, graduate students, full-time adjunct faculty and part-time faculty. These teachers are expendable. This pattern on campus mirrors that in the business world: downsizing, subcontracting and outsourcing. College and university management continually attempts to slash labor costs. This situation provides an opportunity for

labor organizing on campus. This chapter reviews events at Yale University and hints at the increasing weakness of even tenured faculty in controlling campus life.

146. Nelson, C. (1997). Superstars. *Academe*, 83(1), 38-43, 54.

Nelson discusses the effects of "superstars" on the two-tier wage systems of academia. He points out that it is not the money paid to superstars in the humanities that makes any significant difference. It is the hidden high salaries paid to MBAs, physicians and attorneys which run up the cost of academic labor at the high end of the scale. Administrators often get undeserved superstar salaries. One way these salaries are afforded is by hiring low paid adjuncts and part-timers.

147. Nelson, C. (Ed.). (1997). *Will Teach for Food*. Minneapolis: University of Minnesota Press.

The first half of this edited volume contains articles about the situation at Yale University and the strikes of graduate students and clerical employees. The second half of the book examines academic unionism with special attention given to part-time faculty. In the introduction Nelson outlines the position of the authors (pro-union) and reviews the book's contents. Several of the chapter abstracts are found elsewhere in this bibliography

148. Nelson, C. (1999). Our Campuses Are in Crisis. *National Forum*, 79(1), 30-31.

149. Nelson, C. (1999, Apr. 16, April 16, 1999). The War against the Faculty. *Chronicle of Higher Education*, pp. B4-5.

This article points to the diminishing role of faculty in higher education. The increasing use of part-time faculty is part of the "struggle between top-down and bottom-up governance." Part-time faculty have little or no role in institutional governance. Nelson argues that the only defense for faculty of their governance role is to unionize. However, the Association of Governing Boards has recommended that any faculty member involved with a union should be excluded from any other governance role. It is in this way that faculties are losing control of the curriculum.

150. Nelson, C., & Be'rube, M. (1994, March 23). Graduate Education Is Losing Its Moral Base. *Chronicle of Higher Education*, pp. B1-3.

The authors advocate reducing the number of students in PhD programs. They point out that over production produces situations where some new PhDs teach more than 30 different courses at two or three institutions and publish articles before they get tenure track positions, if they ever do get such positions.

151. Palmer, J. C. (1999). Part-Time Faculty at Community Colleges: A National Profile. *NEA Almanac for Higher Education*, 45-53.

152. Pankin, R. M., & Weiss, C. (1994, Feb. 14). Working Part-time Full-time. *AAUPC News*, pp. 2, 5-6.

The article discusses the problems of part-time faculty members, including overload, salary and benefit inequities. The social conditions of work differentiate this class of people from other faculty.

153. Parry, A. E., & Marshall, H. J. (1997). The Fall and Rise of the Faculty: Product Development in Lean Times. *Journal of Continuing Higher Education*, 45(1), 5-21.

154. Pfannestiel, T. (1998). It's Not Just a Job It's an Indenture: Graduate Students and the Academic Job Market. *Academe*, 84(1), 44-47.

The article written by a history graduate student points out that the job market for new PhDs in history is either remaining static or getting worse. This is attributed to two factors: (1) there are more recent Ph Ds who have not secured positions and who compete with new graduates for the positions which become available; (2) when tenure track positions open they are often converted to full-time or part-time adjunct positions. A retiring full professor's position can be converted to two full-time adjunct slots. Solutions suggested are an end to the latter policy and more money to create tenure eligible positions.

155. Pisani, A. M., & Stott, N. (1998). An Investigation of Part-Time Faculty Commitment to Developmental Advising. *Research in Higher Education*, 39(2), 121-143. (12) 1998

156. Pollington, M. (1992). *A Tale of Two Campuses: The Part-Time English Teacher at Brigham Young University and Utah Valley Community College*. Paper presented at the 43rd Annual Meeting of the Conference on College Composition and Communication, Cincinnati, OH, March 19, 1992. (ERIC Document Reproduction Service No. 345 255)

This is a study of part-time faculty at two schools, Brigham Young University (BYU) and Utah Valley Community College (UVCC). At BYU the part-timers are treated not quite as well as graduate students. It is significant to note that women outnumber men by four to one. At UVCC the part-timers are paid two and a half times less than they are paid at BYU. Other working conditions are similar and not much different from part-timers nationally, i.e., nothing. This is survey research but the methodology is not disclosed in this article.

157. Praetzel, G. D. (1995). The Business Economist at Work: Contributions to Higher Education. *Business Economics*, 30(1), 54+.

The author is the MBA director at Niagara University. Based on his experience, he argues that most business executives who teach part-time do so because they enjoy teaching. He documents the savings achieved by college managers from using part-time faculty. The advantages to the school include having an experienced executive in the classroom along with expertise that can be conveyed to students. Students achieve a realistic picture of the business world. Executive involvement means that the curriculum is more in line with the needs of the business world.

158. Pratt, L. R. (1994). A New Face for the Profession. *Academe*, 80(5), 38-41.

Re-engineering in higher education will lead to "uniform standards, performance-based assessment, vocationally oriented programs, limitations on tenure and more part-time and temporary employment for faculty." The issue is who controls institutions of higher education. Pratt points to the administration as gaining the upper hand. Education is seen as a product and students as paying customers. The faculty becomes more like an ordinary workforce and less professional. This is shown by a faculty growth of six percent and an administrative growth of 60 percent in the last decade.

159. Pratt, L. R. (1997). Disposable Faculty: Part-time Exploitation as Management Strategy. In C. Nelson (Ed.), *Will Teach for Food* (pp. 264-277). Minneapolis, MN: University of Minnesota Press.

This chapter engages in an explanation of the exploitation of part-time faculty. Why don't things change when everybody knows what the problems are? Pratt provides the data on increasing use of part-time faculty as well as noting the advantages to managers. She recognizes that using part-time faculty is part of a long term strategy for eliminating tenure and gaining administrative control. One of her most interesting contributions is a profile of the working conditions of a part-time teacher. Pratt concludes that the advantages to managers in terms of cost and control are so significant that the practice of replacing full-timers with part-timers will continue. She thinks that the best hope for the profession is unionization of part-time faculty to make them just as expensive as full-time faculty. In this way the declining quality of higher education may be arrested.

160. Pratt, L. R. (1998). *The Rise of Temporary Faculty Appointments and the Decline of the Liberal Arts*. Paper presented at the Meeting of the Conference on College Composition and Communication, Chicago, IL, April 1-4, 1998. (ERIC Document Reproduction No. 430 498)

161. Quan, M. (1996). Welcome to the 1990s, Jim Byrns. *DVC Forum*, 33(7), 5-8.

162. Quan, M. (1997, December). All Part-Time Faculty Are Not Like. *FACCCTS*. Retrieved May 23, 1998 from MQuan9197@aol.com

163. Rajagopal, I., & Farr, W. D. (1992). Hidden Academics: The Part-Time Faculty in Canada. *Higher Education*, 24(3), 317-331.

The "paper argues that the reasons for their (part-time faculty) invisibility are located both in the economy of the university system and in the ideological structures of academic practices." (318) Part-timers have been turned into commodities and women are over represented in the group. Part-timers are hidden by not collecting data about them and by the exclusion of women from power. Part of the process is deskilling part-time faculty by designating a teaching-only position. Many women are seen as visitors from the home. This study is an important theoretical contribution as well as a report of a Canadian national survey.

164. Rajgopal, I., & Farr, W. D. (1993). Mediative Roles for Management: Collective Bargaining with Part-time Faculty. *Journal for Higher Education Management*, 8(2), 67-81.

The authors argue that management is placed in a different role when they have to bargain with a part-time faculty union. Management must mediate between full-time faculty and part-time faculty who have different interests. Full-time faculty want to maintain control of academic processes including selection of which faculty to teach particular courses. Part-time faculty want distinctions between them and full-time faculty to be eliminated or reduced. Management's meditative role is to find compromise between the two groups. The article provides a case study of negotiations that took place at York University. One interesting observation that is made, almost incidentally, is that some people attribute the problems of part-time faculty as pathological which can be corrected. In fact, the system may be operating normally, with outcomes a product of its design. The article shows management concern with the

power of full-time faculty. Some of the provisions of the part-time contract at York are listed and by contemporary standards these are progressive.

165. Reichard, G. W. (1998). Part-time Faculty in Research Universities: Problems and Prospects. *Academe*, 84(1), 40-43.

This article looks at the effects of using excessive numbers of part-time faculty in research universities. Hiring part-timers tends to reduce the research productivity of the university because part-timers don't have much time for research.

166. Rex, H. (1998, Fall). Part-Time Faculty: %, !, ? Or Statistics, Responses and Questions. *FACTC Focus*. (ERIC Document Reproduction No. 460 682)

167. Rhoades, G. (1996). Reorganizing the Faculty Work Force for Flexibility. *Journal of Higher Education*, 67(6), 626-659.

Rhoades notes the increased use of part-time faculty over the past 25 years. He concludes that this is part of a management effort "to minimize costs and maximize managerial control in providing educational services." The major factor leading to this situation is managerial flexibility. Rhoades makes his case by examining unionized institutions, those where expected managerial control in terms of faculty would be most limited. The approach here is different from most of the predominant literature. It examines the "politics of professional work" rather than trying to make recommendations for improvement in the use of part-timers or place blame for their continued overuse. Rhoades comprehensively examined the union contracts included in the National Education Association's (NEA) Higher Education Contract Analysis System (HECAS). Comparisons are provided between four-year and two-year institutions. Rhoades makes the observation that "managerial discretion, then, in regard to part-time faculty professional rights is virtually unconstrained in the contracts." The other major area of interest is the examination of professional stratification in terms of part-time faculty's conditions of employment. The telling conclusion is that "nearly two-thirds of the 211 contracts in the HEACS data base do not accord part-time faculty any of the rights/perquisites accorded to full-time faculty." The conclusions reached on the basis of the study are that there is extensive managerial discretion built into union contracts covering part-time faculty and conditions of employment for part-time faculty are relatively undefined. Part-time faculty are only expected to teach their classes and not to engage in the rest of the professional work which defines a professional. As more part-time faculty are utilized by managers this is leading to a deskilling of the faculty as a whole.

168. Rhoades, G. (1998). Academics as an Organizationally Managed, Stratified Professional Work Force. In *Managed Professionals* (pp. 1-28). Albany, N.Y.: State University of New York Press.

169. Rhoades, G. (1998). Unionized Faculty: Managing the Restructuring of Professionals and Production Work in Colleges and Universities. In *Managed Professionals* (pp. 257-319). Albany, N.Y.: State University of New York Press.

170. Rhoades, G., & Slaughter, S. (1998). Academic Capitalism, Managed Professionals and Supply-Side Higher Education. In G. Martin (Ed.), *Chalk Lines: The Politics of Work in the Managed University* (pp. 33-68). Durham, N.C.: Duke University Press.

The authors argue that academic capitalism, colleges and universities structured in terms of profit making and response to market forces has increasingly dominated higher education since 1973. They use four in-depth case studies to explore the issues. They point out that schools with the highest number of undergraduates have the highest number of part-time faculty. In order to maintain the "flexibility" necessary for profitability, schools have employed more and more part-time faculty. The article is informative about the contemporary structures of colleges.

171. Richardson, J. T. (1999). Tenure in the New Millennium. *National Forum*, 79(1), 19-23.

172. Rifkin, T. (1998). *Differences between the Professional Attitudes of Full- and Part-Time Faculty*. Paper presented at the American Association of Community Colleges Convention, Miami, FL, April 27, 1998. (ERIC Document Reproduction Services No. 417 783)

173. Roderer, L., & Weissbecker, B. (1990). Perspectives on Part-Time Teaching in Community Colleges: Pressures, Politics, and Prospects. *VCAA Journal*, 5(1), 28-32. (ERIC Document Reproduction Service No. 348 079)

The authors review some of the management oriented literature on part-time faculty. They want to improve conditions but are worried about part-time faculty being "detrimental to the welfare of the college and those it serves." (31) They favorably look at Cohen's *The Two Year College Instructor Today* which promotes the use of part-time faculty (there is no citation of this book in the article's bibliography). When they had meetings with part-time faculty they heard about such subjects as communication and inclusion but not about pay and other working conditions. The management idea of inclusion for these authors seems to be more control using cooptation.

174. Rosenblum, G., & Rosenblum, B. R. (1996). The Flow of Instructors through the Segmented Labor Markets of Academe. *Higher Education*, 31(4), 429-445.

175. Roueche, J. E., Roueche, S. D., & Milliron, M. D. (1995). *Strangers in Their Own Land: Part-Time Faculty in American Community Colleges*. Washington, D.C.: Community College Press.

This book reports the results of a very extensive survey of community colleges use of part-time faculty. Managers were asked to respond to a questionnaire and follow-up interviews were conducted. The major conclusion stated is "Colleges must take serious steps toward improving the utilization and integration of part-time faculty." Several recommendations follow which add up to treating part-time faculty as if they were full-time without guaranteed continued employment or benefits. There is an extensive bibliography.

176. Schell, E. (1998). *Gypsy Academics and Mother-Teachers: Gender, Contingent Labor, and Writing Instruction*. Portsmouth, NH: Boynton/Cook.

The book is about "the gendered politics of writing instruction" (4) and how part-time faculty (women) fit into the global corporatization of higher education. Schell presents evidence

that 80 percent of contingent teachers of English composition are women. The book is written from the point of view of a former part-time composition teacher (now a full-time assistant professor). Schell's perspective is socialist feminism. She describes the historical circumstances for women becoming teachers, then part-time faculty. That is connected with motherhood. The 19th century social construction of gender channeled more and more women into English composition allowing men of higher ranks to teach the more prestigious literature courses. The myths about women contingent faculty are debunked with a review of literature and available data. Schell concludes that women part-timers are a diverse group many of whom are able to be exploited by colleges because of cultural and economic structural conditions. Schell conducted in-depth interviews from a feminist perspective with "a select population of non-tenure line women faculty about their work experiences." (52) She supplemented these 12 narratives with others published elsewhere. Chapter Three, which analyzes these data is very insightful and rounds out the usual academic studies and management rhetoric. The last two chapters of the book seek to find solutions and reforms. Schell would like to apply the feminist agenda.

177. Schneer, D. L. (1998). Alice in the Academy: A Farce in Thirteen Scenes. *Thought and Action*, 14(3), 71-83.

This is a parody of the academic hiring process as it affects part-time faculty. It is loosely based on Alice in Wonderland. It works as parody and makes its point about part-time faculty trying to get full-time jobs.

178. Schneider, A. (1998, Feb. 13). Bad Blood in the English Department: the Rift between Composition and Literature. *Chronicle of Higher Education*, pp. A14-15.

179. Schneider, A. (1998, March 13). More Professors Are Working Part Time, and More Teach at 2-Year Colleges. *Chronicle of Higher Education*, pp. A14-16.

180. Schneider, A. (1999, Dec. 10). To Many Adjunct Professors, Academic Freedom Is a Myth. *Chronicle of Higher Education*, pp. A14-15.

181. Schuett, F. (1998). Two Sides of the Same Coin: Part-time Faculty: Isolation or Integration. *Michigan Community College Journal*, 41(9-32).

182. Schuller, T. (1990). The Exploding Community? The University Idea and the Smashing of the Academic Atom. *Oxford Review of Education*, 15(1), 3-14.

This paper recognizes the growth of part-time faculty in English universities. The author is concerned about the effect on the traditional university community. He concludes that the increasing use of part-timers is one factor which is changing the character of English universities.

183. Schuster, J. H. (1998). Reconfiguring the Professoriate: An Overview. *Academe*, 84(1), 48-53.

The article examines the implications of the growing proportion of part-time and temporary faculty in higher education. Part-time faculty has grown from 22 percent in 1970-71 to 42 percent in 1992. By 1997, the proportion may reach 46 percent. There are an increasing number of appointments made off the tenure track. The actual number of tenured faculty has

declined and fewer appointments are made to full-time tenure eligible positions. A large proportion of the professoriate is being transformed into a contingent workforce. Strategies adapted by managers have led to a three-tiered academic workforce: core faculty tenured or on the tenure track, off track full-timers, and part-timers. Tenure is a risk, loyalty is eroded and academic careers have lost attractiveness. These factors will produce long run harm to higher education. Managers may continue these effects by emphasizing costs and flexibility. The new commercial schools using distance learning will make more use of part-time personnel. They may avoid the problem of accreditation by forming their own accrediting agencies. Hopes for a turnaround include a correction in the academic labor market, growing concerns about the quality of undergraduate education, and managers may take the initiative to make corrections.

184. Schwalm, D. E. (1994). Evaluating Adjunct Faculty. In C. Hult (Ed.), *Evaluating Teachers of Writing* (pp. 123-132). Urbana, IL: National Council of Teachers of English.

This chapter is devoted to evaluating part-time and temporary faculty. Schwalm seems to think that formal methods of evaluation are necessary for this group. To set a context Schwalm presents 14 questions for managers to ask about part-time faculty use. These account for circumstances of both the department and the faculty. As applied, it means for all practical purposes only teaching (not research or community service) should be considered. Several methods of evaluation are considered and advantages and disadvantages are discussed.

185. Sheeks, G. L., & Hutcheson, P. A. (1998). How Departments Support Part-time Faculty. *Thought and Action*, 14(3), 85-90.

This is a study of part-time faculty at a state university. Except for financial issues the faculty studied have diverse experiences depending on individual departments. Departmental practices vary except that chairs agree that the reasons for using part-timers are cost and flexibility. The findings are interesting but the methodology is suspect.

186. Showalter, E. (1994). *Career Guide for PhDs and PhD Candidates in English and Foreign Languages* (Revised ed.). New York: Modern Language Association.

187. Shumar, W. (1999). Laboring in the Dream Factory, Part I. *Qualitative Studies in Education*, 12(3), 239-250.

188. Silvers, P. J. (1990). *Utilization of Associate Faculty at Pima Community College: A Report on Surveys of College Associate Faculty and Department Heads*. Tucson, AZ: Pima Community College, Office of Research and Planning. (ERIC Document Reproduction Service No. 329 320)

Silvers is an institutional research manager. This is a report of a survey of part-time faculty and department chairs at his college. The findings are interesting but localized.

189. Slaughter, S., & Leslie, L. L. (1997). *Academic Capitalism: Politics, Policies and the Entrepreneurial University*. Baltimore: John Hopkins Press.

190. Snyder, T. (1997). Conference Addresses Growing Use of Part-Time Faculty. *OAH Newsletter*, 25(4), 6.

Reports on a conference of the American Historical Association held in Washington, D.

C. September 26-28, 1997 to discuss the use of part-time faculty. There is an increasing use of non-regular appointments which may be leading to the erosion of tenure. Part-time faculty are one segment of nonregular appointments. Use of part-time faculty is often justified by budgetary constraints. The use of nonregular faculty "...ultimately erodes faculty governance and departmental stability and weakens the ability of departments and institutions to provide sound educational experiences for their students." This is not due to the qualifications of the nonregular faculty but rather is due to their working conditions. The solution to the problem is to provide decent working conditions and limit the use of nonregular faculty.

191. Sommer, B. (1994). Recognizing Academe's Other Faculty. *Planning for Higher Education*, 22, 7-10.

The author discusses the American Council on Education figures of 32 percent part-time faculty (1993) at four-year public institutions and indicates that these are "indispensable." She argues that such faculty need to be recognized through inclusion on academic decision making bodies.

192. Spangler, M. S. (1990). *Part-Time Faculty: Recognizing an Unprotected Minority*. (ERIC Document Reproduction Service No. 321 793)

This article, written by a full-time member of the Los Angeles Valley College (Community College) English Department focuses on the problems encountered by full-time faculty due to the presence of part-time faculty. The most valuable part of this essay is a review of the literature of the time period. It is unusual that a study of students at this college finds that students seem to learn more from full-time teachers than from part-timers. The causes of this are rooted in the working conditions of part-time faculty, their academic preparation and their continuing professional involvement. Solutions are suggested.

193. Speer, T. (1992). Part-Time Instructors: Strategies to Survive/Thrive in the 90s. *Teaching English in the Two-Year College*, 19(4), 266-273.

The article points out that the absolute numbers of faculty on a campus are often disproportionate to the numbers of students. This is because so many part-time faculty are used. In areas like business most of these faculty have full-time jobs elsewhere. Composition instructors usually have no other income. Many have to have several part-time jobs. The article is about the feelings of isolation part-timers have. The solution recommended (which costs little money) is for the schools to provide mechanisms for part-timers to meet together. Part-timers share a love of teaching but are critical of working conditions.

194. Spinetta, K. I. (1990). Part-Time Instructors in the California Community Colleges: A Need to Revise Current Policies. *Community College Review*, 18(1), 43-49.

This article is based on the author's Ph. D dissertation. Policy change recommendations are the central focus. These include removal of the temporary classification, reviewing the number of part-timers hired, hiring and evaluation policies (it is noted that many part-timers lack standard credentials), differential pay rates between districts and between full- and part-timers, payment for office hours and inclusion in faculty meetings and membership in the Academic Senate. In passing it is noted that the poorer (financially) districts employ more part-timers.

195. State Council of Higher Education for Virginia. (1998). *Study of Policies Regarding the Use of Adjunct Faculty: Response to Item 156.H, Chapter 1, Special Session 1, 1998*. Richmond: State Council of Higher Education for Virginia. (ERIC Document Reproduction No. 460 728)

196. Steelman, A. (1998, Oct. 2). Time to End Professors' Tenure? *Investors Business Daily*, pp. 1, 28.

This article is typical of corporate/market approaches to higher education. The most interesting argument is that part-time faculty are being used to get around tenure. It is an admission that the practice of hiring part-time faculty is part of the attack on the tenure system. The article contains arguments for and against a contract system in place of tenure for hiring faculty.

197. Stephens, A. (1999). Lawsuits Seek to Rectify Part-Time Wages for Full-Time Commitment. *Community College Week*, 11(13), 12-13.

198. Stephens, A., & Wright, S. W. (1999). Part-Time Faculty Paradox. *Community College Week*, 11(13), 6-10.

199. Stevenson, J. (1998). Contracted, Contingent, Part-Time: Coming Soon! *Thought and Action*, 14(3), 65-70.

This article, by an organizer of part-time faculty, places the growth of that group into a larger context. Stevenson points out that this group is largely invisible with few available statistics and those which do exist are old. He calls this deliberate ignorance. The restructuring of higher education is as fundamental as that which occurred during the last part of the 19th century. It seems that if this restructuring runs its course most faculty (full- of part-time) will be in that same kind of denigrated position as current part-time faculty. The article provides a valuable summary of Slaughter and Leslie's *Academic Capitalism: Politics, Policies and the Entrepreneurial University*. The general cause of what is happening in higher education is "academic capitalism." To combat this trend academics must organize and Stevenson predicts that it is the most disaffected group, part-time faculty, who will lead this movement if it occurs.

200. Steward, T. (1993, Spring). Reaction to Candice Johnson's Article "Professional Sense of Community". *OATYC Journal*, 36.

The author attempts to make the case that part-time faculty are important for teaching because they bring fresh perspectives to the classroom and full-time faculty do not. The short article seems like an attempt to protect part-time jobs.

201. Styne, M. (1997). Those Unfamiliar Names and Faces: The Hiring, Management, and Evaluation of Part-Time Faculty. *Teaching English in the Two-Year College*, 24(1), 50-55.

Styne is the English Department chair of a Chicago area two-year college. After the almost obligatory bow to their underpaid status ("Part-time teachers seem to become the 'slave laborers of the '90's.") she writes about managing part-time faculty. This includes a casting call for 40 people (23 were chosen) to the micro-management of daily activities of the part-timers. She points out that part-timers have "unrealistic" expectations for full-time employment.

202. *Survey of Part-Time Faculty*. (1993). Valencia, CA: College of the Canyons. (ERIC Document Reproduction Service No. 354 950)

203. Thompson, D. M. (1995). *Alternative Approaches to Adjunct Faculty Development*. Princeton, N.J.: Mid-Career Fellowship Program Princeton University. (ERIC Document Reproduction Service No. 384 392)

Thompson begins with the premise that adjunct faculty need to be developed (trained). The trainers are the managers of the institutions. Many programs are suggested. None include fair compensation or a significant curriculum decision role for part-time faculty. Most involve cooptation.

204. Thompson, K. (1992). Piecework to Parity: Part-timers in Action. *Thought and Action*, 8(10), 29-37.

This article examines the role of gender in the treatment of part-time faculty. The author draws the analogy of women first entering the workforce in this country. They had to accept any work available in order to work at all. She argues that women in academia are trapped in a similar situation today. Administrations tend to blame the market but the devaluing of women makes it more possible to offer low pay and disrespect. Part-time employment has become a "fundraising engine" for administrators. Administrators blame the victims for lowering academic standards. The author points out that some part-timers like this status because it is in addition to a full-time job. Most of these people are men. Other part-timers depend on part-time work for a livelihood and most of these are women. She goes on to describe efforts to unionize part-time faculty at Rutgers University. She points out that one of the problems is full-time faculty who think part-timers are under qualified and threaten tenure track positions.

205. Thompson, K. (1992). Recognizing Mutual Interests. *Academe*, 78(6), 22-26.

Thompson compares the structure of part-time employment in higher education with part-time employment in the business world. She finds many similarities. For example, cost saving is common in the non-academic work force. Similar to the business world many part-time academics are involuntary workers, are less likely to join unions, and have little if any job security. The increasing use of part-time workers promotes job insecurity for the whole workforce. Hiring part-time faculty cedes more control to administrations. They are moving curriculums toward vocational education and providing students with the corporate model of long hours and overwork.

206. Thompson, K. (1994). *Central Contingencies: Part-time Faculty and the Future of Higher Education*. Paper presented at the [Conference on] Academic Unionism and Part-time Faculty: Strategies for Change, New York, May 6, 1994. (ERIC Document Reproduction No. 387 052)

This paper is a statement of position from a well known union activist. The same position is stated here as in her more accessible chapter in the Nelson book.

207. Thompson, K. (1997). Alchemy in the Academy: Moving Part-time Faculty from Piecework to Parity. In C. Nelson (Ed.), *Will Teach for Food* (pp. 278-290). Minneapolis: University of Minnesota Press.

Thompson associates the increasing use of part-timers in higher education with the increasing feminization of the academy. She likens the situation to the sweatshops of the early part of the 20th century. While temporary employment is increasing in the workforce, the situation in higher education is worse; almost half of the faculty are working part-time. Management argues that hard times and the market produce this situation. Thompson amply

refutes this argument. Management blames the victims (part-timers) for lowering the quality of education while continuing to seek out ways to use more part-timers. In order to placate some part-time faculty, faculty development and committee opportunities are offered. There is a realization that part-timers serve as a reserve labor force and that management fiercely resists any move to show respect to this group or to provide employment security. The solution is complete parity with full-time faculty (salary, benefits and employment security) and organizing with a union. Only this will remove the negative educational consequences associated with the use of part-time faculty.

208. Tirelli, V. (1998). Adjuncts and More Adjuncts. In R. Martin (Ed.), *Chalk Lines: The Politics of Work in the Managed University* (pp.181-201). Durham, NC: Duke University Press.

This article is about the necessity for organizing part-time and adjunct faculty. It discusses the problems of doing it.

209. Traub, J. (1997/1998, December/January). The Next University--Drive-Thru U.: Higher education for People Who Mean Business. *On Campus*, pp. 6-8.

210. Uchmanowicz, P. (1995). The \$5,000-\$25,000 Exchange. *College English*, 57(4), 426-447.

The author assesses the effects of institutional type on part-time teachers. The article reports data comparing the work of students in a prestigious institution catering to upper middle class students to a more working class type of school. The author tries to find out if she gives higher grades to students in the more prestigious school. Part-timers who are dependent on student evaluations may be reluctant to give failing grades (and even give better grades) in order to get better evaluations. The data reported are inconclusive.

211. Wallace, M. E. (1991). A One-Time Part-Timer's Response to the CCCC Statement of Professional Standards. *College Composition and Communication*, 42(3), 350-354.

Wallace advocates regular part-time tenure track positions. She specifies some of the advantages of these types of positions for English composition programs.

212. Warme, B., Lundy, K. L. P., & Lundy, L. L. (Eds.). (1992). *Working Part-Time: Risks and Opportunities*. New York: Praeger.

213. Washington State Board for Community and Technical Colleges. (1998). *Part-time Faculty in Washington Community Colleges and Technical Colleges*. Olympia: Washington State Board for Community and Technical Colleges. (ERIC Document Reproduction No. 430 642)

214. Watkins, T. G. (1995). Instructional Costs at Master's Institutions. *Journal of Economics*, 21(2), 71-76.

The article is primarily concerned with instructional cost at schools granting the master's degree. One interesting finding is that costs go up at public institutions with increasing use of part-time faculty. The author hypothesizes that this may be due to the use of part-time faculty to relieve full-timers so they can do research. No relationship was found at private schools.

215. Watters, J. J., & Weeks, P. (1999). *Professional Development of Part-Time or Casual Academic*

Staff in Universities: A Model for Empowerment. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, April 19-23, 1999. (ERIC Document Reproduction Service No. 430-486)

216. Weglarz, S. (1998). *JCCC Survey of Adjunct Faculty, 1997*. Overland Park, KS: Johnson County Community College, Office of Institutional research. (ERIC Document Reproduction No. 430 652)

217. Whitehead, J., Harris, A., Maughan, S., & Menter, I. (1998). Diversity in principle and Practice: Addressing the Problem of Teacher Supply. *Educational Research*, 40(1), 267-281.

218. Wiener, J. (1998). Tenure Trouble. *Dissent*, 45(1), 60-64.

The article points out that many college teachers are being denied tenure. Wiener addresses the trend toward eliminating tenure systems completely. The end of tenure would result in self-censorship. The greatest threat, however, comes from the increasing use of part-timers and adjunct faculty. Wiener concludes that tenure is being undermined by administrators who have adopted the logic of the market.

219. Williams, J. (1999). The Other Politics of Tenure. *College Literature*, 26(3), 236-241.

220. Wilson, R. (1996, June 14). Scholars off the Tenure Track Wonder If They'll Ever Get On. *Chronicle of Higher Education*, pp. 12-13.

The article describes some of the conditions and developments affecting part-time and temporary faculty. These seem not to have changed much over the years. Offices are crowded, part-timers spend significant time traveling from one job to another, they are underpaid and have few if any benefits. The longer a person remains in part-time temporary positions the worse their chances are of getting a full-time tenure track position. The numbers and percentage of part-time and temporary faculty members continue to increase. Explanations are based on market conditions and the lack of resource allocation from government. The worry is that the quality of undergraduate education is being threatened and the tenure system is being eroded.

221. Wilson, R. (1998, July 24). For Some Adjunct Faculty Members, the Tenure Track Holds Little Appeal. *Chronicle of Higher Education*, pp. A9-10.

This is the type of article used by higher education managers to justify the increasing use of part-time faculty. It asserts at the beginning that there are a large number of part-timers "who don't covet a full-time, tenured post." The data supplied to support this statement from the Center for Educational Statistics lump all part-timers together. Further analysis shows that the dissatisfaction among part-timers is high among liberal arts teachers and those who do not have other full time jobs. Satisfaction comes with income supplements to another family member, retirement or a full time job. This is one of the few articles that quote a part-timer saying that one of the benefits is lack of political involvement.

222. Wilson, R. (1998, June 10). Contracts Replace the Tenure Track for a Growing Number of Professors. *Chronicle of Higher Education*.

There is a trend toward hiring full-time non-tenure track faculty. These people are slowing the growth of part-time faculty. Higher education managers justify these hirings via flexibility (the same rationale that is used for hiring part-time faculty). This has been occurring slowly and largely without notice. The article documents the trend, showing that the proportion of full-time faculty working on contracts has been rising while the proportion of full-time faculty on tenure track has been falling. Tenured faculty benefit because those on contract teach many large introductory sections freeing full-timers to do more research. Rather than an attack on tenure this may be seen as part of the corporatization of higher education. Tenure track means that the full-time faculty may select their permanent colleagues while contracts mean that managers make that selection by creating a tier of second class positions. It is a classical divide and conquer strategy.

223. Wilson, R. (1999, Oct. 22). How a University Created 95 Faculty Slots and Scaled Back Its Use of Part-Timers. *Chronicle of Higher Education*, pp. A18-A20.

224. Worthen, H., & Berry, J. (1999). *Contingent Faculty in Public Higher Education in Pennsylvania, Spring 1999: Focus on Community Colleges*. Paper presented at the Presented at the Annual Meeting of the Faculty Coalition on Higher Education, Harrisburg, PA, April 30-May 1, 1999.

225. Wuebker, T. (1994). A Calling Sans Benefits. *Commonweal*, 121(7), 6-7.

Half the college courses taught have instructors working for more than 50 hours a week, for less than \$15,000 per year with no benefits. This indicates that teachers are not valued and the best students will not be attracted to the field.

226. Wyles, B. A. (1998). Adjunct Faculty in the Community College: Realities and Challenges. *New Directions for Community Colleges* (No. 104), 89-93.

227. Yates, M. D. (1999). Frederick Taylor Comes to College: Breaking Faculty Jobs into Discrete Tasks. *Z Magazine*, 12(3), 45-48.

228. Young, E. S. (1990). *Full-Time Synergism for Part-Time Faculty*. Paper presented at the Proceedings of the National Conference on Professional Development of Part-Time Occupational/Technical Faculty, Sinclair Community College, Nov. 1990. (ERIC Document Reproduction Service No. 326 294)

The paper reports of a successful program of mentoring for part-time faculty at Sinclair Community College. Full-timers are trained then used as mentors for part-timers.

229. Zaidi, A. (1998, October). Adjuncts Arise. *Z Magazine*, 19.

Zaidi describes the emergence of a new advocacy faculty group for non-tenured faculty at a conference in April 1998. The speakers, who are described, advocated militant unionism based on broad mobilization rather than making a pact with management.

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230. Zaidi, A. (1999, Sept./Oct.). Dismantling SUNY: Quality Education in Crisis. *Against the Current*, 29-33.

This article concerns corporate sponsored research. The SUNY system is moving more and more in this direction from the late 90s on. The use of part-time faculty helps facilitate this process.

231. Zeytinoglu, I. U. (1992). *Gender and Career Trajectory: the Case of Part-Time Faculty*. New York: Praeger.

2000 to 2004

1. AAUP at Work. (2003). *Academe*, 89(3), 13-15.

2. Abbas, A., & McLean, M. (2001). Becoming Sociologists: Professional Identity for Part-time Teachers of University Sociology. *British Journal of Sociology of Education*, 3, 339-352.

This paper is more concerned with the effects of part-time status on teaching quality than any other issue. Interestingly, the only conclusion is that part-time teachers need to be more supported to become better sociologists. The problem of the article is that it includes graduate students in the category of part-time teachers and assumes that they will pursue normal full-time careers in the discipline. Others who teach part-time are seen to be the same as graduate students. Social organizational aspects of the problem are not discussed.

3. Abel, D. (2001, Apr. 18). Part-time Professors OK Union. *Boston Globe*, p. A01

This is a report about part-time faculty at Emerson College who voted to unionize. This action is part of a general effort in and around Boston to unionize part-timers. Information about part-time faculty in general and union organizing efforts are also reported.

4. Alexander, C. M. (2003, Nov. 10). Take This Job and Shove It. *Community College Week*, 4-5.

5. Arenson, K. W. (2002, Dec. 14). Job Listings Decline 20% at Colleges. *New York Times*.

The article reports the first decline in job openings in literature and language since 1995. It is noted that since the market for English and foreign languages has been depressed for a long time, it is easier to hire low paid part-time faculty.

6. Arenson, K. W. (2003, Sept. 3). Professors Teaching: N.Y.U. President Says Teaching Isn't Such a Novel Idea. *New York Times*, p. B1.

7. Arenson, K. W. (2004, May 8). Part-Timers at N.Y.U. Win Contract, Their First. *New York Times*. Retrieved on May 8, 2004 from <http://www.nytimes.com/2004/05/08/education/08nyu.html>

This is a report of a new union contract for adjuncts at NYU. It contains some details of the contract.

8. Aronowitz, S. (2000). *Knowledge Factory: Dismantling the Corporate University and Creating True Higher Learning*. Boston: Beacon Press.

9. Baldwin, R. G., & Chronister, J. L. (2001). *Teaching without Tenure: Policies and Practices for a New Era*. Baltimore: Johns Hopkins Press.

"This publication is addressed to institutional policymakers who plan and manage faculty staffing." (ix) The authors begin with the premise that higher education is an industry imbedded in a competitive market. The old idea of a community of scholars has been replaced

by a new model which requires different personnel practices and policies. The major change is the use of increasing numbers of faculty who do not have tenure-track appointments. The book examines this practice as it affects full-time faculty not on the tenure track. There are important implications, however, for part-time faculty. The conditions which led to the increasing use of full-time contingent faculty are discussed. These are similar to those that led to the increasing numbers of part-time faculty. The authors studied several campuses and provide data on the working conditions and composition of the non-tenure track faculty. They seem to accept in all of this the necessity for contingent labor. The book justifies the situation and raises no questions about the changing nature of higher education.

10. Beck, U. (2000). *The Brave New World of Work* (P. Camiller, Trans.). Cambridge, UK: Polity Press.

Although this book is not specifically about part-time faculty, the analysis shows how part-time faculty fit in with globalization trends. Beck sees the west becoming "Brazilianized." Fewer people have secure work and "The social structure ... of the west is thus coming to resemble the patchwork quilt of the South, characterized by diversity, unclarity and insecurity in people's work and life." (1) Individuals are forced to accept more risk and insecurity while large organizations continually seek flexibility. Beck juxtaposes low-cost academic jobs with "McJobs" to demonstrate that the changes have taken place at both ends of the work hierarchy. (82-3) He proposes revamping social life in the absence of "regular" work. This is an important book for those who want to understand the broader context of the increasing use of part-time faculty.

11. Benjamin, E. (2002). How Over-Reliance on Contingent Appointments Diminishes Faculty Involvement in Student Learning. *Peer Review*, 5(1), 4-10.

12. Berger, L. (2002, Aug. 4). The Rise of the Perma-Temp. *New York Times*, Section 4 A, Education Life: p. 20-23.

As with most newspaper articles, this reports primarily anecdotal material. But the author makes some interesting points along the way. She points out that little research has been done on the educational effects of using part-time teachers but that most research indicates that there is little difference when comparing part-time and full-time faculty. This observation is often used by managers to justify the use of adjuncts. Berger also notes that most part-timers do so voluntarily. She quotes some people who point out that power is more of an issue than pay. The movement to unionize part-time faculty is recognized without comment on its potential effects.

13. Bradley, G. (2004). Contingent Faculty and the New Academic Labor System. *Academe*, 90(1), 28-31.

Bradley examines the conditions that have led to 44.5 percent of faculty appointments (2001) becoming part-time. One of the main factors reinforcing the trend is marketplace mentality. Part-time labor is cheaper and adds to managerial control of institutions. Bradley notes the erosion of tenure. The article reviews the AAUP's statement on contingent faculty. The solution to the problem is to replace contingent faculty appointments as they become vacant with tenured positions.

14. Brewster, D. (2000). The Use of Part-Time Faculty in the Community College. *Inquiry*, 5(1), 66-76.

15. Buck, J. (2001). The President's Report: Successes, Setbacks, and Contingent Labor. *Academe*, 87(5), 18-21.

The author, president of the AAUP, points out that the continuing use of part-time and other contingent faculty threatens tenure, and therefore, academic freedom. She refers to U.S. Department of Education and Coalition on the Academic Workforce data to document the increased use of contingent teachers. It is upsetting that the president of a powerful faculty organization accepts the corporate market view of higher education and then argues for reform.

16. Burnett, S. (2000). California Auditors' Study Validates Part-Timers' Complaints. *Community College Week*, 12(26), 2-3.
17. Burnstad, H. M. (2002). Part-Time Faculty Development at Johnson County Community College. *New Directions for Community Colleges* (120), 17-25.
18. California State Office of the Auditor General. (2000). *California Community Colleges: Part-Time Faculty Are Compensated Less Than Full-Time Faculty for Teaching Activities*. Sacramento: California State Office of the Auditor General. (ERIC Document Reproduction No. 453 842)
19. California State Postsecondary Education Commission. (2001). *Report on Part-Time Faculty Compensation in California Community Colleges: A Report to the Governor and Legislature in Response to Assembly Bill 420*. Sacramento: California State Postsecondary Education Commission. (ERIC Document Reproduction No. 451 881)
20. Carroll, J. (2001). *How to Survive As an Adjunct Lecturer*. Houston: Adjunct Solutions.
21. Carroll, J. (2003). *We're Exploited, Not Unqualified*. Retrieved June 23 2003, from <http://chronicle.com/jobs/2003/06/2003062301c.htm>
22. Carroll, J. (2003, Aug. 18). Back to School When You Never Left. *Chronicle of Higher Education*. Retrieved Aug. 21, 2003 from <http://chronicle.com/jobs/2003/08/2003081801c.htm>
23. Carroll, J. (2003, July 25). Do Adjuncts Have Time for Students? *Chronicle of Higher Education*, p. C4.

The author argues against the argument that part-time faculty are not as available to students as full-time faculty. Some are and some aren't whether full or part-time. The article seems to justify the continued use of part-time faculty indicating that faculty status makes no difference to students if the instructor is not available.

24. Carroll, J. (2004, April 14). Should You Join a Union? *Chronicle of Higher Education*. Retrieved April 15, 2004 from <http://chronicle.com/jobs/2004/04/2004041401c.htm>

Carroll is a regular columnist for the Chronicle of Higher Education. She often generates controversy for taking an entrepreneurial stance with regard to part-time faculty employment. In this article she contends that union membership is a matter of circumstance. She said she would only join to support other adjuncts. On the whole she does not see the need to form unions of part-timers.

25. Cassebaum, A. (2001). Crossing Class Lines: A Diary. *Academe*, 87(4), 37-41.

This is a description of a full-time faculty member trying to understand what part-time faculty go through by acting like a part-timer for a month. She describes the differences in daily life. She concludes that since the work (classroom teaching) is the same for both groups they should be treated equally.

26. Chevaillier, T. (2001). French Academics: Between the Professions and the Civil Service. *Higher Education*, 41, 49-75.

27. Cohen, A. M., & Brawer, F. B. (2003). *American Community College* (4th ed.). San Francisco: Jossey-Bass.

28. Cox, A. M., & Leatherman, C. (2000, Dec. 1). Study Shows Colleges' Dependence on Their Part-Time Instructors. *Chronicle of Higher Education*, p. A12-14.

This is a brief summary of the report by the Coalition on the Academic Workforce, a consortium of academic associations in the humanities and social sciences. For example, pay for part-time faculty "puts them on a par with porters and fast-food workers." Some brief background is given. Reactions from several prominent people are included. The report itself was published by the American Historical Association.

29. Croft, B. (2000). Road Scholar. *Ms.*, 10(2), 43-46.

30. Cross, J. G., & Goldenberg, E. N. (2002). Why Hire Non-Tenure-Track Faculty? *Peer Review*, 5(1), 25-28.

31. Cumo, C. (2002). *An Offer They Can Refuse*. Retrieved from http://www.adjunctnation.com/magazine/article/?id_article=238

The article reports the conflict between the union representing full-time faculty and the AFT who believe that the same union should not represent part-timers. It refers to class divisions between full and part-time faculty. The National Education Association affiliate is supporting a program of career training for adjuncts to give them "the teaching skills to move from part-time to full time..." The management of the school supports this program by providing higher pay for adjuncts who complete it. This is counter to the usual argument of management that part-timers are as good in the classroom as full-timers.

32. Dannin, E. (2003). Organizing Contingent Academics: The Legal and Practical Barriers. *WorkingUSA*, 5(4), 6-11.

33. Dennis, D. (2003). *The Digital Death Rattle of the American Middle Class: A Cautionary Tale*. Retrieved from http://www.ctheory.net/text_file.asp?pick=402

This is an important article which explores trends in the early 21st century. While there is no specific mention of part-time faculty, the major trend of exporting intellectual work outside of the United States has already effected higher education employment. Neo-liberalism now defines education (particularly, higher education) as a private rather than a public good. If, as most college students, you get a degree to enhance your lifetime earnings, you should pay for it. Public education, therefore, should cost more or become cheaper or both. The increasing use of part-time faculty fits this model. This has caused schools "to sharply bump up tuition and fees. In effect, students at public colleges and universities will be paying more and getting less (class availability, larger class sizes, more non-tenure track personnel, less infrastructural and service improvements, etc.)" Dennis goes on to predict that this will make higher education less attractive to increasing numbers of high school graduates. This may further reduce the numbers of full-time faculty and increase hiring of part-time tenure track faculty.

34. Dubson, M. (Ed.). (2001). *Ghosts in the Classroom*. Boston, MA: Camel's Back Books.

This is a self-published anecdotal collection of writing by present or past part-time faculty. Most are composition or language specialists. These stories talk about the usual litany of exploitative conditions that part-time faculty face in most schools: disrespect in the paycheck, disrespect in benefits, disrespect by full-time colleagues, and disrespect in administrative support for their teaching. The writers universally enjoy the classroom and their students but the task of making a living from part-time teaching wears them down. None of the writers choose to work part-time; they want full-time positions. They perceive themselves as the best qualified for those positions at the schools where they teach but they have been passed over for others. Sometimes they are lied to in the selection process and sometimes administrators insidiously use the divide and conquer strategy of appeals to affirmative action. Full-time faculty are seldom if ever supportive and often participate in the disrespect.

35. Elman, S. E. (2002). Part-Time Faculty and Student Learning: A Regional Accreditation Perspective. *Peer Review*, 5(1), 15-17.

36. Feldman, S. (2002 (Dec. /Jan)). First-class Teachers, Second-class Citizens. *On Campus*, 5.

37. Fletcher, B. (2002). *Adjunct Instructors, the Burros of Academia*. Retrieved May 2, 2004 from <http://www.chicagococal.org/news/Burros-of-Academia.htm>

38. Fulton, R. D. (2000). The Plight of Part-Timers in Higher Education: Some Ruminations and Suggestions. *Change*, 32(3), 38-43.

39. Gibson-Harmon, K., Rodriguez, S., & Haworth, J. G. (2002, Spring). Community College Faculty and Professional Staff: The Human Resource Challenge. *New Directions for Community*

Colleges (No. 117), 77-90.

40. Harris, J. (2000). Meet the New Boss, Same as the Old Boss: Class Consciousness in Composition. *College Composition and Communication*, 52(1), 43-68.

41. Head, R. B. (2002). The Role of Adjunct Faculty in the Community College. *Inquiry*, 7(1), 36-37.

42. Herman, D. M., & Schmid, J. M. (Eds.). (2003). *Cogs In the Classroom Factory: The Changing Identity of Academic Labor*. Westport, CT: Praeger.

43. Hess, J. (2004). The Entrepreneurial Adjunct. *Academe*, 90(1), 37-41.

Hess uses this article to attack the notion of the entrepreneurial adjunct. "... a kind of merchandising of the needs, concerns, and activities of faculty with short-term, often part-time, appointments that depend on factors like enrollment, budget, and program changes." (37) In this model part-time faculty become commodities. Academic labor is trivialized in contemporary higher education and the entrepreneurial approach reinforces these conditions. To become a part-time entrepreneur is to participate in a set of alienating circumstances. Hess spends most of the article attacking Jill Carroll, a columnist for the *Chronicle of Higher Education*. Carroll advocates the entrepreneurial approach (he does give her credit for suggesting a national strike of adjuncts). Part-time faculty are part of McUniversity and Hess shows how the McDonaldization of higher education is promoted via entrepreneurial approaches.

44. Hodson, R. (2000). *Marginal Employment*. Stamford, CT: JAI Press.

In addition to one article specifically devoted to contingent academics (see Pereles), this collection has several articles useful for comparison to part-time faculty.

45. Hoeller, K. (2003, Oct. 22). Equal Pay for Equal Work. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/jobs/2003/10/2003102201c.htm>

46. Hoeller, K. (2004, May 13). Union Matters. *Chronicle of Higher Education*. Retrieved May 17, 2004 from <http://chronicle.com/jobs/2004/05/2004051301c.htm>

Hoeller describes the situation for part-timers (community college level) in the state of Washington. While the part-time association has made some progress in obtaining better benefits, the contracts negotiated by unions of full-timers look like "sweat shops." Conflicts with full-timers and their unions are related. There is little effort on the part of national unions to enforce their policies on locals. Hoeller thinks part-timers should form their own locals and makes some recommendations on what to do in the mean time.

47. Hom, W. (2001). *Part-Time Faculty: Literature Review and Bibliography*. Sacramento: California Community Colleges, Office of the Chancellor. (ERIC Document Reproduction No. 454 921)

This report reviews some of the literature about part-time faculty. "This report focused

upon documents that resulted from objective research and analysis." (3) The meaning of objective goes unexplained and more appears to be missing from the bibliography than is included. Since the report is management-prepared the areas of focus bring no surprise. For example, lack of equity in pay and benefits is acknowledged but not shown to relate to anything. Conversely integration of part-time faculty is considered a primary issue but integration is defined from a "how to manage" perspective. Effectiveness of part-time faculty is said to be inconclusive but effectiveness goes undefined.

48. Horton, M. J. (2000). Nonoptimal Use of Nontraditional Education. *Economics of Education Review, 19*, 107-111.

49. Hough, L. (2003). Higher Education and Its Contingent Faculty of the Future: Is It a Risk Worth Taking. *WorkingUSA, 6*(4), 12-15.

50. Husbands, C. T., & Davies, A. (2000). The Teaching Roles, Institutional Locations, and Terms and Conditions of Employment of Part-Time Teachers in UK Higher Education. *Journal of Further and Higher Education, 24*(3), 337-362.

51. Jay, K. (2004, May 7). I Was an Adjunct Laborer in the Fields of Academe. *The Chronicle of Higher Education*, p. B 7-9.

This is an anecdotal article about the experiences of an adjunct ESL teacher teaching mostly recent immigrants. From close interpersonal relationships with other part-timers Jay separated from them once she had a full-time position.

52. Johnson, B., Kavanaugh, P., & Mattson, K. (Eds.). (2003). *Steal This University: The Rise of the Corporate University and the Academic Labor Movement*. New York: Routledge.

53. Jones, D. C. (2002). Where to Draw the Line on Adjuncts. *Community College Week, 15*(8), 4-5.

54. Kartus, L. (2000). Taking a Seat at the Table: Organizing Temporary Faculty. *Academe, 86*(6), 16-21.

This article is excerpted from a book manuscript with the title "Cheap Thrills." It is an anecdotal account of a group of part-time faculty who organized a union chapter at Northern Illinois University.

55. Kartus, L. (2000). Toma: A Day in the Life. *Academe, 86*(6), 22-23.

The article, excerpted from the author's manuscript, "Cheap Thrills," describes the experience of one of the organizers of the union at Northern Illinois University.

56. King, R. M. (2002). Managing Teaching Loads--And Finding Time for Reflection and Renewal. *Inquiry, 7*(1), 11-21.

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57. Klimmer, R. (2003). *No Illusions: Organizing the Academy*. Paper presented at the Organizing Research Network, Harvard University, June 23, 2003.
58. Krebs, P. M. (2003, Nov. 14). The Faculty-Staff Divide. *Chronicle of Higher Education*, p. B5.
59. Lane, K. (2002). Only Partway There. *Community College Week*, 14(18), 6-9.
60. Leatherman, C. (2000, Jan 19). Colleges Continue to Hire More Part-Time Faculty Members, Government Study Finds. *Chronicle of Higher Education*. Retrieved on Jan. 20, 2000 from <http://chronicle.com/daily/2000/01/2000011902n/htm>
61. Leatherman, C. (2000, Jan. 28). Part-Timers Continue to replace Full-Timers on College Faculties. *Chronicle of Higher Education*, p. A18.
62. Leatherman, C. (2001, Jan. 26). Part-Time Faculty Members Try to Organize Nationally. *Chronicle of Higher Education*, p. A 12-3.
- This is a report of the fourth conference of the Coalition of Contingent Academic Labor. It is descriptive and anecdotal. Reactions of people in different parts of the country are included.
63. Leslie, D. W., & Gappa, J. M. (2002). Part-Time Faculty: Competent and Committed. *New Directions for Community Colleges* (118), 59-67.
64. Longmate, J. (2000). Careers: Name Withheld by Request. *American Language Review*, 4(2).
- Longmate lists four conditions of part-time employment, three of which are found throughout the literature: unfair compensation, restricted hours, and infrequent transition to full-time status. The fourth, reluctance to complain about working conditions, is not much discussed. Adjuncts are afraid to be seen as malcontents because their contracts can be terminated at the end of the term and not renewed. This insecurity is a serious impingement on academic freedom. [Abstractors note: Other than financial this may be the primary reason managers resist job security for part-time faculty. Keeping faculty insecure is a management control technique.]
65. Longmate, J., & Cosco, F. (2002, May 3). Part-Time Instructors Deserve Equal Pay for Equal Work. *Chronicle of Higher Education*, p. B14.
66. Lurie, M. (2003). Major Problems Result from the Growing Use of Part-Time and Adjunct Faculty. *Perspectives*, 41(3), 16-17.
67. Marshall, E. (2003). Victims of Circumstance: Academic Freedom in a Contingent Academy. *Academe*, 89(3), 45-49.

Marshall was a part-time faculty activist who now works for New York State United Teachers. This article appears in an *Academe* issue devoted to the problems of academic freedom.

Marshall argues that the traditional definition of academic freedom tied to tenure is not relevant to part-timers. "For adjuncts and other contingent faculty, in particular, labor conditions, and-- economics especially-- significantly restrict academic freedom in its deepest and most practical sense: the freedom to provide and facilitate the best possible education for students." (46) working conditions including the lack of job security have a negative impact on part-timers professional performance. Ultimately students are the victims of this circumstance. Adjuncts are rarely denied conventional academic freedom (they will not be fired for what they say in the classroom but they recognize that they may lose a position for many other reasons which do not have to be justified by management). Certainly the usual management-based material does not see academic freedom for part-timers as a problem (traditional definition). This article breaks new ground.

68. McArdle, E. (2002, December). The Adjunct Explosion. *University Business*, 5(10), 25-29.
69. Millem, J. F., Berger, J. B., & Dey, E. I. (2000). Faculty Time Allocation: A Study of Change over Twenty Years. *Journal of Higher Education*, 71(4), 454-474.
70. Monks, J., & Robinson, M. (2001). The Returns to Seniority in Academic Labor Markets. *Journal of Labor Research*, 22(2), 415-427.
71. Moser, R. (2000). The AAUP Organizes Part-Time Faculty. *Academe*, 86(6), 34-47.
- This is a report about an organizing project in Boston. An initial survey determined that part-time faculty in the area averaged \$2,200 per course, "few enjoyed health benefits, and almost none had a role in college or university governance." AAUP then formed an alliance with the Coalition of Contingent Labor (COCAL). The goal is to improve conditions for adjunct faculty. Part-time faculty feel subject to retribution from administrations. A city-wide approach allows activists to be active on other than their own campuses. Moser points out that the corporate model applied to higher education undermines quality. Tenured faculty are undermined by the increasing ranks of part-timers.
72. Moser, R. (2001, June 12). *The New Academic Labor Systems, Corporatization and the Renewal of Academic Citizenship*. Retrieved on Feb. 9, 2004, from <http://www.aaup.org/issues/part-time/cewmose.htm>
73. Myles, B. (2002). Full-Time, Non-Tenure-Track Appointments: A Case Study. *Peer Review*, 5(1), 18-21.
74. Naquin, D. (2001). The Increasing Reliance on Part-Time Faculty: A Problem with Legal Implications. *Inquiry*, 6(1). Retrieved on Jan. 28, 2004 from <http://www.vccaedu.org/inquiry/inquiry-spring2001/i-61-naquin.html>
75. Newman, C. M. (2000). Professional Issues: Bucking the Trend--Hiring Full-time Teachers. *American Language Review*, 4(1).

76. Nickerson, M., & Schaefer, S. (2001). Autonomy and Anonymity: Characteristics of Branch Campus Faculty. *Metropolitan Universities*, 12(2), 45-59.
77. Omiecinski, T. (2003). Hiring of Part-Time University Faculty on the Increase. *Educational Quarterly Review*, 9(3), 9-15.
78. Palmer, J. C., & Zimble, L. J. (2000). *Instructional Faculty and Staff in Public 2-year Colleges*. Washington, D.C.: National Center for Education Statistics.

This report is based on the 1993 survey by the National Center for Educational Statistics. It is limited to two- year colleges. It compares full-time and part-time faculty along several dimensions; demographic, discipline, degree and experience. At the time of the survey, 62 per cent of two-year college faculty were part-timers. One interesting finding is that faculty in the humanities are more committed to their discipline than others. They are also more likely to use alternative teaching techniques. Most of the report consists of tables presenting the data.

79. Pareles, K. L. (2000). Are Traditional and Adjunct Faculty Members Really Different?: Comparing Professional and Organizational Commitment. In R. Hodson (Ed.), *Marginal Employment* (pp. 271-289). Stamford, CT: JAI Press.

This study examines the assumption that contingent workers have a lower level of organizational and professional commitment than traditional (full-time, long term employment expectations) workers. Different types of commitment are defined (based on Etzioni's theoretical construction) and tested using scalar analysis. The usefulness of the study is directed to academic managers when they make hiring decisions. Commitment is only tested as a one-way (worker to organization) relationship.

80. Pedersen, R. P. (2001). It's Time to Clean Up Higher Education's Dirtiest Little Secret. *Community College Week*, 13(17), 4-5.
81. Scarff, M. (2000, May 15). Full-Time Stress of Part-Time Professors. *Newsweek*, 10.
82. Schell, E., & Stock, P. L. (2000). *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*. Urbana, Ill.: National Council of Teachers of English.
83. Schell, E. E. (2001). Toward a New Labor Movement in Higher Education: Contingent Labor and Organizing for Change. *Workplace*, 4(1). Retrieved Jan. 27, 2004 from <http://www.louisville.edu/journal/workplace/issue7/schell.htm>
84. Schmid, J. (2004). Open-Source Unionism: New Workers, New Strategies. *Academe*, 90(1), 25-27.

The author, a staff member of the AAUP, elaborates on Freeman and Rogers's term, "open source unionism." Rather than unions bound by location open source unionism uses Internet communication to bring members from different locations together. This may be a

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useful concept for part-time faculty and Schmid provides examples of how it has been used. She makes proposals for organizing strategies based on this model.

85. Schuetz, P. (2002). Instructional Practices of Part-Time and Full-Time Faculty. *New Directions for Community Colleges* (118), 39-46.

86. Shea, C. (2004, May 9). The Case of the Invisible Adjunct. *Boston Globe*, p. D5.

87. Smallwood, S. (2001, Aug. 3). Jill Carroll, A Proud Part-Timer, Thinks Many Adjuncts Need a New Attitude. *Chronicle of Higher Education*, p. A12.

This is a story about a part-timer who thinks people who teach part-time should treat the work like a business. They should take as many classes as they can get. Preferably these classes should require minimal preparation and can be repeated in many settings. Part-timers need to change their attitudes and accept their situations and just make the best of them.

88. Smallwood, S. (2001, Jan. 5). MLA Survey Reveals Wide Discrepancy in Part-Time Faculty Members' Earnings. *Chronicle of Higher Education*, p. A 15.

This article is about a Modern Language Association survey of part-time faculty earnings. Response rate to the survey was only 42 percent which was much lower than usual for MLA surveys. Many prominent universities were missing. The low response rate may have been caused by the lack of an anonymity assurance. The major interest of the article is the salary differences reported between English departments.

89. Smallwood, S. (2003, Feb. 21). United We Stand? *Chronicle of Higher Education*, p. A10-11.

90. Smith, C. (2003). Working Systemically to Improve the Conditions of Part-Time/ Adjunct Faculty. *WorkingUSA*, 6(4), 23-31.

91. Straw, D. (2002). I, Adjunct. *Community College Week*, 14(18), 4-5.

92. Suhrbur, T. (2002). *Adjunct Faculty Association of Chicago, IEA-NEA*. Retrieved May 2, 2004, from <http://www.chicagococal.org/AFACstrategy.htm>

93. Swogger, L. (2000, September). Adjunct Activism: Maintaining the Professionalism & Integrity of Academic Life. *Writer's Chronicle*. Retrieved Aug, 9, 2000 from <http://www.awpwriter.org/wogger1.htm>

94. Tobin, E. H. (2002). Treating Part-Time Faculty Equitably: One College's Solutions. *Peer Review*, 5(1), 22-24.

95. Toutkoushian, R. K., & Bellas, M. L. (2003). The Effects of Part-Time Employment and Gender on Faculty Earnings and Satisfaction. *Journal of Higher Education*, 74(2), 172-195.

96. Townsend, R. B. (2000). Part-Time Faculty Surveys Highlight Disturbing Trends. *Perspectives Online*. Retrieved Apr. 18, 2001 from <http://www.theaha.org/perspectives/issues/2000/0010/001new2.efm>

This is a report of some of the data from a survey by the Coalition on the Academic Workforce (CAW). It documents the growing proportion of part-timers teaching undergraduate history courses and shows the second class status of these teachers. This trend is seen primarily in larger universities. One of the effects is to make it more difficult for women to enter college teaching on a full-time basis.

97. Townsend, R. B. (2001). Part-Time Teachers: The AHA Survey. *Perspectives Online*.

"The survey offers anecdotal information about the self-perceptions of those employed in part-time and adjunct capabilities." Many responded with negative reactions such as low underpay and poor treatment by employers. Some positive reactions were reported such as satisfaction about teaching history and some career benefits. Most of the part-time respondents were recent PhDs. One surprising finding was that only 20 percent of the respondents reported working at more than one institution.

98. Valadez, J. R., & Anthony, J. S. (2001). Job Satisfaction and Commitment of Two-Year College Part-Time Faculty. *Community College Journal of Research and Practice*, 25, 97-108.

99. Vaughn, W. (2003). No More Tiers--or, How I Learned to Abolish Bad Jobs b Making Them Better. *WorkingUSA*, 6(4), 16-22.

100. Wilson, R. (2001, May 4). Proportion of Part-Time Faculty Members Levelled Off From 1992 to 1998, Data Shows. *Chronicle of Higher Education*, p. A14.

101. Winter, P. A., & Kjorlien, C. L. (2001). Business Faculty Recruitment: The Effects of Full-Time Versus part-Time Employment. *Community College Review*, 29(1), 18- 32.

102. Wood, J. L. (2000). *Part-Time Faculty and Strategic Plans in Higher Education*. Paper presented at the [the Conference on] Part-Time Faculty and Strategic Plans in Higher Education, Washington, D.C., Aug. 12, 2000.

Wood argues that the increasing use of part-time faculty "is one of several connected strategic plans aimed at instituting the 'business model' in higher education . . ." In an earlier paper, "C. P. Snow Revisited: the Two Cultures of Faculty and Administration" (American Sociological Association, 1999), the author isolated "ten differences between faculty and administration. . ." Subsequently he came across the book by Oblinger and Verville, *What Business Wants from Higher Education*. He compares that viewpoint with his findings in this paper. He finds a great deal of similarity between the two. Two additional insights come from this discussion: 1) Using part-time faculty from business to teach about high technology gives corporate executives a chance to place people on university faculties; 2) Administrators gain control of the hiring process when part-timers are used. He concludes that increasing use of part-time faculty is part of administrative strategy to follow a business model in higher education.

Especially the increasing use of high technology facilitates this development.

103. Wright, B. (2002). Intruder in the Dust? *Inquiry*, 7(1), 47-50.
104. Zabel, G. (2000). A New Labor Movement in the Academy. *Dollars and Sense* (228), 33-35, 44.
105. Zabel, G. (2000, Spring/Summer). A New Campus Rebellion: Organizing Boston's Contingent Faculty. *New Labor Forum*, 90-98. Retrieved May 2, 2004 from <http://www.chicagococal.org/CEW/zabel.html>
106. Zaidi, A. S. (2002, Summer). A Successful President Transforms Syracuse University. *New Politics*, 5-18.

This article is primarily concerned with the behavior and actions of a "modern" university manager. A careful reading puts the use of part-time faculty in a broader context. That context is the corporatization of the university. There are discussions of sponsored research and development for corporations to the impact of corporate welfare in the community. The use of part-time faculty fits neatly into this model.

107. Zimble, L. J. (2001). *Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998*. Washington, D.C.: U.S. Department of Education. National Center for Education Statistics.

Researchers interested in part-time faculty must take note of this report. It contains comprehensive statistics drawn from a national survey of faculty in 1998. These data provide comparisons with similar surveys conducted in 1988 and 1993. A change this time includes administrators with faculty status but no instructional responsibilities. The most usually cited figure will be that 43 percent of post-secondary faculty and instructional staff (some instructional staff do not have faculty status) are now part-time (this does not include graduate students). The summary highlights the major findings but there is much additional data to be analyzed.