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**The impact of the preponderance of part-time faculty on the  
mission of the community college**

Miller, Deretha Sharon, Ph.D.

The University of Arizona, 1992

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THE IMPACT OF THE PREPONDERANCE OF PART-TIME FACULTY  
ON THE MISSION OF THE COMMUNITY COLLEGE

by

Deretha Sharon Miller

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A Dissertation Submitted to the Faculty of the

DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND HIGHER EDUCATION

In Partial Fulfillment of the requirements  
For the Degree of

DOCTOR OF PHILOSOPHY  
WITH A MAJOR IN HIGHER EDUCATION

In the Graduate College

THE UNIVERSITY OF ARIZONA

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THE UNIVERSITY OF ARIZONA  
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As members of the Final Examination Committee, we certify that we have read the dissertation prepared by Deretha Sharon Miller

entitled The Impact of the Preponderance of Part-Time Faculty on the Mission of the Community College

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SIGNED: *A. Sharon Miller*

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## ABSTRACT

Increasing demand coupled with declining resources make it impossible for community colleges to realize their comprehensive mission without employing part-time faculty.

This study examined the impact of part-time faculty upon the mission of the community college by interviewing board members, administrators, national experts, and by surveying full-time and part-time faculty. Empirical data were gathered regarding load and student credit hours generated in each mission function by part-time and full-time faculty. Financial allocations associated with salary were reviewed.

Responses from those interviewed were determined to be imbedded in four themes: position within the organization, the concept of "appropriateness," mission support activities other than teaching, and the personal goals of faculty. Experts, board members and administrators indicated that the use of part-time faculty was more acceptable in some mission functions than in others. They endorsed the use of part-timers in the community/continuing education and occupational/career functions but they had strong reservations about their use in the transfer function. They indicated that while part-timers had limited impact on the counseling/guidance function they had strong impact on the remedial/developmental, occupational/career, and community/

continuing education functions. Faculty responses were more divergent. For all mission functions, the full-timers indicated that part-timers had less impact than part-timers indicated for themselves.

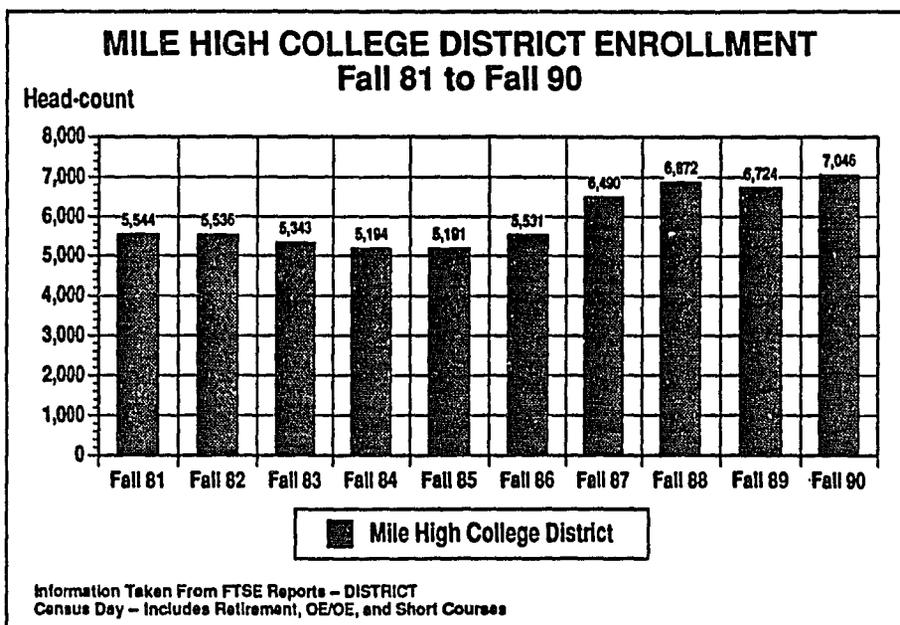
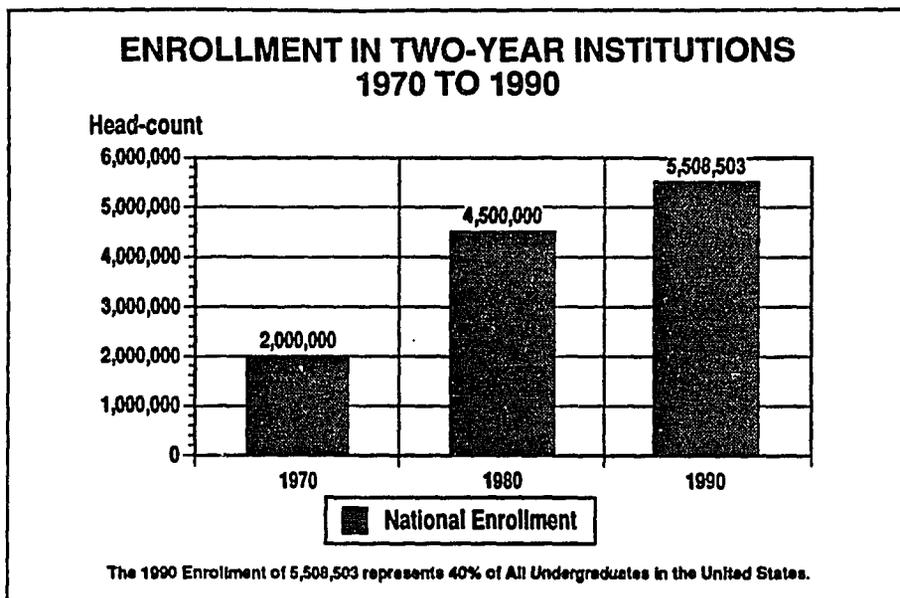
Based on direct instruction, the empirical data evidenced that the impact of part-time faculty varied with the mission function. Ranked from least to greatest part-time faculty impact, the mission functions were counseling/guidance; community-continuing education; general education; academic transfer; occupational/career; and, most heavily impacted, remedial/developmental. Financial data affirmed that the use of part-time faculty had saved millions of dollars and that it costs two-and-one-half times as much for a full-timer to generate one credit hour of instruction as it does for a part-timer.

Full-time and part-time faculty did not differ greatly in their goals for teaching students. However, full-timers placed higher intrinsic value on participation in collegial activities than did part-timers.

CHAPTER 1  
INTRODUCTION

The emergence of the public community college is one of the most significant developments in American higher education in the 20th century. "No unit of American higher education is expected to serve such a diversity of purposes, to provide such a variety of educational instruments, or to distribute students among so many types of educational programs as the junior college" (Medsker, 1960, p. vi). With its "open door" philosophy, its relatively low cost, its neighborhood proximity, and its creative scheduling and programming, the community college has experienced rapid growth since the 1960s. Community college enrollment increased from approximately one-half million in 1960, to more than two million by 1970, to more than four million by 1980. In 1990, over 1,200 community colleges enrolled more than five million students, 40% of all undergraduate students in the United States (AACJC, 1991, Table 1-A). Additionally, the number of community colleges and the number of faculty had increased comparably.

TABLE 1-A



### Statement of the Problem

Community colleges in the 1980s were confronted with a changing clientele and increased financial pressures. As community colleges move through the 90s, a combination of factors may coalesce to reshape the institutional mission. Colleges are struggling to determine the best method for combining human and fiscal resources. One important factor is the increased utilization of part-time faculty. Appearing relevant are such questions as, does the current trend of increased employment of part-time faculty, for economic reasons, result in a dilemma which alters the community college mission?

By virtue of their numbers and the extent of their services, part-time faculty have become an integral part of the community college. Although the impact of part-time faculty is only one aspect of managing declining resources in community colleges, it is an important aspect because it touches on many facets of the implementation of the community college mission. The proportion of faculty who are part-time may affect the community college budget, its labor relations, its curriculum coherence, its level and quality of services, as well as its prestige and image in academe and the community. In his book, The Junior College: Progress and Prospect, Medsker discusses the importance of

faculty and their relationship to the community college mission.

To what extent is the success of the two-year college in providing multiple educational opportunities for students with varying capacities and interests dependent on teachers and administrators in sympathy with the purpose of the college? . . . Teachers and administrators in any type of college inevitably influence, by their attitudes, the nature and quality of the program. They are the primary agents of curriculum development, instruction, services to students, and community relationships. They and the students, make the institution what it is (Medsker, 1960, p. 169).

Medsker continues to stress the importance of faculty in relation to the community college mission when he states,

One of the difficulties will be to find and prepare teachers whose image of themselves as staff members of a two-year college is in harmony with the distinctive purposes of this type of college rather than with some other type. Even the most adequate preparation of teachers is incomplete if their attitudes toward the junior college are incompatible with its purpose (Medsker, 1960, p. 318).

Others, leaders in community college research, support Medsker's view that the realization of mission is dependent upon the support of the faculty (Cross, 1985, in Deegan, Ernst, and McFarland, 1978; Cohen, 1977; Bloom, Gillie, and Leslie, 1971).

It is considered imperative . . . that junior college faculty accept the philosophy and purpose. . . . Their perceptions and attitudes will inevitably exert a major influence on the course of these institutions and their educational effectiveness (Morrison, 1969, p. 19).

Leslie, in his study the "Acceptance of the Community College Mission Among Faculty of Two-Year Institutions," states:

The community college philosophy is an expression of the organizational goals of two-year colleges. Faculty members are expected to act in consonance with this philosophy; that is, they are expected to take part in activities which contribute to comprehensiveness in curricula and in types of students served (1973, p. 58).

#### Purpose

This study examines the background and use of part-time faculty and the impact of their employment upon the mission of the community college. In addition, it evaluates the perceptions of community college board members, administrators, national experts, part-time faculty, and full-time faculty regarding this impact.

#### Research Questions

Since it has been clearly established that an important factor in the realization of mission is dependent upon the support of the faculty (Cross, 1985; Ernst and McFarland, 1978; Cohen, 1977; Bloom, Gillie, Leslie, 1971; Morrison, 1969; Medsker, 1960), it is necessary to investigate the instructional efforts, activities, and perceptions of the faculty.

The following basic questions guided the main thrust of the research.

1. What is the instructional effort, as defined by load and student credit hours, of full-time faculty compared to part-time faculty?
2. How does this instructional effort relate in the various aspects of the mission?
3. How do full-time faculty and part-time faculty view their own and each other's responsibility in the various functions of the mission? How do these views compare with those of central administrators, the board, and national experts?
4. How does the information from faculty regarding instructional effort, compare to the actual production data?
5. How do the activities that support mission compare between the full-time and part-time faculty, for example, counseling and curriculum development?
6. Are personal goals or aims in teaching students different for part-time faculty than for full-time faculty?
7. How do the intrinsic rewards (personal satisfaction) compare between the full-time faculty and the part-time faculty?
8. How do the full-time faculty and the part-time faculty compare in education and experience levels?

9. How do central administrators, board of trustee members, and national experts view the impact of part-time faculty in the various functions of the mission? Do they hold that full-time and part-time faculty responsibilities in regard to supporting services are the same? What are the perceived advantages and disadvantages of the employment of part-time faculty?
10. How does the cost per student credit hour generated by part-time faculty compare to full-time faculty?

#### Background

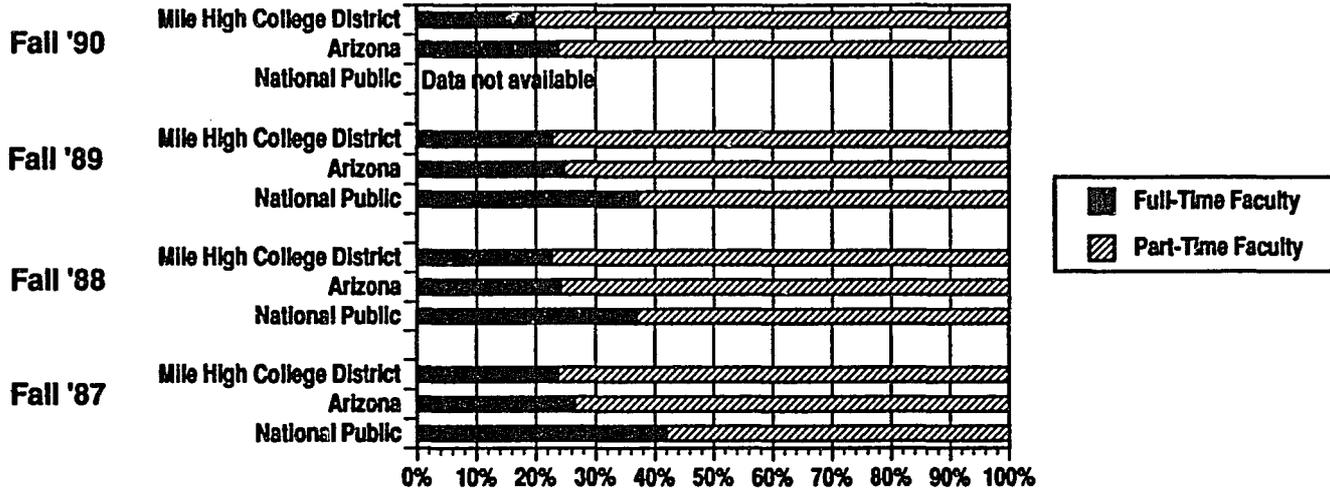
Two of the major trends in academe since the 1970s have been the dramatic growth in the number of community colleges and the growth in the percentage of part-time faculty. In 1970-71 there were 849 community colleges compared to 1,200 in 1990 (AACJC, 1991). In 1973, there were approximately 61,989 (41%) part-time instructors and approximately 90,000 (59%) full-time instructors employed in community colleges (AACJC, 1988). Nationwide the percentage of part-time faculty showed a steady increase throughout the 70s, and by 1976 they comprised 56% of the total. According to an ACE report (1985) on the increased utilization of part-time faculty, 55% of two-year colleges reported that more than one-fourth of all courses were being taught by part-time instructors. Between 1976 and 1986 there was a 38% increase in the number of faculty in community colleges (AACJC,

1986). Part-time faculty grew at a significantly faster pace than full-time faculty. Part-time faculty increased from 111,378 (56% of total) in 1976 to 164,080 (60% of total) in 1986, while full-time faculty increased in number but decreased in percentage from 88,277 (44%) in 1976 to 110,909 (40%) by 1986 (AACJC, 1987). In public community colleges the number of full-time faculty increased from 102,974 (41%) in 1987 to 110,390 (37%) in 1989 (AACJC, 1991). During this same period the number of part-time faculty increased from 142,748 (59%) in 1987 to 187,645 (63%) in 1989 (AACJC, 1991). In Arizona during the Fall of 1987 there were 1764 (26%) full-time faculty and 4915 (74%) part-time faculty compared to Fall 1990 when there were 1691 (24%) full-time and 5439 (76%) part-time. (For national, state and case study district trends refer to Table 1-B.)

The employment of part-time faculty has become such an issue that states like California have passed legislation as in AB1725 that establishes a 75% to 25% ratio of instructional effort taught by full-time as compared part-time faculty. Through this legislation, money is appropriated to assist colleges in meeting the mandate; conversely, colleges are penalized financially if they fail to comply.

TABLE 1-B

**FULL AND PART-TIME FACULTY AT PUBLIC COMMUNITY, TECHNICAL, AND JUNIOR COLLEGES  
1987-1990**



**FULL-TIME FACULTY**

	National Public	Arizona	Mile High College District
Fall '87	102,974	1,764	80
Fall '88	87,416	1,405	76
Fall '89	110,390	1,478	77
Fall '90	NA	1,691	77

**PART-TIME FACULTY**

	National Public	Arizona	Mile High College District
Fall '87	142,748	4,915	259
Fall '88	150,146	4,435	261
Fall '89	187,645	4,526	263
Fall '90	NA	5,439	314

Data Source(s): AACJC Statistical Yearbook of Community, Technical, and Junior Colleges 1990, 1991

This tremendous increase in the utilization of part-time faculty can be attributed to a variety of factors, such as an increased requirement for flexibility in scheduling and in course offerings and an increased expert pool from which to draw faculty. However, one of the most fundamental reasons for the increased utilization of part-time faculty has been sheer economic necessity. Many community college administrators have attempted to retard the accelerating costs of instruction by employing part-time instructors. These instructors generated large numbers of credit hours for as little as one-third the cost of similar courses taught by full-time instructors (Cohen and Brawer, 1984).

Educational leaders differ in their perception regarding the utilization of part-time faculty for economic reasons. Friedlander (1979) urges the hiring of even larger numbers of part-time faculty in order to save institutional dollars for other purposes. Tuckman and Volger (1978) support the hiring of part-time faculty for economic reasons; they cite the following advantages: flexibility in hiring terms, less pay per course, fewer fringe benefits, and reduced need for physical/office space. The fringe benefit savings is cited by several others (Cruise, Furst, and Klimes, 1980, p. 55; Friedlander, 1980, p. 27).

Yet others suggest that the financial rationale is short-sighted (McCabe and Brezner, 1978). McFarland (1982) proposes that the flexibility gained from increased employment of part-time faculty has been at the cost of lowered standards. The "hidden costs" are identified by Gerry (1981) and Leslie, Kellams, and Gunne (1982). "Concern over the integrity and cohesion of the curriculum in programs using predominantly part-timers, maintaining a uniform quality of instruction, and the full-time faculty's time used to evaluate part-timers can all add to hidden costs" (Gerry, 1981, p. 36). And,

To the extent that the output of an academic program relies on informal contact between students and faculty, to the extent that it demands individualized attention to student learning needs, and to the extent that it depends on independent faculty effort beyond direct teaching responsibilities, part-time faculty cannot be assumed to contribute anything substantial in these output areas. Consequently, any costing of part-timers should include the assumption that their productivity is much more narrowly based than that of full-time faculty. On these grounds alone, many administrators expressed doubt that direct dollar savings in employment of part-time faculty represented any real efficiency. Rather, they were inclined to attribute such lack of output to the cost side of the ledger, and to make clear that they would not assume any real savings in the use of part-time faculty (Leslie, Kellams and Gunne, 1982, p. 4).

#### Historical Development of the Community College Mission--An Analytical Framework

The community college has evolved into a unique institution with its own philosophy and objectives. The

emergence of this institution and the expansion of its mission have been well traced. Studies such as those conducted by Leslie and Richardson (1980), Cohen and Brawer (1984), and the Carnegie Commission (1970) have discussed the mission of the community college as it has evolved throughout the 1900s. A consensus regarding the major elements of the community college mission has been established (Friedman, 1966; Medsker, 1960).

Thornton (1966, 1972), Cohen (1973), Medsker (1960), and others have divided the evolution of the community college mission into chronological stages. During the first stage, approximately 1850 to 1930, the junior college mission was limited to a few occupational programs with major emphasis being placed on the transfer function. Educational leaders such as William Rainey Harper and Henry Tappan, indicated that their intent was for junior colleges to serve a preparatory function for transfer to senior institutions. The American Association of Junior Colleges in 1925 defined the mission of the community college as one that

offers two years of instruction of strictly collegiate grade. This curriculum may include those courses usually offered in the first two years of the four-year college; in which cases these courses must be identical, in scope and thoroughness, with corresponding scope and thoroughness, with corresponding courses of the standard four-year college. The junior college may and is likely to develop a different type of curriculum, suited to the large and ever changing

civic, social, religious and vocational needs of the entire community in which the college is located (The Community and Junior College Journal, 1925).

The second stage encompassed the years 1930 to 1950. The more comprehensive "peoples college" separated its identity from the secondary schools. It began employing its own professional teaching staff. Vocational education became more important. According to Thornton, the American Association of Junior Colleges had expanded its mission of junior colleges to include vocational education "on a level appropriate for high school graduates" (Thornton, 1966, p. 51). Through this change, community colleges advanced into activities that were neither secondary nor higher education, and thus began to "achieve a separate identity and a unique set of purposes" (Thornton, 1966, p. 53).

During the period of 1950 to 1970, the mission of the community college was extended to serve a larger, broader segment of the population. This was accomplished through adult education; through community services; through curriculum development, which included general education and self enrichment; and through extended day programs. Richardson, Blocker, and Plummer (1965) defined, the community college mission, in this twenty year period, as encompassing (1) liberal arts and science courses of transfer quality, (2) vocational and technical programs in trades, industry, agriculture, and semi-professional fields,

(3) guidance and counseling services, (4) non-credit courses for adults and other community college students for general education, and (5) programs for people interested in cultural, civic, recreational, or other community betterment projects.

#### The Community College Mission Today

Since the 1970s, the mission of the community college has moved more toward the development of the "community concept" through extension and community-based programs. Through the community service mission, large numbers of non-transfer students have enrolled.

Broad philosophical statements, such as, "the college is dedicated to serve individuals in the development of their potential through an open-door policy," provide the basis for claims that "the goal of community colleges is to serve the people with whatever they want" (Cohen and Brawer, 1984). The contemporary mission of community colleges is expansive. Compensatory studies, i.e., remedial education, combines instruction in the three Rs with special attention to the individual student (Cohen and Brawer, 1984; Roueche and Kirk, 1973).

To serve as an educational center for its constituencies, i.e., the community, it is the evolved mission of the community college to provide (1) academic transfer programs, (2) general education programs, (3)

occupational/career education programs, (4) continuing and community education, (5) counseling and guidance, and (6) remedial/developmental education. Elaboration follows.

The academic transfer programs reflect the traditional goal of the community college. These programs parallel freshman and sophomore offerings in four-year public institutions and are designed for those who seek to transfer into a senior institution.

General education programs are designed around a common core curriculum for the purpose of preparing students for civic responsibilities and for "creative participation in a wide range of life activities" (Thornton, 1966). Within this academic framework are studies in communication and languages, social sciences and humanities, mathematics, physical and social development, as well as a program of co-curricular activities.

Occupational/career educational programs are designed for those who wish to acquire or improve occupational competency. Generally, these programs are the results of articulation efforts between the college and the local business community.

Continuing and community education are designed for those who wish to continue their education through the various alternative deliveries and for those who seek more satisfying ways of using leisure time. This element of the

mission is a direct reflection of college responsiveness to community demands. Life-long education for adults, opportunities for cultural enhancement, special interest courses, lectures and meetings are all designed to satisfy the special needs of business and of area community members.

Counseling and guidance services are provided in order to enable the student to select the educational program that is compatible with the student's abilities, aptitudes and ambitions. This element of the mission is particularly important because as the mission evolved, community colleges were to serve a student clientele characterized by diverse ambitions, abilities, and backgrounds.

The role of the junior college becomes clearly that of sorting, identifying, and developing potential; of helping students to clarify their goals; and of assisting them in developing the comprehensive skills which will enable them to move successfully to a senior institution or into the mainstream of community participation (Thurston, 1962).

Remedial/developmental education is designed for those who may experience difficulty in functioning in society or college due to a lack of basic skills. Cohen and Brawer (1984) attribute the incorporation of remedial education into the mission of the community college as resulting from the breakdown, in the 1970s, of basic academic education in secondary schools as well as from the expanded percentage of the population entering college.

### Disagreement Regarding Mission

According to Friedman (1966), the comprehensive mission of the community college is being accepted today by other educators and by the general public. However, disagreement still exists among faculty, administrators, boards, and legislators concerning perceptions of the comprehensive mission of the community college (Nespoli and Martorana, 1983-84; Richardson, Blocker, and Bender, 1972; Medsker and Tillery, 1971).

Community college missions are truly evolutionary in nature. There is, however, a tension evident between the interests which prevail at each of the major levels of policy formulation which catches the colleges in a crossfire of concerns (Nespoli and Martorana, 1983-84, p. 3).

### Part-Time Faculty

Primarily due to financial constraints, community colleges have turned to members of the community, i.e., part-time faculty, to carry out their mission. This increasing use of part-time faculty has exacerbated disagreement among administrators, faculty, and students over the impact of part-time faculty on the educational processes. Cohen and Brawer (1977) found that part-time faculty were less experienced and were less concerned with the broad issues of curriculum and instruction while Harris (1980) stated that one of the most impressive features of the community college experience was the use of part-time

faculty. Since the 1970s, there has been an increased interest in part-time faculty. Several studies have sought to characterize the part-time faculty in terms of age, race, gender, educational background, and motivation (Leslie, Kellams, and Gunne, 1982; Sillman, 1980; Tuckman, Caldwell, and Volger, 1978; Lombardi, 1975). In an Exxon/University of Virginia Study (1982), the motivations for teaching part-time were classified into four categories: intrinsic, professional, careerist, and economic motivation. In this study, too, the part-time faculty group was found to be decidedly heterogeneous and representative of the community, ranging from those who held full-time employment elsewhere (66%, Cohen and Brawer, 1984; 51.1%, Leslie, Kellams, and Gunne, 1982), to those who were semi-retired (2.8%, Leslie et al., 1982).

#### Definitions

**Part-time Faculty:** Instructional personnel who are employed on a term basis to teach in a community college, who teach no more than a specified number of credit course hours that is less than full-time and who are defined by the employing institution as part-time.

**Full-time Faculty:** Instructional personnel who are employed on an annual or continuing basis to teach in a

community college and who are defined by the employing institution as full-time.

**Mission:** Specific functions that an institution is to perform.

**Full-Time Faculty Equivalent (FTE):** Based on fifteen load hours per academic semester.

**Load:** A measure of instructional effort tied to curriculum delivery and assigned to faculty.

#### Importance of the Study

This study of part-time faculty and their relationship to the mission of the community college deals with two concerns. One is the increased use of part-time faculty in community colleges; the other is how this change impacts the mission of the community college.

Many regard the increasing dependence on part-time faculty in community colleges as a serious problem (Bowen and Schuster, 1986; Cohen and Brawer, 1984; Leslie, Kellams, and Gunne, 1982; Friedlander, 1978). In Current Issues in Higher Education (1981, p. 2), Emmet asserts the need for research that examines the relationship of the use of part-time faculty to institutional mission and programs. Maguire (1983-84, p. 31) calls for each community college to examine how part-time faculty impact the total mission and

educational programs of the institution. Eliason indicates that there is a void in research that would assure the student "high quality instruction by part-time faculty who have only limited commitment to institutional instructional objectives and goals" (1980, p. 4). Deegan, Tillery, and Melone (1985, p. 313) advise that the state of affairs suggests an urgent need for quantitative and qualitative analysis of the use of part-time faculty. They consider the impact of using large numbers of part-time faculty as one of the central questions to be analyzed. Moodie (1980) suggests that this impact on mission is negative:

Such disproportionate use of part-time faculty members can cause serious problems for a college; reduced faculty participation in governance and curriculum development, unavailability of instructors to students, demoralization of both part-time and regular faculty members, a lack of faculty commitment to the institution, and an absence of the infusion of new ideas. Clearly, a college that adopts such a policy is making an economic decision at the expense of its academic mission (Moodie, 1980, p. 72).

#### Limitations of the Study

It is a scientific truism that caution must be taken in making generalizations on the basis of a case study. Therefore, because only one institution was studied, findings may not generalize to other institutions. Furthermore, board members, administrators, and national

experts may state desirable rather than real faculty activities, roles, and responsibilities in support of the various elements of the mission. In addition, faculty may indicate a higher level of participation in activities that support certain elements of the community college mission than is the actual case.

## CHAPTER 2

### REVIEW OF THE LITERATURE

#### Introduction

This section reviews literature on part-time community college faculty. Demographic traits, tasks performed, and impacts on mission are included. The review begins by surveying demographic studies, i.e., those dealing with motivation for teaching on a part-time basis, age, gender, and educational background. Next it reviews literature about the issues involved in the employment of part-time faculty. The mission of the community college is reviewed from its historical origins to current times, providing where possible references to part-time faculty and their roles in that mission.

#### Demographic Studies

Several studies have used demographic information to categorize or characterize part-time faculty (Leslie, Kellams, and Gunne, 1982; Sillman, 1980; Tuckman, 1978; Lombardi, 1975). Tuckman (1978) characterizes part-time faculty as follows: (a) semi-retired--those who are retired and wish to share expertise and knowledge and thus satisfy a sense of fulfillment (2.8%); (b) students--those who teach in a department other than the one in which they are

receiving their degree and who are categorized by the employing institution as part-time faculty rather than teaching assistants (21.2%); (c) hopeful full-timers--those who teach part-time but aspire to become a full-time college instructor (16.6%); (d) full-mooners--those who hold a full-time position and who may wish to enrich their own experiences while sharing practical knowledge (27.6%); (e) homeworkers--those who report that their primary responsibility is taking care of a child or relative (6.4%); (f) part-mooners--those who hold two or more part-time jobs of less than 35 hours a week for more than one week (13.6%); (g) part-unknowners--those whose motive for becoming part-time do not fall into any of the other categories (11.8%).

Although the reasons part-time faculty teach are varied and most defy easy categorization, the Exxon-University of Virginia Study (Leslie et al., 1982), classifies part-time faculty based on their motivation for teaching as well as on demographic information. Regarding the former, Quanty (1976) classifies part-timers as follows: (a) educational professionals--those who are employed as faculty at other institutions and who may seek full-time faculty status; (b) permanent part-timers--those who may seek full-time faculty status but are unable to obtain it; (c) noneducational professionals--those who are employed outside the teaching profession and who do not seek to change that status (p.38).

Dick (1981) categorizes part-time faculty as (a) those who prefer to teach only part-time; (b) those who are seeking but have not yet found full-time positions; (c) those who are full-time, degree oriented students and are teaching part-time.

Biles and Tuckman (1986, p. 13) suggest that in addition to motivations identified by these descriptive models, there are also ill-defined reasons why people wish to teach on a part-time basis. For example, some teach because they seek a classroom as an outlet for performing, some have a deep-seated yearning to teach, some are committed to the discipline, while still others simply wished to be challenged or seek indirect economic benefit.

Tobias and Rumbarger (1974) classify part-timers based on the degree of formal relationship to the employing institution, for example, twilighters--those who do not have a departmental vote but receive some prorated benefits and contract assurance; moonlighters--those who do not have benefits, no departmental vote nor committee work, and who accrue no contract assurance; sunlighters--those who receive regular faculty appointments with accompanying benefits and assignments (Tobias and Rumbarger, 1974, pp. 128-36).

Vaughn (1986) and Spofford (1979) categorize part-time faculty based on self perceptions, that is, whether they see themselves as academia's exploited underclass (dependents)

or as seekers (independents) of supplemental income. In addition to identifying the characteristics of part-time faculty, Leslie (1978 and 1984) reviews the legal and economic factors surrounding the employment of part-time faculty.

#### Advantages

Much of the literature addresses the effects of increased use of part-time faculty. Though there is little disagreement as to who comprises the part-time faculty ranks, there is tremendous debate regarding the longstanding issues surrounding the employment of part-time faculty. As early as 1931, Eells (p. 396) provides a list of reasons why two-year colleges might find it advantageous to hire part-time faculty. These reasons include establishing variety in the curriculum; offering continuity between the high school and college program by hiring full-time high school faculty on a part-time basis; and drawing on the expertise of community members who possess specialized skills.

Waddell (1978) in his study of Arizona community colleges provides what he regards as the five most significant reasons for employing part-time faculty:

1. to be more responsive to developing community needs
2. to provide a wider course selection in specific occupations
3. to obtain instructors who would not otherwise teach

4. to increase flexibility in controlling instructional budget costs
5. to offer instruction in new occupations (Waddell, 1978, p.48).

Guthrie-Morse (1979) asserts that the employment of part-time faculty allows for more job protection and higher salaries and better benefits for full-time faculty. In addition, she states, "It has been suggested that part-time faculty have been the moneymakers for community colleges" (p. 15). Flexibility and scheduling are also seen as advantages for hiring part-time faculty (Boggs, 1984; Walker, 1979). Part-time faculty enable the college to provide services to the growing number of adults attending at non-traditional time periods, i.e., evenings, mini-semester, and weekends. Thus, part-time faculty allow an institution to be more accessible to students and often to be more responsive to perceived community educational needs. Because part-time faculty lack tenure, it is easy to dismiss them when budgets are tight. Others suggest that part-time faculty provide specific subject expertise which is not available within the full-time faculty ranks (Leslie et al., 1982, p. 96; Pollack and Brueder, 1982, p. 58; Hammons, 1981, p. 47; Harris, 1980, p. 13). Eliason (1980) maintains that part-time faculty are essential for flexibility and responsiveness:

The adult who turns to the two-year college needs instant service--community colleges must be ready

to provide work skills to match the changing requirements of the job market. A static faculty cannot provide this (p. 9).

Boggs (1984), Dick (1981), and Albert and Watson (1980) cite reasons such as protection against retrenchment as well as providing a buffer for full-timers with a heavy teaching load. Others, e.g., Parsons (1980), suggest that the employment of community members as part-time faculty enhances communication between the community and the college. Often these part-time faculty serve as advocates for the college in the community as well as possible links between students and potential employers. Such linkages are particularly important for vocational students.

Although many advantages of employing part-time faculty have been clearly documented the financial one remains especially controversial. Financial incentives are obviously strong. As noted in Chapter 1, Friedlander (1979) recognizes that the increased employment of part-time faculty at a lower cost than their full-time counterparts allows institutions to use limited dollars for programs rather than people. Albert and Watson (1980, p. 75) and Friedlander (1980, p. 74) report that pay rates for part-time faculty are as low as one-third that for their full-time counterparts. Using Yarborough's (1982) cost-effectiveness formula, Munsey (1986, p. 9) shows a

considerable savings at Piedmont Virginia Community College.

He demonstrates

that a class with a constant number of students will cost a community college less to offer if the class is taught by a part-time instructor than if it is taught by a full-time instructor. . . . Employing part-time faculty enables a college to have a smaller student-faculty ratio without a decrease in overall effectiveness (p. 9).

Hammons (1981, p. 47) discusses additional savings due to the lack of benefits paid to part-time faculty and the lack of office space assigned to them, etc. Through a collection of cost data, Cruise, Furst, and Klimes (1980, p. 55) determine that part-time faculty cost considerably less than full-time teachers regardless of the output measure used.

#### Disadvantages

In the National Institute of Education report, "Involvement in Learning: Realizing the Potential of American Higher Education," the authors recommend consolidating part-time into full-time positions regardless of the economics:

In our minds, one full-time faculty member is a better investment than three part-timers, largely because the full-time faculty member contributes to the institutional environment in ways that go beyond teaching courses (National Institute of Education, 1984, p. 36).

Tuckman and Caldwell (1979, p. 759) are explicit in suggesting that the increased employment of part-time

faculty may be encouraging piecemeal work for piecemeal pay: "Under the current reward system the incentives to maintain skills are limited and are related to nonmonetary incentives and/or left to the part-timers' other employers."

Although recognizing there are explicit advantages for the employment of part-time faculty, many feel that this increase in employment has a negative impact on instructional quality and effectiveness (Scheibmeir, 1980). Because of the paucity of the research on the subject, no conclusion can be reached regarding the competence of part-time faculty compared to their full-time counterparts; however, there are those who question both part-time faculty member's ability to teach and their commitment to higher education. Many feel the disadvantages involved in the employment of part-time faculty far outweigh the advantages. A plethora of literature supports this view (Black, 1981; Albert and Watson, 1980; Beman, 1980; Mayhew, 1980; Fryer, 1978; Hoffman, 1978; Magarrell, 1978; Cohen and Brawer, 1977; Anderson, 1975; Bender and Breuder, 1973, and others). Bowen and Schuster (1985, p. 10) caution that faculties have been diluted by the growing employment of part-time faculty thus threatening those full-time persons who are charged with maintaining the collegial community.

The AAUP and the AFT denounce the "over-employment of part-time faculty" claiming exploitation of those who teach

part-time and undermining of the salaries and benefits of full-time faculty members. They also contend that part-time faculty are generally less qualified, offer few if any non-teaching services and do not contribute to the reputation of the college (Magarrell, 1978).

According to McFarland (1982), faculty ordinarily question not only the quality of instruction delivered by the part-time faculty but also the motives of administrators who employ them. Leslie et al. (1982) cite the National Education Association description of part-time faculty as a "corps of unregulated personnel" who can be exploited "by unscrupulous administrators and boards of trustees." In addition, the AFT has taken the stance that part-time faculty undermine the full-time faculty financial security (1982, p. 61).

Many feel that community colleges employing large numbers of part-time faculty do so at the risk of compromising instructional programs (Cottingham, Newman, and Sims, 1981; Scheibmeir, 1980; Sillman, 1980). Generally the reasons given for this view center around the following arguments: (a) part-time faculty lack long-term commitment to the institution, (b) they have little or no provision for student contact or contact with the college community, (c) they lack orientation to the institution, and (d) their instruction provides for lower expectation of the students

than is the expectation of their full-time counterparts (Leslie et al., 1982; Friedlander, 1980).

In his study of 935 part-time faculty in 31 public community colleges in Maryland and Illinois, Kennedy (1967) reports that 30% of the part-time faculty lack previous teaching experience and receive minimal orientation upon employment.

In a study of four mid-western public community colleges, Seitz (1971) concludes that part-time faculty are not as well prepared for teaching as are the full-time faculty, nor are they as positively committed to the community college mission.

Leslie et al. (1982, p. 99) state that, although full-time faculty derive certain benefits from the utilization of part-time faculty, the increased employment of part-time faculty has also increased responsibility and burden for full-time faculty in counseling students as well as providing syllabi, instructional materials--in addition the need to orient the part-time faculty.

Part-time faculty effectiveness and quality compared to that of full-time faculty have been the subject of several studies. Friedlander (1979), Cohen and Brawer (1977), and Lombardi (1975) report that part-time faculty read fewer journals and are less likely to become members of professional organization than are full-time faculty.

Friedlander (1980 pp. 30-33) uses eleven criteria to denote the differences found between full-time and part-time faculty: (1) degree attainment, (2) teaching experience, (3) length of time teaching at current institution, (4) participation in the materials used in the course, e.g., textbooks, (5) reading requirements, (6) use of instructional support services, (7) grading practices, (8) use of instructional media, (9) use of out-of-class activities that support the course, (10) availability of instructor to students and the college community, and (11) involvement of the instructor in professional and staff development opportunities. The differences between part-time and full-time faculty, according to Friedlander, are the result in part of differences in the education and experiential preparation of part-time faculty and in part of institutional policies and practices. He concludes, however, that "the quality of instruction provided by an institution is likely to be adversely affected as the number of faculty employed part-time increases" (1980, p. 34).

Hammons (1981, p. 49) is critical of Friedlander's use of input criteria. Instead, he suggests that achievement measures such as attrition rates, student performance in subsequent courses, attitude changes, etc., are better measures for comparing part-time faculty to full-time faculty. McGaughey (1985) also criticizes Friedlander for

not attaching weighted values to the eleven criteria since some of them seem more instrumental to effective teaching than others. She cautions that there may be little relationship between the criteria of the part-time faculty member's performance in the classroom and that of student outcomes (p. 43).

Although controversy surrounds the proliferation of part-time faculty on the community college campus, most studies using student data to compare part-time and full-time teachers agree. All find no significant differences between student ratings of part-time faculty compared to full-time faculty (Belcher and McKitterick, 1986; Davis, Cohen, and Brawer, 1984; Behrent and Parsons, 1983; Leslie et al., 1982; Cruise, Furst, and Klimes, 1980; Willett, 1980; Ernst and McFarlane, 1978; Kandzer, 1977). Cruise et al. (1980, p. 54) in their examination of administrative, self-evaluation, and student data report no statistically significant differences between full-time and part-time faculty. However, Bonham (1982, p. 11), Leslie et al. (1982, p. 83), Hammons (1981, p. 48), and Schreibmeir (1980, p. 92) caution that the effectiveness of part-time faculty cannot be assessed accurately because circumstances such as off-campus teaching, odd hours, and very little supervision provide an environment of problematic evaluation.

### Related Literature on the Community College Mission

The mission of the community college has evolved. Koos' The Junior College Movement (1925) provides one of the earliest attempts to define the mission of the community college. Koos, a long-time advocate of the 6-4-4 plan, which views the community college as the last stage of secondary schooling. Eells (1931), who disagrees with Koos, contends that the community college is properly a part of higher education and should not be viewed merely as a part of secondary schools. Bogue (1950), in his book, The Community College, supports Eells' viewpoint by suggesting that the community college is an autonomous institution in higher education.

Deegan and Tillery (1985) provide an historical framework for reviewing the evolution of the community college mission. They identify four generations in the development of the community college: Generation 1 (1900-1930)--as an extension of high school, Generation 2 (1930-1950)--as a junior college, Generation 3 (1950-1970)--as a community college, and Generation 4 (1970-mid 1980s)--as a comprehensive community college. They say each of these generations has distinguishing characteristics:

Generation 1: "Extension of the public high school; lower-division courses and some vocational courses; remediation for matriculation standards. New students; access for students unprepared or unable to leave home."

- Generation 2: "Influence of national spokespersons. Peoples' colleges. Beginning of a more comprehensive program. Importance of student services. Some takeover of high school vocational courses and programs."
- Generation 3: "Open door. New emphasis on extended day and on technical education. Community college key to opportunity for those groups underrepresented in higher education. Expansion of community services and counseling."
- Generation 4: "Mission ambiguity. Tilt toward non-credit programs and community service. Non-traditional delivery; electronic learning centers, TV, 'store front' sites, cooperative education. Ideological conflicts about CC role" (p. 27).

They attribute these changes in mission to a lack of certain academic traditions during the community college movement's formative years, to the diversity of those local communities that nurture the colleges, and to the effectiveness of local, state, and national advocates in shaping the new institution (p. 4).

Tillery and Deegan summarize the results as follows: "over the generations, the philosophy and mission of many community colleges became increasingly egalitarian and utopian, guiding newly established colleges to respond quickly to the economic and social trends of society" (1985, p. 5).

Friedman (1966) identifies groups responsible for this evolution. He maintains that the community college mission has evolved through a consensus of what he calls the

Community College Establishment. He describes this establishment as including (a) officials of the American Association of Junior Colleges, (b) university professors and consultants in junior college education, (c) junior college education specialists in the United States Office of Education and state departments of education, and (d) certain leading junior college administrators. This Establishment then determined that public community colleges should not be limited to the transfer function but instead ought to have a comprehensive mission.

The Carnegie Council Report (1970), defines five elements in the community college mission "(a) academic transfer programs, (b) technical training, (c) terminal general education, (d) community service programs (e) community-based programs" (p. 13). They advocate that the community college should assume a sixth mission, to assist the "disadvantaged."

Concern over the evolving community college mission is evident in the literature. K. Patricia Cross (1985) states,

It is not easy to define the purpose and mission of community colleges today--not nearly as easy as it was in the third generation, when community colleges were in high agreement on a common purpose and a national mission to open the doors of higher education to previously unserved segments of the population (in Deegan and Tillery, p. 34).

She raises the issue of a possible conflict between the expectation of excellence and the comprehensive mission of the community college.

Cross identifies four major themes that characterize the debate over mission: (1) the comprehensive theme which includes the traditional programs; (2) the vertical theme which seeks to develop linkages with the community rather than build linkages within the formal education establishment; (3) the integrated theme which emphasizes integrated activities within the institution, such as multi-disciplinary courses and team teaching; and (4) the remedial theme which would provide for guidance, job placement, etc. for youth who might not otherwise receive assistance. Of these, the comprehensive theme is the most powerful because it has received acceptance by both the faculty and the public at-large (1985, p. 36).

Deegan, Tillery, and Melone (1985) also voice concern about the mission of the community college, identifying the mission dilemma as a fundamental issue that must be confronted by community college leaders. In Duea's 1981 study of critical issues facing the community college, he reports that college presidents ranked changing mission second in importance among those issues that their institutions would be facing in the next ten years. As McIntyre (1982, p. 5) asserts: "The community college

mission depends, in large part, on the character of changes that are occurring in our society."

The community college mission functions are the subject of several studies. Decker (1980) and Harlacher (1969) focus on the continuing education and community service function, while K. Patricia Cross (1976) traces the roots of the remedial/developmental function. Davidson (1983-1984) establishes a working model for effectively utilizing part-time faculty in the counseling/guidance function. De Santis (1980) advocates better inservice training for part-time faculty in vocational-technical programs. Breneman and Nelson (1981) recommend that community colleges should de-emphasize the transfer function.

Others concentrate more specifically on the role of part-time faculty and the various functions of the community college mission. Cooke and Hurlburt (1976), in their study of part-time faculty in North Carolina, discover that most of the part-time faculty were employed in continuing and community education. Decker (1980) advocates using part-time faculty for continuing and community education. De Santis (1980) calls for institutional dollars to be spent in support of training for part-time faculty who teach in vocational-technical programs. Davidson (1984) provides a working model for involving part-time faculty in student services and counseling.

In summary, while past inquiries suggest that part-time faculty have different motivations for teaching, that there are various advantages and disadvantages for the employment of part-time faculty, and that hiring part-time faculty in certain functions of the mission is more preferential than in others, none have conducted an in-depth assessment of the utilization and impact of part-time faculty on the comprehensive mission of the community college.

## CHAPTER 3

### METHOD

The nature of the study required that the researcher use a variety of paradigms in order to elicit the information necessary to the purpose of the study. The paradigms were selected for the various portions of the study on a "best fit" basis.

The study used a case study design. Interviews of "elites" were conducted, and national, state, and institutional data were examined. The study began during the Spring term, 1989, and ended two years later.

The choice of the college district for the case study reflected both theoretical and practical requirements. The community college district was chosen because it had a stable enrollment and a stable employment history of both full-time and part-time faculty. The rural, southwestern community college district selected was also convenient to the researcher.

#### Overview of Method

The comprehensive mission of the community college was defined in Chapter One as having six primary elements: (1) preparation for transfer to a senior institution, (2) general education for all students, (3) occupation/career

education at a post-high school level, (4) continuing and community education, (5) counseling and guidance, and (6) remedial/developmental education. If one believes, as do Medsker (1960), Morrison (1969), Bloom, Gillie, and Leslie (1971) and others, that the realization of the community college mission is contingent upon faculty acceptance and support, then it is essential that the investigation begin by comparing the instructional effort as well as each faculty group's perception regarding their own and each other's responsibility in the various functions of the mission.

The literature surrounding the topic of faculty and their perception of the mission of the community college has been focused primarily on full-time faculty (Garrison, 1967; Blocker, Plummer, and Richardson, 1965; Thornton, 1966; Koile and Tatem, 1966; Friedman, 1966, 1967; L. Leslie, 1973). Since the concept relevant to this investigation was the impact and perceptions of part-time faculty on the realization of the community college mission, it was deemed necessary to sample both the full-time and the part-time faculty.

In the first phase of the study, the investigation focused on developing a faculty profile from biographical information, on the roles of full-time and part-time faculty, on instructional effort, and on stated perceptions

toward the mission of the comprehensive community college. Most of this information focused on the first part of the two-part purpose of the study, that is, the background and utilization of part-time faculty. The instrument employed adapted a questionnaire designed by D. Leslie, Kellams, and Gunne (1982) and by L. Leslie and Gillie (1973). Part I of the questionnaire provided biographical information, including educational background and work experience. Part II of the questionnaire provided information about faculty roles and responsibilities, as well as faculty perceptions of the mission of the community college. Respondents were asked specific questions regarding hours spent per week on various activities, for example, advising students. The instrument, designed by D. Leslie et al., provided useful guidelines for ascertaining a quasi-typology of part-time faculty. L. Leslie and Gillie provided the instrument needed for assessing full-time and part-time faculty perceptions about the mission of the community college. The resulting questionnaire (displayed in Appendix A) was reviewed for structure and content by a consultant from Arizona State University. It was further reviewed by community college institutional researchers for validity and for structure and content. The questionnaire was pre-tested with a random sample of twenty-five faculty. As a result of

this pre-test, changes in the wording and order of questions were made.

All full-time and part-time faculty received the questionnaire. Accompanying each questionnaire was a cover letter that included a set of definitions (displayed in Appendix B). When possible, the questionnaires were distributed through campus mail to both the full-time and part-time instructional faculty. Others received their questionnaires through general mail. Follow-up techniques, as outlined by L. Leslie (1970), were employed for a 92% (N=79/73) return rate from the full-time faculty and 76% (N=233/176) return rate from the part-time faculty. The data collected on individual characteristics of the part-time faculty, data such as age, sex, educational level, and work experience, were compared to the findings outlined in Kennedy (1967), Seitz (1971), and Tuckman and Tuckman (1980). Similar data were collected on the full-time faculty so comparisons could be made. Information was also gathered about each person's role as a faculty member, i.e., number of hours taught, number of hours spent on preparation, and number of hours spent on various activities that support the community college mission. Both faculty groups were queried as to their personal goal or aim in teaching students; included were such items as preparing students for employment (occupational function), preparing

students for transfer education (transfer function), developing responsible citizens (general education), self-understanding (counseling and guidance), and mastery of knowledge (remedial/developmental). In addition both faculty groups were asked to consider a number of activities and evaluate the value of the activity in terms of the intrinsic reward (personal satisfaction) offered.

Cross (1968) and others have indicated that the realization of the community college mission can happen only when faculty identify with it. Important questions then are, do large numbers of part-time faculty accept and support the community college mission? How do they differ from their full-time faculty counterparts? In comparison with the latter, do part-time faculty impact the various functions of the mission differently?

One of the inherent threats to internal validity of such questionnaires is the difference between what faculty say they do and what they actually do. Ideally, direct observation of the work schedules of full-time and part-time faculty would be used. This was not feasible. Instead, for validation purposes, institutional data were collected on instructional effort by full-time faculty and by part-time faculty, by division, department, course, and student credit hours.

### Institutional Data

Institutional data were collected to assess the contribution of part-time faculty to instruction and the allocation of financial resources. First, institutional data were obtained to ascertain the percentage of college instruction effort conducted by each faculty group from academic years 1987-88 to 1990-91. Next, data regarding instructional effort were reviewed by division, department, full-time and part-time faculty for Fall, 1990. The load of every faculty member was reviewed for courses taught and student credit hours generated. The courses were assigned to the various instructional mission functions, that is, to either transfer, general education, occupational/career education, continuing and community education, counseling and guidance or remedial/developmental (refer to Appendix C). The course prefix, college catalog, the Course Equivalency Guide, and the State Vocational Course Bank assisted in placing the courses into the mission functions. The compiled data provided significant information for determining the instructional effort produced by part-time faculty as compared to full-time faculty. The information indicated areas within the college having the highest utilization rate of part-time faculty.

Examined were archival sources, such as the part-time faculty handbook, job descriptions, and contracts. The

purpose was to determine if any formal restrictions might either prohibit or require part-time faculty efforts to contribute to the mission.

In addition, institutional data were collected regarding the allocation of resources to support the instructional effort. A comparison was made to calculate the cost per SCH for full-time and part-time faculty. All the data regarding output measures were then compared to the questionnaire results and to the perceptual data furnished by the "elites" (Marshall and Rossman, 1989, p.94).

#### Perceptions of "Elites"

"Elites" are considered to be influential, prominent, and the well-informed in a community or an organization. "They are selected for interviews on the basis of their expertise in areas relevant to the research" (Marshall and Rossman, 1989, p. 94). Marshall and Rossman state that there are many advantages of elite interviewing, such as gaining of valuable information not otherwise known. Elites often are more able to offer the broader perspective, the overview of the organization. The disadvantages are accessibility and the restraints placed on the interviewer.

The "elites" selected for this study were considered to be community college experts, board members, and cabinet-level administrators. Their views were primarily sought with regard to the impact of the part-time faculty. The

interview guide composed for this purpose followed the format used by Patton (1980), Cannell and Kahn (1968), and Kerlinger (1986) (refer to Appendix D). The respondents were asked to answer a series of open-ended questions and to make comments on issues not specifically stated in the questions asked. These experts provided valuable information as to their perception of part-time faculty and their impact on the specific functions of the community college mission.

In order to learn how administrators and board members regarded the use of part-time faculty, in relation to the mission, interviews were conducted of cabinet-level administrators who had been at the institution for more than five years and of three of the five board members. Again, a series of open-ended questions were asked and additional comments were invited. The interviews focused on the reasons for employing part-time faculty and the impact of that employment on the community college mission.

#### Data Analysis Techniques

The questionnaire responses were color coded and numbered (see Appendix E) to enhance computer analysis (to organize and interpret the data). Descriptive, chi-square, and factor analysis were conducted. The Stat Pak gold system was employed for data analysis.

For the interview data, categories for the open-ended responses were developed. The assignment of most of the open-ended responses was self-evident. All the interviews were taped and transcribed in order to capture revealing comments as well as those that fell neatly within the categories. Refer to Appendix F for a sample of the variable coding of interview responses.

CHAPTER 4  
PROFILE OF THE CASE STUDY DISTRICT

This study attempted to answer the basic questions of the background and use of part-time faculty and their impact on the community college mission. The overall findings gleaned from the questionnaires, and the institutional archival data are summarized. In addition, the perceptions of community college board members, administrators and national experts are reviewed.

The first section of this chapter is a review of the demographic information of the respondents. Next, each of the six mission functions are discussed regarding the perception of all respondents as to how well community colleges are doing in meeting the mission function; then perceptions of impact on that function caused by the employment of part-time faculty is reviewed. These perceptions are then compared to the empirical data regarding instructional effort, that is, instructional load, student credit hours generated and the financial implications of that instructional effort. Finally the activities that support the community college mission, other than direct instruction, are reviewed.

### The Case Study District

Mile High District is one of nine Districts that makes up the Arizona community college system. At the time of the study, the service area of Mile High District consisted of a two county area. This enormous service area of almost 27,000 square miles comprised 24% of the entire state. The population of the two county area was approximately 90,000 persons. These people were spread out over such a broad area that the average population density was only 7.0 persons per square mile. The size of the service area resulted in one of the state's highest costs per student and in limited contact by college officials and full-time faculty with, or in-service training for part-time faculty members, especially at extension locations.

### Demographic Information of Respondents

All the national experts selected to be interviewed were currently active in higher education either through teaching or through research. All five indicated having fifteen or more years in higher education. Four of the five had experience working in a community college, while all five had written numerous books or articles dealing either with part-time faculty or with some aspect of community colleges.

Of those faculty respondents, seventy-three were full-time faculty and one hundred seventy-six were part-time

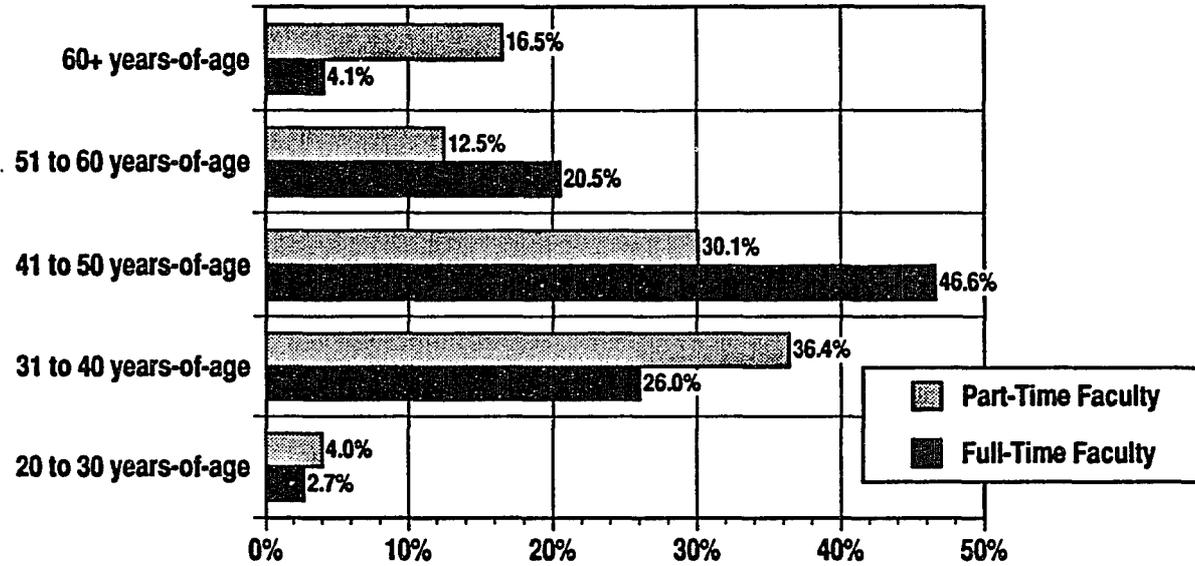
faculty. Most of the faculty group were between 31-50 years of age. Very few faculty were in the 20-30 age bracket. The over sixty group was comprised primarily of part-time faculty (see Table 4-1).

In the interview group, two of the three board members were female and one was male; three of the cabinet level administrators were male and one was female; all of the national experts were male. Of the total faculty group, 140 (56.2%) were male and 109 (43.8%) were female.

#### Experience and Education Level of Faculty Groups

Seitz (1971) and Friedlander (1980) cited that part-time faculty differed from full-time faculty in experience and degree attainment. However, the optimum years of experience and the optimum degree for teaching in the community college is an open question. A common perception is that the more experienced instructor is the better instructor. One could argue though that those who have many years of experience might exhibit "burnout" while new, inexperienced faculty might possess more energy and perhaps offer innovations. Board President Sue supported the perception that inexperienced faculty might bring needed energy to the community college: "They bring a new and different perspective; they will be fresh from other experiences they have had."

**TABLE 4-1  
MILE HIGH COLLEGE DISTRICT  
FULL-TIME AND PART-TIME FACULTY  
BY AGE COHORTS**



Faculty	20 to 30 years-of-age	31 to 40 years-of-age	41 to 50 years-of-age	51 to 60 years-of-age	60+ years-of-age
Full-Time	2	19	34	15	3
Part-Time	7	64	53	22	29

The majority of the respondents however supported the view that the more experienced instructor is the better instructor. Of the twelve "elites" interviewed, eight indicated that one disadvantage in hiring part-time faculty is their lack of teaching skills due to lack of experience. "I think you get some unprofessional teachers who may be skilled in their fields but lack experience in teaching" (Board Member Bryan). Expert Cleveland went further:

They [part-time faculty] come with a practical orientation and do not operate from a theoretical perspective. By and large they teach from a how-to-do-it perspective; that is the lowest level of education. If you are to function in a collegiate model, you work from theory. Though they may know how to do something, and can teach from a practical perspective, they often don't know why they do it. Or, they don't know the theory behind what it is they are doing. In other words, they are unaware of the conceptual dimensions of what they are doing. Since they don't know why they are doing it, the students never know. One would hope that the students would want to know and in theory believe that knowing the overall theory driving what you do helps you understand.

Expert Lanley also supported this view:

They tend to lack teaching sophistication; they have not refined their teaching skills the way people who do it full-time have. They are disengaged from academic programs; consequently, they lack understanding of how their teaching assignments connect to everything else that is going on.

The administrators also agreed with the national experts that the more experienced instructor is the better instructor. Vice President John and President Peter echoed their concerns:

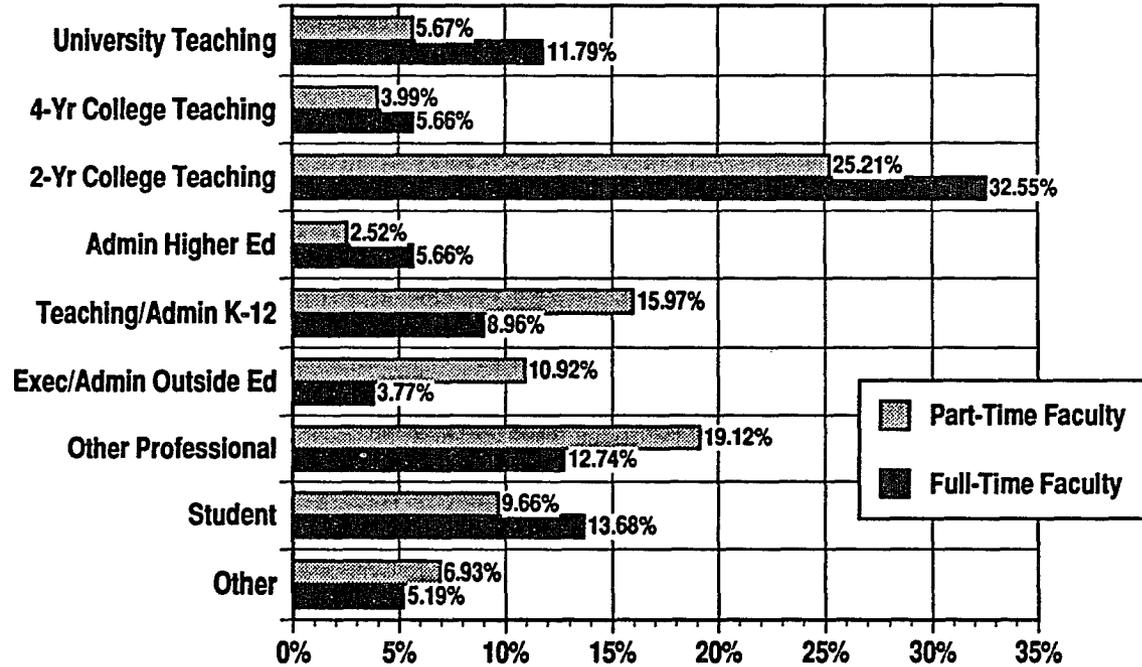
We often employ content specialists but not educators, individuals who don't have experience or commitment. Within the ranks of part-time faculty we have a higher variance in teacher effectiveness than we do in full-time faculty. The issue of teaching effectiveness is a primary concern. It takes too long for them [part-time faculty] to gain teaching strategies by doing it part-time, that is, get the experience or get the information, the knowledge, and the skills (Vice President John).

It is a challenge to help them [part-time faculty] to sense the nerve or pulse of the institution, that is, to share the values of the institution when it comes to the approach we take with the students (President Peter).

To ascertain experience, both faculty groups were asked to indicate both the job(s) held for more than one year and the job(s) held immediately prior to the current faculty position. Though respondents could select experience other than teaching, of primary interest in this study was direct teaching experience at higher education institutions. Overall, the full-time faculty demonstrated more higher education teaching experience, that is at universities, four-year colleges or two-year colleges. By contrast, the part-time faculty exhibited more experience in administration or teaching in the K-12 environment, and broader experiences outside education, that is, experience as executives or administrators as well as in other professional capacities. (For a complete summary of experience, see Tables 4-2 and 4-3.)

TABLE 4-2

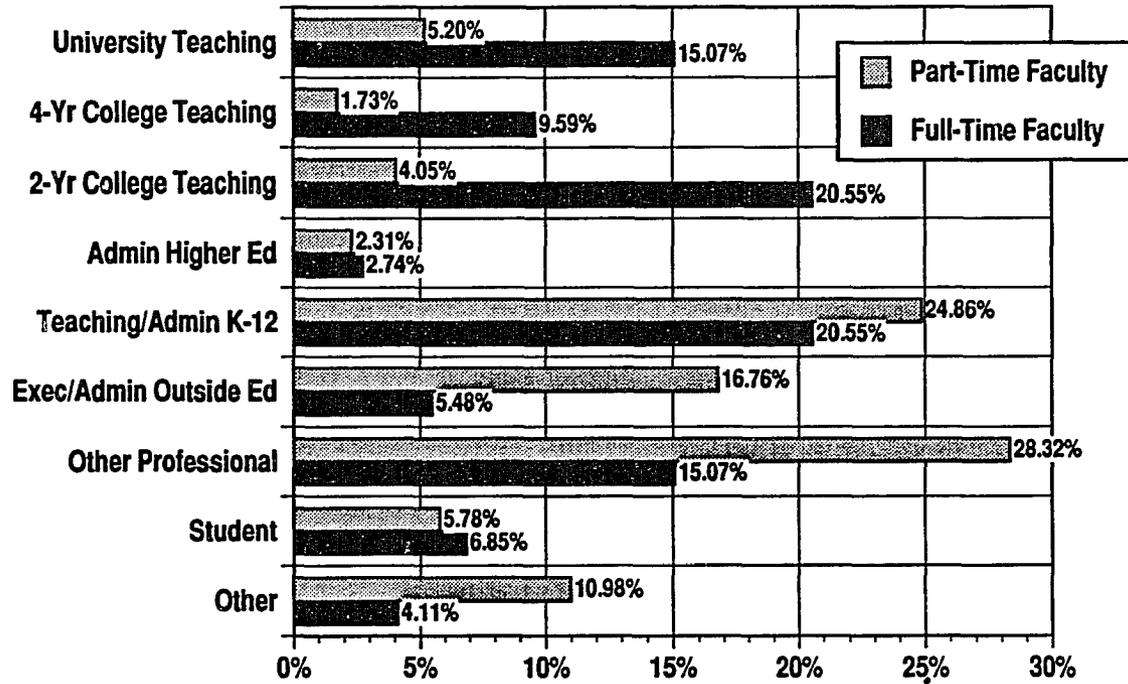
**MILE HIGH COLLEGE DISTRICT  
FULL-/PART-TIME FACULTY BY JOBS HELD  
FOR ONE YEAR OR MORE**



Faculty	University	4-Yr College	2-Yr College	Adm Higher Ed	Teach/ Adm K-12	Outside Educ	Other Prof	Student	Other	Total
Full-Time	25	12	69	12	19	8	27	29	11	212
Part-Time	27	19	120	12	76	52	91	46	33	476
<b>Total Count</b>	<b>52</b>	<b>31</b>	<b>189</b>	<b>24</b>	<b>95</b>	<b>60</b>	<b>118</b>	<b>75</b>	<b>44</b>	<b>688</b>

TABLE 4-3

### MILE HIGH COLLEGE DISTRICT FULL-/PART-TIME FACULTY BY JOB HELD IMMEDIATELY PRIOR TO CURRENT FACULTY POSITION



Faculty	University	4-Yr College	2-Yr College	Adm Higher Ed	Teach/ Adm K-12	Outside Educ	Other Prof	Student	Other	Total
Full-Time	11	7	15	2	15	4	11	5	3	73
Part-Time	9	3	7	4	43	29	49	10	19	173
<b>Total Count</b>	<b>20</b>	<b>10</b>	<b>22</b>	<b>6</b>	<b>58</b>	<b>33</b>	<b>60</b>	<b>15</b>	<b>22</b>	<b>246</b>

Community colleges stress teaching (as opposed to researching or publishing) as the major role for their faculty. While many community colleges search for faculty who possess doctorates, others argue that those who possess doctorates may view their role as a researcher more important than their role as teacher.

In regard to degree attainment, the greatest differences in degree attainment occurred at the ends of the spectrum. That is, 21.9% (N = 16) of the full-time faculty possessed doctorates while only 6.3% (N = 11) of the part-time faculty did so. None of the full-time faculty had less than an associate degree, whereas, 5 (2.8%) of the part-time faculty held vocational diplomas and 17 (9.7%) had attained only a high school/GED degree level (see Table 4-4).

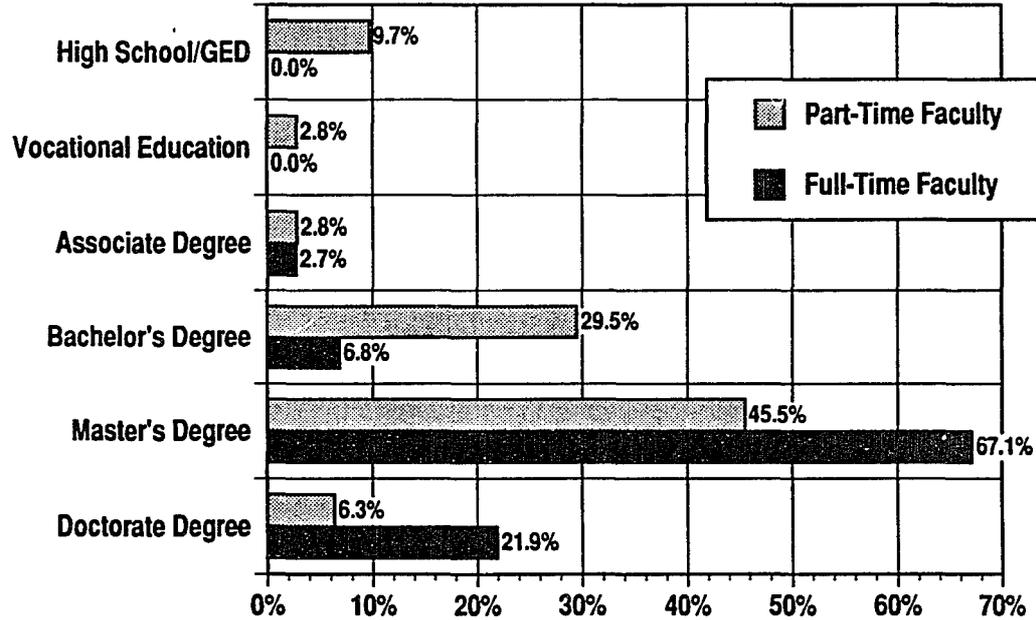
Whether professional maturity and effectiveness can be measured by degree attainment is unclear. However, it is safe to say, that educational programs of study do provide faculty with a theoretical basis for instruction. This concludes the demographic information. We turn now to the community college mission functions, including the effects of the increased utilization of part-time faculty.

#### Community College Mission Functions

Since acceptance of the functions of the community college mission is held to be essential in realizing the success of that mission, the views of the "elites," the

TABLE 4-4

### MILE HIGH COLLEGE DISTRICT FULL-TIME AND PART-TIME FACULTY BY HIGHEST DEGREE HELD



Faculty	Doctorate Degree	Master's Degree	Bachelor's Degree	Associate Degree	Vocational Education	High School/GED
Full-Time	16	49	5	2	0	0
Part-Time	11	80	52	5	5	17

part-time faculty and the full-time faculty regarding the success of the community colleges in implementing the mission functions are now examined. Next, and of more importance to this study, is the perceived and actual impact of part-time faculty on each of the six mission functions.

#### Counseling/Guidance Function

In general most of the respondents indicated that community colleges were effective in meeting the counseling/guidance mission function. Of the twelve interviewees, the board members and three of the administrators indicated that they felt that community colleges were doing an "excellent" or "good" job in meeting the counseling and guidance function of the community college mission. In contrast however, two of the five national experts indicated that the community colleges were doing a "fair" job in meeting the counseling and guidance mission function and two did not comment. One expert stated that community colleges were doing a terrible job in fulfilling the counseling guidance function of the mission. He noted that often full-time faculty were required to supplement this function because

We have made the counselor into a kind of administrator assistant, a gopher. We have really lost the student development side of counseling and guidance. Instead, we have put the counselors over as schedulers and then tried to pass the function on to faculty. The reality is we lose

students; each term we replace two-thirds of our students with new students (Cleveland).

When full-time and part-time faculty were asked their opinion about how well community colleges were doing in meeting the counseling and guidance function, there was very little difference between the two groups. On a scale of 5 = excellent to 1 = very poor, the full-time faculty mean was 3.3 while the part-time mean was 3.36 ( $t = 0.12$  with a probability of 0.91 on a two-tailed test t-test).

Though most respondents agreed that community colleges were effective in meeting the counseling/guidance function, they did not attribute that success to the contributions of part-time faculty. Instead, most agreed that part-time faculty have a great deal less responsibility than do full-time faculty in implementing the community college counseling/guidance mission function (see Table 4-5). All agreed that this activity was not part of the formal expectation for part-time faculty and that many of the community colleges have a professional counseling staff and/or faculty advisors. In addition, several cited the unavailability of part-time faculty.

Part-timers are less available outside of class. There is less chance for them to have contact with students. The number of contacts between students and faculty outside of class is much greater for full-timers, than part-timers but it still is not significantly time consuming role for either group (author Calhoun).

This view was reinforced by Researcher Cooke:

TABLE 4-5

Impact of Part-Time Faculty to Full-Time Faculty  
Interviewee Response

Mission Function	Much Greater	Somewhat Greater	Same	Little Less	Great Deal Less	No Opinion Given
Guidance/Counseling	--	--	--	2	8	2
General Education	1	--	4	3	4	--
Remedial/Developmental	1	4	1	--	5	1
Transfer	1	2	2	1	6	--
Occupational/Career	1	6	2	2	1	--
Continuing/Community	12	--	--	--	--	--

Respondents:

- 4 Cabinet Level Administrators
- 3 Board Members
- 5 National Experts

Part-timers are less available for advising and counseling. Students complain about it because the part-time faculty can not be there in those in-between hours. The part-time faculty respond that the best they can do is to give students their home telephone number. I don't think one can expect much out of part-timers unless you want to pay them for some overtime. I think that is typically not done. Even the informal hallway kind of advising, the coffee clutch kind, is hard for part-timers to do.

One board member noted that part-time faculty did not participate in the counseling/guidance function because they were not paid to do so.

Part-time faculty may not take their job as seriously [as full-time faculty]. They are being paid a pittance. They won't have any contact with students outside of the class. You are hired to teach a particular subject matter, you're not going to be into educating the whole person as much as if you were a full-time faculty member. You're in and you're out, like a flash in a pan; you're not going to get involved in the lives of the students (Board President Sue).

Conversely, part-time faculty signified that they were involved in counseling/guidance. When asked a series of questions regarding the role of part-time faculty and the counseling/guidance mission function, they indicated that they had a higher level of responsibility, impact and activities in this function than is indicated for them by the full-time faculty. In all cases, a significant difference was found between the full-time and part-time faculty. For a complete summary of faculty group responses, see Appendices D-1, D-2, and D-3.

The empirical data supported the contention that part-time faculty had very little instructional effort in the counseling/guidance mission. When both load and student credit hour data were reviewed, the mean for the full-time faculty was much higher in both cases. In other words, of all the faculty load assigned to this function the mean for the full-time faculty was 3.50 while the mean for the part-time faculty was only 1.72 (see Table 4-6). Consequently, the student credit hours, generated from that load, reflected similar results. Of all those student credit hours generated in this mission function, the mean for the full-time faculty was 74.50 while that of the part-time faculty was 45.33.

#### General Education Function

According to the experts community colleges have had difficulty in implementing the general education mission function.

Community colleges must have a [difficult] time making general education work. General education takes a lot of faculty commitment. [It] means people from different disciplines, different specialties have to get together and make compromises (researcher Cooke).

Lanley agreed; he attributed this difficulty to the amount of liaison that is going on between community college faculty and upper division faculty in four year institutions and the extent of involvement of community college faculty

TABLE 4-6

### MILE HIGH COLLEGE DISTRICT Load and Student Credit Hours by Mission Function

#### LOAD

Mission Function	Mean of Full-Time	Mean of Part-Time	t-Value	Significance
Continue/Community	2.54	3.45	1.52	0.1342
Counseling/Guidance	3.50	1.72	2.03	0.0669
General Education	6.07	3.15	1.87	0.0734
Occupational/Career	11.15	4.16	10.09	0.0000*
Remedial/Developmental	9.86	5.33	3.93	0.0004*
Academic Transfer	12.01	4.03	13.43	0.0000*

#### STUDENT CREDIT HOURS

Mission Function	Mean of Full-Time	Mean of Part-Time	t-Value	Significance
Continue/Community	20.07	36.40	2.50	0.0151*
Counseling/Guidance	74.50	45.33	1.06	0.3095
General Education	116.50	51.91	2.18	0.0386*
Occupational/Career	171.15	60.93	7.77	0.0000*
Remedial/Developmental	317.47	107.58	3.06	0.0041*
Academic Transfer	229.34	59.72	13.74	0.0000*

\* Significant  $\leq$  P.05

in the discipline they are teaching. One expert argued that community colleges really don't have a general education program: "community colleges deliver courses, not general education programs. Faculty and administrators have very little sense of what is meant by general education. It involves a common body of students taking a common sequence of courses within a program" (Cleveland).

Though community colleges were viewed as struggling with the general education function, author Calhoun emphasized its importance for community colleges:

There is a constant enculturation that every generation needs. That is what general education is. That function in the community colleges can't shrink because I don't see any other institution, church, family, or public institution taking responsibility. The community college has to do it.

Vice President John agreed that community colleges were not very effective in the implementation of this mission function. He attributed this lack of effectiveness to limited resources, "We've said that transfer and occupation/career mission functions are our highest priorities so we emphasize that in terms of total dollars allocated." Dean Dave supported Vice President John's view. He said that community colleges are doing only "fair" in the general education function because full-time faculty identify with and are committed less to this function than they are to transfer and occupational/career functions.

In contrast however, the faculty groups indicated a more positive opinion than that expressed by the administrators and national experts. On a scale of 5 = excellent to 1 = very poor, the mean was 3.96 for both faculty groups.

Researcher Cooke noted that the implementation of the general education function is difficult in any environment, "The general education function takes a lot of faculty commitment and head bashing. That takes time, effort and commitment. It is hard enough to do with full-timers." In contrast, both Lanley and Calhoun responded that the impact on the general education function was about the same for the full-time and part-time faculty.

I would say there is no separation in the general education function between full-timers and part-timers. If anything there is a slight shortfall by the part-timers; they are not quite as involved in aspects of the discipline. So, I'd give that part-timers have a detrimental effect on general education, but very, very modestly (Calhoun).

Rogers agreed with Calhoun and Lanley; however, he had some concern about the amount of work that might be required by part-time faculty as compared to the full-time faculty.

The responsibility for part-time faculty is the same as for full-time faculty in that they have responsibilities to teach students to think, to solve problems, to write, and to build those kind of generic skills we associate with general education outcomes. Maybe full-time faculty feel some sense of responsibility for giving students lots of homework, lots of written work. Now, I don't know of any data that support what I just said as being a fact. I don't know that it is

true. But it would make sense to me that since full-time faculty are getting paid for work beyond the actual delivery of instruction, you would expect them to be doing more in terms of general education (Rogers).

In terms of actual instruction, Vice President John estimated that 60% of the general education classes are taught by part-time faculty. According to him, full-time faculty have less responsibility because the institutional priorities are that of transfer and occupational/career education. He did acknowledge, however, that there is a difference with regard to curriculum design; full-time faculty develop and design the general education courses.

In contrast, the faculty groups were not in agreement as to the impact of part-time faculty on the general education function. On all the faculty questionnaire items dealing with either the activities, the responsibility, or the impact regarding general education, the part-time faculty indicated a higher level of involvement than full-time faculty indicated for them. For a complete summary of faculty group responses, see Appendices D-1, D-2, and D-3.

The institutional data clearly indicated that both in load and student credit hours, full-time faculty carried the major responsibility for instruction in general education. The mean of the full-time faculty load and the student credit hours generated twice that of the part-time faculty (see Table 4-6).

### Transfer Function

The transfer function has historically been the core of the community college mission. Stronger sentiments were expressed regarding this mission function than for any of the others.

The transfer function in community colleges is eroding; the evidence is clear. Studies show that each year, the dominate pattern of transfer in higher education by far is from one four year college to another four-year college. Community colleges never have represented the dominant pattern of transfer in higher education (Expert Cleveland).

The administrators at Mile High College did not share this view. Vice President John alleged, "We're doing an excellent job in this mission function because we use full-time faculty rather than part-time. We know we're doing well because of the follow-up studies on our students. There are really tangible evidence to say we are doing well, for example, our students do as well or better than native students." According to the president, community colleges in his state are doing better in the transfer function because of his and others' efforts in obtaining an articulation agreement with the universities. However he stated that the community colleges "are still at the whim of the arrogance of the university department" when it comes to the transfer function.

When asked how well community colleges were doing in the transfer mission function, both full-time and part-time

faculty indicated that community colleges were doing a "good" job. There was no significance between the two groups. On a scale of 5 = excellent to 1 = very poor, the mean for full-time faculty was 3.85 while the part-time faculty mean was 3.66 ( $t = 1.55$ , probability of 0.12 on a two-tailed t-test).

Seven of the interview respondents indicated that part-time faculty have less impact on the transfer function than do full-time faculty. The amount of teaching (load and student credit hours generated) as well as the difference in the types of activities associated with the transfer function, were cited as reasons for this response. "Full-time faculty ought to be there developing curriculum, designing programs, developing departmental exams, developing the evaluation protocol about which units exist in these programs of study. This would not be an appropriate role for part-time faculty" (consultant Rogers). One expert cautioned that part-time faculty should not be used in this mission function.

I think it is appropriate to keep part-time faculty out of the transfer function. That is except for your introductory English and Math courses. For several reasons, the college views the transfer function as its core function. The full-time faculty control the transfer curriculum. If you find many part-time faculty in this function then I think I would look into the institution because it is stretching its use of

part-timers. That [transfer function] is an area you don't mess with (Cleveland).

Administrators agreed that the academic transfer function is primarily staffed by full-time instructors. Vice President John gave the following reason for this: "It is a commitment to unwritten standards which say that there needs to be a core of full-time faculty to help us meet the type of academic standards and for which we want continuity." According to the president, part-time faculty who teach transfer courses receive a different orientation from the full-time faculty. He noted that, while there is not a difference in part-time faculty development in generic activities to support teaching such as equipment use, delivery techniques, etc., there is a definite emphasis on developing the part-time faculty who teach in the transfer function.

There is a difference with regard to the way they [part-time faculty] are worked with inside the department or inside the division by those who hire them, orient them, and work with them in their evaluation and presentation. We do this because there is that added issue of credibility with the institution to which our students are transferring. Faculty feel that very strongly. I think the full-time faculty reach out for the part-timers in that realm and coach them pretty strongly (President Peter).

Full-time faculty were viewed by all administrators as being much more involved in this mission function than part-time faculty because of their familiarity with the course equivalency guide and the transferability issues. In

addition, administrators cited that full-time faculty are expected to participate in statewide articulation task forces in their discipline.

The part-time faculty again indicated that they felt they had more responsibility and more impact than the full-time faculty indicated for them. On all three questions, the part-time faculty mean was significantly higher than that of the full-time. For a complete summary of faculty group responses, see Appendices D-1, D-2, and D-3.

The empirical data did not support the view of the part-time faculty. Instead, it reflected that in both load and student credit hours generated, the full-time faculty's responsibility for instruction was more than double that of the part-time faculty (see Table 4-6).

#### Remedial/Developmental Function

In the past decade, remedial/developmental instruction has grown in community colleges. This was a concern noted by all the interviewees. "We would hope that in a decade or so from now, they [community colleges] would be less involved in the three R's. We would hope the reforms in the lower schools would by then begin to have some impact" (author Calhoun). One expert explained that the difficulty community colleges were experiencing in meeting the remedial/development function was closely related to their "open-door" policy.

When community colleges are completely open, so anyone can walk in the door--that I think puts the college in a position of having an overwhelming task. Things are going to be very difficult inside; we have the sorting out of people. It isn't clear in the long run, when the college can have legitimacy as a college. If it says it is a college, but it is doing eighth grade, sixth grade and third grade work, and that is what we are into. Now, there are many ways that is a magnificent thing that community colleges are doing, but in the long run that is very hard on education legitimacy. People may not distinguish you from elementary schools. It is a tremendous burden on the internal organization of community colleges (researcher Cooke).

Strong sentiment was expressed regarding the legitimacy of the remedial/developmental function. One expert stated that

We discovered in the mid-60's that we were doing remedial education in community colleges. That is the contribution that consultant Rogers has given us. Both Calhoun and Rogers are wrong in this, in the notion that John in a sense states that it [remedial/developmental] is a significant and important part of the community college mission and Art in the sense that we legitimized it. I think neither are true; my contention is that we have never accepted it as a major function. It may go on, but no leader will write about, speak about, no one talks about it, except your academics who get curious. So the community colleges do not value it or honor it as a function (expert Cleveland).

Concern over the effectiveness of Mile High College in meeting this mission function was expressed by the president.

I think we are doing well and we're doing poorly. If one looks at what happens with a lot of students, I think we are doing exceedingly well. Specifically with the adult population; I think we are making more penetration into the adult literacy problem. But we are not getting anywhere near. We are not getting into the population

anywhere close to the degree to which we should. I'm convinced that we are not geared up, nor are we ready to deal with the size and scope of this need. A key issue dealing with how big are we going to be as an institution and how much we can do, and still do well, is tied to the need for remedial/developmental education. The number of our students coming here who need developmental work to be able to succeed in college level courses, the percentage is not going to go down; it is going up. We have students coming from all over the state and other parts of the country who are recent high school graduates and who have pretty good standing in their graduating class; they are still not prepared to read, write and compute well enough to do college level work. This is the core issue for any community college. We have taken an easy in, tough out posture for the benefit of the student. So when they walk out of here, regardless of how far they have had to come, they have arrived (President Peter).

The faculty groups were in agreement in their opinion regarding the success of community colleges in meeting the remedial/development mission function. On a scale of 5 = excellent to 1 = very poor, the mean of the full-time faculty was 3.86 and the part-time faculty was 3.71 ( $t = 1.33$  with a probability of 0.18 on a two-tailed t-test).

In addition to being divided regarding the effectiveness of community colleges in meeting the remedial/developmental mission function, the interview respondents were divided in their view of the impact of part-time faculty (see Table 4-5). Calhoun explained that although there are many part-time faculty involved in this function of the mission, neither the college nor the students suffer.

A lot of remedial reading and math [courses] are taught by part-timers. They are often moonlighting elementary school teachers from the neighborhood. By definition of the community college, they are part-timers, but in point of professional relationship, they are full-time instructors. I don't see anybody who can teach reading, writing and arithmetic better than an elementary school teacher. That's what they do. Most of the full-time faculty are university prepared, they don't do that well anyway so they [full-time faculty] are very happy to have part-timers come in to do it [remedial/developmental function]. The three R's instruction doesn't suffer with the part-timers.

One expert noted that many part-time faculty had a much greater impact because they received their teaching assignment in this function because full-time faculty avoided teaching the remedial/developmental classes. In addition, he attributed the high turnover in part-time faculty to their teaching assignment in the remedial/developmental function.

People who are part-time are going to be the people asked to do the work in the remedial/developmental function. The full-time faculty member is going to try to give himself, or herself, the non-remedial work in the department. So it seems to me, part-timers are going to get the real salt mine kind of work to do. They are going to get the lowest of the remedial work, in terms of status, the hardest stuff to do is going to be dished off to them. It's all the more reason they march [leave] a lot (researcher Cooke).

The prevention of full-time faculty burnout was also cited as a reason for the assignment of part-time faculty. Some experts viewed this as detrimental because full-time provide

the necessary linkages for keeping all the curriculum and structure of the programs in order.

Programs that have tried to use all part-timers have been disastrous. They meet the need of the moment but they have no stay power whatsoever and they are not self-directed. They put them [part-timers] in those labs. Therefore the faculty are working in a setting once removed from the college, dealing with students, twice removed from the college (expert Cleveland).

The administrators at Mile High College were not in agreement regarding the impact of part-time faculty in the remedial/developmental function. The president agreed with the experts. He stated that the impact of part-time faculty is "heavier here than any other part of what we do, partly because of the flexibility that they offer us" (President Peter). In contrast, the vice president asserted that part-time faculty have very little responsibility or impact in the remedial/developmental function.

Most of our remedial/developmental education [classes] are taught by full-timers or by full-time instructional specialist. Full-time faculty are also involved in the milieu of instructional thinking and discussion. Meaning, it is the issue of the involvement and connection of the full-timers that we don't have with the part-timers (Vice President John).

Full-time faculty, though, were seen by all respondents as having the responsibility for the development of the curriculum and the program components.

The part-time faculty envisioned themselves as having more impact than the full-time faculty saw for them, in

activities, impact, and responsibility for implementing this function of the mission. The mean on each question was higher for the part-time faculty group than for the full-time faculty group. For a complete summary of faculty group responses, see Appendices D-1, D-2, and D-3.

While part-time faculty carried more load (5.33) and generated more student credit hours (107.58) in this mission function than in any of the other functions, the data reflected that full-time faculty carried a greater load (9.86) and generated more student credit hours (317.47) than did the part-time faculty (see Table 4-6).

#### Occupational/Career Function

The mission statement at Mile High Community College indicated that the occupational/career function was a priority for the college. Vice President John stated that "community colleges are doing a good job in implementing the occupational/career education mission function." He supported this opinion by stating that these programs are competency based and that the full-time faculty are committed to performance standards.

Of the twelve "elites" questioned, one (board member) indicated that in his opinion community colleges were doing an "excellent" job in implementing this function. Seven of the interview respondents indicated that community colleges were doing a "good job" while two respondents

(administrators) indicated that community colleges were doing a "fair job." Only one respondent (expert) stated that community colleges were doing a "poor job" in the career/occupational function. He substantiated this opinion by stating,

We do much more job specific training because it is easy to train people to a specific task in a short term than it is to educate them toward a field wherein they can work. I would say that it is a misunderstanding of the mission (expert Cleveland).

The faculty groups were almost identical in their response; both indicated that community colleges were doing a "good" job in meeting the occupational/career mission function. On a scale of 5 = excellent to 1 = very poor, the full-time faculty mean was 3.88 and the part-time faculty mean was 3.85 ( $t = 0.30$  with 0.78 probability on a two-tailed t-test).

Most of the interview respondents indicated that it was important to hire part-time faculty in the occupational/career function because they could provide expertise that might not otherwise be affordable. In addition, several cited the importance of the networking capabilities with business and industry that is provided by the part-time faculty. They noted this as a major advantage for the college and for the student. It is understandable then that all the national experts strongly supported the use of part-time faculty in the occupational/technical function.

Part-time faculty do a very good job in the technical areas; they bring a level of currency and flexibility; a relevance of their teaching. Many times this is lost with full-time faculty because they have been out of the practicing arena. There are dramatic advantages to using part-time faculty in many of these program areas, especially where you want someone who is involved with the industry, the technology, or the career, or [someone] who is really able to talk about current state of the art (consultant Rogers).

The administrative deans and the president indicated that part-time faculty have a great deal of responsibility and impact in the occupational/career function. They pointed out that the very nature of this function required considerable knowledge and currency in the field. They noted that it is difficult to retain full-time faculty who are current in the new technologies.

The impact of part-time faculty is felt very heavily and very germanely. It turns out that some of the most valuable people on our program advisory committees have also been very valuable part-time teachers. They bring high expertise into a field that is rather esoteric; they have a lot of suggestions about the curriculum, a lot of suggestions about the way things are taught and about the entire make-up of the program. These people are practicing in the field; they are bringing an awful lot of practical experience to the curriculum. The part-timers are brought more fully into the discussion of curriculum, whether formal or informal. I don't think this diminishes the influence of a full-timer; it may even enhance it. They [part-time faculty] have more of an inside impact here than they would in English, history or geography. Those tend to be pretty well designed by the full-time faculty (President Peter).

However, an opposing point of view was articulated by the vice president. He stated that part-time faculty have "very little" impact in the occupational/career function.

It is harder to find qualified, trained, part-time faculty, who are available to teach when we want them to, and who will work for what we pay them, and who are available period. We have a hard time with availability of people who are trained. Even though they are working outside the college, they don't have the equipment we use here; they are not as trained. Full-time faculty, on the other hand, are responsible for the teaching, the curriculum development, and the facilities and equipment (Vice President John).

Part-time faculty saw themselves as having more impact in meeting this mission function than the full-time faculty indicated for them. They differed significantly in their view of the impact, the responsibility, and the activities of part-time faculty in the occupational/career function. In all cases the mean of the part-time faculty was significantly higher than the mean of the full-time faculty. For a complete summary of faculty group responses, see Appendices D-1, D-2, and D-3.

However, the empirical data did not support the perception of the part-time faculty. Instead, in both load and student credit hours generated, the mean for the full-time faculty was significantly higher than that of the part-time faculty (see Table 4-6).

### Community/Continuing Education

More consistency in response was found in the community/continuing education function than in any of the other mission functions. Almost no concern was articulated regarding this mission function.

Many colleges have two colleges--traditional college during the daytime, staffed by full-time faculty and then the afternoon/evening college, staffed by part-time faculty. As we have tried to respond to community needs, contract training, direct provisional services, we have ended up with a shadow college, out behaving entrepreneurially, generating resources (consultant Rogers).

The vice president stated that community colleges are not attempting to do an excellent job in this mission function because community/continuing education is a lesser priority than other mission functions. "In terms of effectiveness of what we do, it is probably not so good. The reason is priority for resources that were allocated and the linkage to the goals and mission statement; continuing/community education just is a lesser priority" (Vice President John). This viewpoint was supported by the experts. "This function is really on a down slide because community colleges are constrained by funding formulas and state regulations. We are doing far less because we are not funded to do it" (expert Cleveland).

The faculty groups were also consistent in their response. When asked how well community colleges were doing in meeting this mission function, there was no significant

difference between the two faculty groups. On a scale of 5 = excellent to 1 = very poor, the mean of the full-time faculty was 3.86 and the mean of the part-time faculty was 3.71 ( $t = 1.33$  with a probability of 0.18 on a two-tailed t-test).

With the exception of the full-time faculty response, all respondents were in agreement regarding the impact of the part-time faculty in the community/continuing education function. All twelve interview respondents stated that part-time faculty have a "much greater" impact on the community/continuing education mission function than do full-time faculty. This impact was viewed as very positive:

The institution is offering a much broader array of educational experiences to the community. You have a community sitting there, people who know things in the community, who otherwise don't pass them on to other people. Through the continuing education function, you bring all of those other people, the people who know things, together with the people who want to know those things. It is all done on a part-time basis. I think it is a very enriching sort of thing to have happen in the community (expert Lanley).

Others agreed that it was rare that full-timers were involved at all in this aspect of the mission.

Community education directors can not afford full-timers and they will almost always look to pick up part-timers to come in. That's been very true for a long time. There is very little relationship between community service/continuing education and the credit transfer program. We have completed a study of 95 continuing education directors. In that we found that full-time faculty just don't exist as far as continuing education directors are concerned. Full-time faculty won't go off campus

to teach. They do all sorts of tricks to avoid doing it. They attempt to make the non-credit into credit so they can get reimbursement for it. So full-time faculty can continue doing it at the regular wage rates. No way will they [directors/administrators] move the full-time faculty out there into the community service. I think it's a good idea, it would be nice if they did, but they won't (author Calhoun).

Researcher Cooke said that it is only natural that part-time faculty be used in the community/continuing education function,

Because continuing/community education doesn't stabilize quite the way regular functions do, that is, with the sequences of academic subjects, all the more need to have a flexible faculty, all the more need to have part-timers. There is no job security for full-time faculty because it has to be a course this year, maybe another course next year. One of the things I don't think it does is stabilize its own faculty. Perhaps the part-time faculty particularly fits this function.

All the administrators agreed that part-time faculty have more of an impact in community/continuing education.

A lot of our part-timers are teaching special interest classes, some of them non-credit, and they're doing it because they love the subject. Often times it is an avocation or hobby or just a very special interest, and they love to share and help others develop an interest in that subject (President Peter).

The vice president attributed this impact to the institutional mission priorities.

It is an issue of priorities in that we assign full-timers in those other areas [transfer and occupational/career]. We rely on part-timers in this area because it is a lower ranked priority for the institution in terms of services (Vice President John).

All the administrators agreed that, in addition to teaching, the part-time faculty are involved in other activities that support this mission function--they develop and write most of the curriculum that is delivered in this function and part-time faculty represent the college throughout the community. Board President Sue stated that it is a value judgment for her, "This is for cultural enhancement; it doesn't seem as crucial. It is much more appropriate to have part-timers here than in other functions."

The faculty groups' responses were not as consistent in their view of the part-time faculty impact in the continuing/community function. Again part-time faculty gave themselves more credit than the full-time did. The mean for the part-time faculty was higher on all three items (responsibility, implementing, and activities) than was the mean of the full-time faculty. For a complete summary of faculty group responses, see Appendices D-1, D-2, and D-3.

The institutional data concurred with the view of the interview respondents and the part-time faculty. The part-time faculty had more responsibility for instruction in the community/continuing education function than did the full-time faculty. In both load and student credit hours, the mean for the part-time faculty was higher than that for the full-time faculty (see Table 4-6).

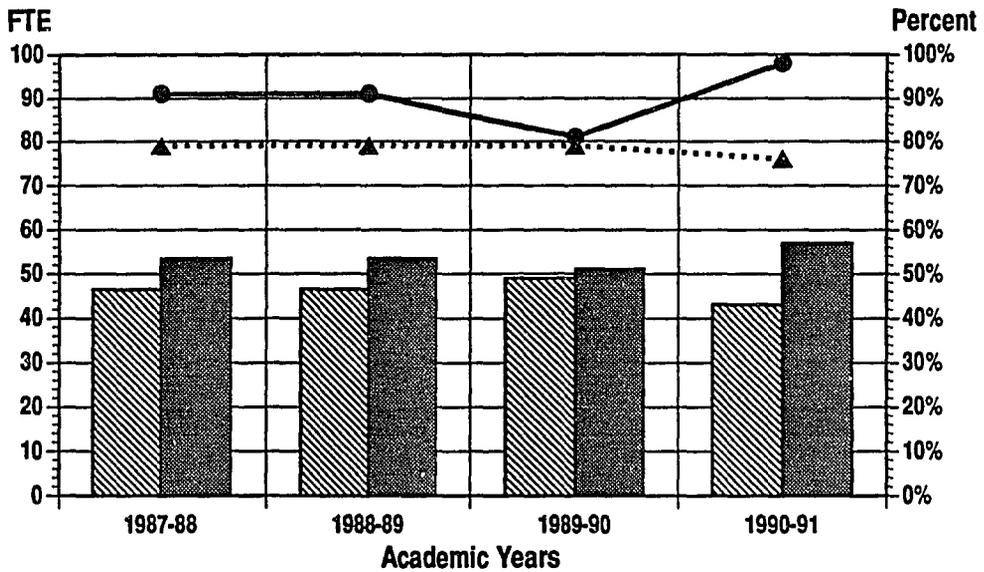
Summary of Institutional Data  
Regarding Instructional Effort

As indicated in Chapter 3, one of the inherent threats to internal validity of questionnaire and interview response is the difference between what respondents say they do and what they actually do. For validation purposes, institutional data were collected in order to ascertain the actual instructional effort by each faculty group. Part-time faculty head counts were revised to produce full-time faculty equivalent (FTE) for ease of comparison. A faculty FTE assumes a semester load of 15 credit hours. Through the load data gathered since 1987, a comparison was made between the instructional effort of the part-time faculty and that of the full-time faculty. In academic year 1987-88, 79 full-time FTE carried 46.5% of the load. This distribution of instructional load remained constant until academic year 1989-90 when the 79 full-time faculty FTE carried 49.0% of the instructional load compared to the 81 part-time FTE who carried 51.0% of the instructional load. In academic year 1990-91, the 76 full-time faculty FTE carried 43.0% of the instructional load while the 98 part-time faculty FTE assumed 57.0% of the instructional load (see Table 4-7).

In Fall 1990, full-time faculty FTE generated 21,287.5 (51.2%) student credit hours, while part-time faculty FTE generated 20,273.5 (48.8%) of the student credit hours. The difference in load data and student credit hour data

TABLE 4-7

**MILE HIGH COLLEGE DISTRICT  
LOAD HOURS BY FULL-TIME AND PART-TIME EQUIVALENT FACULTY  
BY COUNT AND PERCENT OF LOAD  
ACADEMIC YEARS 1987-88 TO 1990-91**



Full-Time Fac % of Load    
  Part-Time Fac % of Load  
 Full-Time Fac FTE Count    
  Part-Time Fac FTE Count

Academic Year	Full-Time Fac FTE Count	Full-Time Fac % of Load	Part-Time Fac FTE Count	Part-Time Fac % of Load
1987-88	79	46.5%	91	53.5%
1988-89	79	46.5%	91	53.5%
1989-90	79	49.0%	81	51.0%
1990-91	76	43.0%	98	57.0%

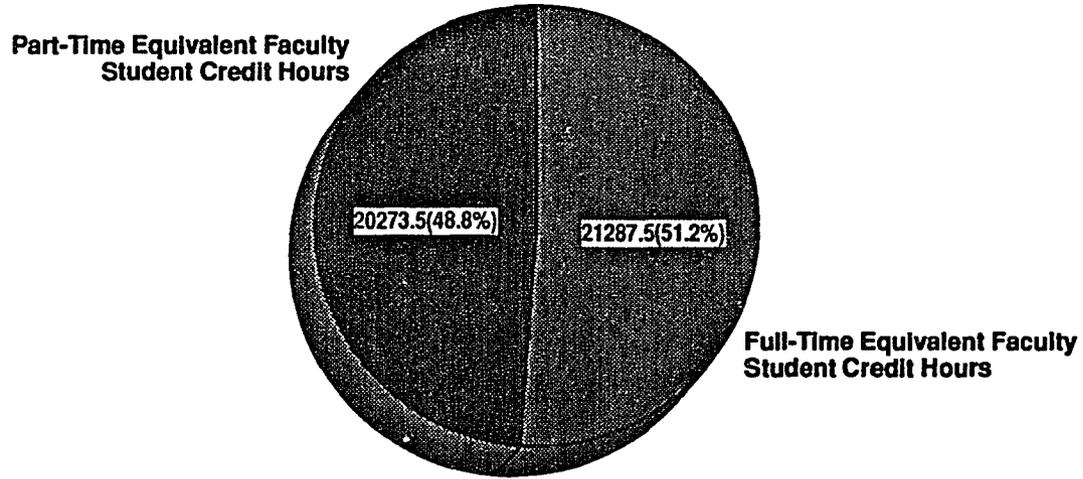
indicated that the production ratio was slightly higher for full-time faculty FTE (280) than part-time faculty FTE (207) (see Table 4-8).

In order to determine the impact of the part-time faculty on the instructional effort in the various mission functions, the faculty loads and the student credit hours generated were assigned to the various functions of the mission. All individual faculty loads and their accompanying student credit hours were reviewed for Fall semester 1990. These loads were assigned to the mission function through the courses that comprised load (see Appendix C, Sample of Faculty Load/SCH Report).

Of all the load assigned at Mile High College in the transfer function, the full-time faculty assumed the greater load. Table 4-6 shows when the mean of full-time faculty load (12.01) in the transfer function was compared to the mean of part-time faculty load (4.03), the t-value (13.43) was significant (0.0000, significance  $p < .05$ ). This significance, however, may be due in part to the coding of the courses. It is often difficult to differentiate between certain general education courses and some transfer courses; however, the consistent criterion used throughout was inclusion of the course in Course Equivalency Guide. If the course was included in the Guide, then the load and the

TABLE 4-8

**MILE HIGH COLLEGE DISTRICT  
FULL-TIME AND PART-TIME EQUIVALENT FACULTY  
BY STUDENT CREDIT HOURS  
FALL 1990**



subsequent SCH were assigned to the transfer function instead of the general education function.

In the occupational/career function, the mean of the full-time load (11.15) was significant when compared to the part-time (4.16) the t-value (10.09 with a probability of 0.00), see Table 4-6. After reviewing the particular courses the difference apparently was due to full-time faculty teaching the heavily-loaded courses, while part-time faculty taught those courses that may be supplemental to the program.

While the mean load was greater for the full-time faculty in general education (6.07 F.T., 3.15 P.T.), the difference was not statistically significant. In the continuing/ community education function, though not statistically significant, the part-time faculty mean (3.45) was higher than that of the full-time faculty (2.54), see Table 4-6. The greatest utilization of part-time faculty was in the remedial/developmental function while the full-time faculty were utilized most in the transfer function.

The student credit hour generation data reflected significant differences between that generated by full-time faculty and that generated by part-time faculty in all mission functions with the exception of counseling/guidance (see Table 4-6). Of those that were statistically significant, the mean of the full-time faculty was greater

except in the continuing/community education function. In this function, the part-time faculty generated more student credit hours than did the full-time faculty. The results are summarized in Table 4-6. One might inquire as to why in the continuing/ community education the load for full-time (2.54) when compared to part-time (3.45) was not statistically significant, whereas significance was indicated in the student credit hour data. The review of individual courses indicated that several full-time faculty taught classes in this area as "overload." However, these courses generally did not produce sizable SCH.

Flexibility in scheduling, specialized expertise and financial reasons were all given by the "elites" as primary reasons and advantages for hiring part-time faculty in the community colleges. One expert stated,

Part-time faculty add a great deal to managerial flexibility; it gives you the flexibility to shift from one quarter to the next; one year to the next in staffing. Managerially, it makes a lot of sense (researcher Cooke).

Another noted that part-time faculty are easily dismissed when they are not needed.

They are disposable. Class is over, you can get them out. You can park them on the shelf, and if you need them again, class opens up, put them back in again. You are not committed; the institution doesn't have a commitment to them for a long period of time (author Calhoun).

This flexibility was again emphasized when one of the experts stated that he included this concept in his instruction of future administrators.

When I teach how to be a dean, I stress there is a kind of convention in the business that says, in the community college about twenty percent of all the sections that are taught, ought to be taught by part-time people to give you flexibility. Changes in emphasis in the market place drive the curriculum of the community college. You try to keep this flexibility in the curriculum so you can shift your resources (expert Cleveland).

Specialized expertise was touted strongly as an advantage in hiring part-time faculty.

You can bring in a part-time faculty member to teach in an esoteric field where you couldn't afford to hire a full-timer because there was only one class in that field. They represent a connection to the community work world (author Calhoun).

Or as one expert stated,

Specialized expertise is clearly one of the major reasons why one would go hire part-time faculty. They are all the people who are practicing mostly for the professions, not so much the disciplines, but the professions (Lanley).

Board members and administrators also recognized that part-time faculty may provide specialized expertise that either cannot be found in the full-time faculty ranks or cannot be financially supported if a full-time faculty were hired. "This gives the college a way of getting some skills and specialties that probably the college could not ordinarily afford as a full-time tenured position" (Board Member Bryan).

As noted in Chapter 2 the most controversial reason for the employment of part-time faculty was the financial one. Most of the respondents indicated that a major advantage and justification for employing part-time is financial.

Part-time faculty are cheap; they are cheaper to hire than a full-time faculty member. Their pay rate typically runs somewhere between a third and forty percent, class by class, of what a full-timer would cost to teach that same amount of time. That's a pretty good money savings (Calhoun).

Cabinet level deans and the board members also cited finances as the major reason for and advantage realized in hiring part-time faculty. "The primary reason for the employment of part-time faculty is the one people won't state; the primary reason is economics" (Board President Sue).

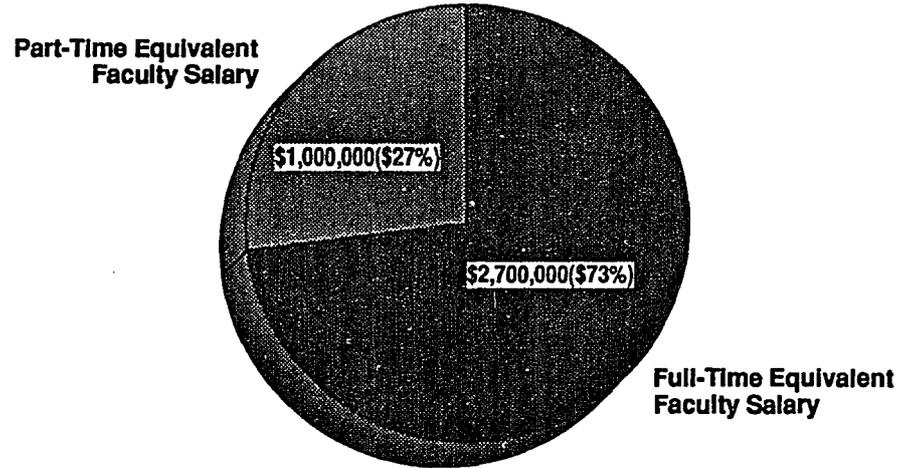
However, the president of the college did not support this view. Instead, he indicated that financial incentives were not a basis for employing part-time faculty at Mile High College.

Financial reasons isn't a value for me. In normal discussions we have had about the overall financial picture and the percentage of it which we spend on instructional faculty, I've never heard of it being part of any budget consideration here. It could be on some folks minds, but it certainly is not a planning budget issue from a stand point of saving money. Maybe because there is a reasonable level of it [employment of part-time faculty] and we have just come to predict on that basis. We have never reached the point where we employ more [part-time faculty] in order to save money. Matter of fact, we tend to go the other way (President Peter).

It is unknown whether the decisions to employ part-time faculty and how many to hire are embedded in a conscious concern for financial savings or are merely historical, as the president insinuated. Regardless, the institutional data reflected a significant savings in the instructional costs associated with part-time faculty. Though the part-time faculty were responsible for generating a sizable portion of the instructional effort (57%) in 1990-91, the allocation of financial resources reflected the fact that only 27% (\$1,000,000) of the instructional salary dollars were spent on part-time faculty salaries. Full-time salaries consumed 73% (2,700,000) of the dollars (see Table 4-9). The fringe benefits paid to the full-time faculty members, if included in the calculations, would increase the cost-savings of part-time faculty. The figures for the cost-benefit portion of the allocation of dollars associated with salaries were even more stunning. Full-time faculty benefits were calculated at 20% of the salary figure, while part-time faculty benefits were only 8%. Based on salary alone, a student credit hour generated by full-time faculty cost \$126.83 while one generated by part-time faculty were done so at a cost of \$49.33 per SCH. In other words, the cost was 2.57 more for full-time faculty than for part-time faculty.

TABLE 4-9

**MILE HIGH COLLEGE DISTRICT  
FULL-TIME AND PART-TIME EQUIVALENT FACULTY  
BY INSTRUCTIONAL SALARY\***



\* Benefits not included

### Activities that Support Mission

In addition to teaching, activities such as curriculum development, participating in governance, and various collegial activities support the community college mission. The experts agreed that part-time faculty had limited involvement in activities (other than teaching) that support the community college mission.

They [part-time faculty] are somewhat outside the main stream of the full curriculum; they don't participate in the full range of activities. They are not involved in program development, program monitoring and program management (expert Lanley).

Others agreed that aside from teaching, part-time faculty contribute very little.

They [part-time faculty] are not around except for direct instruction. They can not develop curriculum; they are not involved in program development; they are not involved in mentoring, counseling or advising students. They can not play a role on the important faculty committees dealing with many of the critical evaluation issues. It is more than the collegial environment--it's being around to help students. We know faculty being around to help students out of class has a profound impact on their values, their success. That is the thing that worries me most (consultant Rogers).

Expert Cleveland also voiced concern regarding part-time faculty involvement in those activities that support the community college mission:

There is limited commitment to the instruction of the students, that is self evident. You lose all their involvement. Whatever they know is dealt with in the context of the course and never feeds back into the decision making about the curriculum, scheduling and all that. Then for the

student, they [part-time faculty] are quite poor advisors. They can be decent advisors in terms of the work place, but they often don't know very much else. Certainly they don't know much about the curriculum, or its processes or procedures. They are not always helpful and knowledgeable about the options outside of the kind of job they do. If you look at which group impacts the curriculum of the institution, the corporate memory of the institution, its various dimensions, it is absolutely the part-timer that doesn't have any input there. The full-timer does all that, has the burden. The full-timer has a much greater impact on the institution and its mission.

Others indicated that the employment of part-time faculty limits institutional management:

The faculty role in institutional governance is severely mitigated by the part-time faculty. They don't take part. By definition, they are not part of the governing structure. So in general, it weakens the faculty position in governance, both conceptually and actually (author Calhoun).

Researcher Cooke alleged that the move to hire more part-time faculty is "deprofessionalizing" and prohibits the development and perpetuation of the institutional culture:

It destroys the whole professional base of academic work. It is one thing to have ten or twenty percent part-time faculty. It is another to have a third or a half of your faculty as part-time. You lose the faculty core. I think managers have to give up a great deal in order to get short term flexibility. They give up the long term stability of a faculty who would be there and commit themselves to the institutions. It has created very long run personnel problems that maybe only now are beginning to show up. It is very frightening. In order to have a rich culture, you are going to have to have people who feel some sense of common pursuit. That is, their main commitment in life is there. We can not expect that of part-timers. There is not the time to interact, without interaction one builds less cultural assumptions. I think community colleges

need all the organizational culture they can get. How much culture do you expect in the supermarket? I think community colleges should work long and hard at creating their culture. I think the part-timer phenomenon is a step backwards, in terms of organizational integration of an official culture. Some sense of personnel with the personnel having a sense in common, that this is a worthwhile place. We are here; it is us that we have created. You can't expect part-timers to be as much involved in that as full-timers. My worries [regarding the employment of part-timers] are there are negative effects on the long run character of community colleges. I worry about the negative effect--the long term commitment of faculty in the intellectual core and the culture of the institution.

Calhoun articulated concern regarding the impact on students:

They are less available outside of class. There is less chance for them to have contact with the student. They are not paid or expected to maintain office hours, sit on committees, and take part in college governance--all the other things that full-timers do.

When administrators were asked about the role of part-time faculty in the activities that support mission, all expressed concern. "I think part-time [faculty] activity is pretty much devoted to delivery related to that course and working with students related to success in that course" (President Peter). The vice president agreed that part-time faculty did not participate in activities other than teaching because it was not an expectation for them to do so.

There is little time spent on tasks at the institution, that is, their presence. Visibility is limited to the classroom experience with

exception of a few minutes before class or after class to talk with students. They know very little about the college; they know very little about other systems, i.e., counseling systems and advising systems. They don't have a strong connection to the institution. It is not our expectation that part-time faculty be involved in curriculum development and program management. They are not expected to hold office hours. We generally don't pay them for those activities, except in special incidents. That is the responsibility of full-time faculty. The only advising and counseling they [part-time faculty] do is informal. Some might do pretty well. As a whole, my guess is on an average, the group would not do it too well (Vice President John).

Both faculty groups were given a list of activities and asked to indicate the number of hours spent on each activity during a typical week (see Table 4-10). The activities included were the following: community services affiliated with the college, academic advising, personal counseling, conducting seminars and workshops, curriculum development, preparation and grading, and preparation for class. The results are indicated in Table 4-10.

Significant differences were found in the following activities--academic advising, personal counseling, preparation and grading, and preparation for class. Further, the differences were noteworthy. In each of these, the full-time faculty indicated that in a typical week they spent more hours involved in the activity than did part-time faculty. (Though 76 full-time faculty completed the questionnaire, only 49 chose to indicate the number of hours spent in preparation for class.) The highest number of

TABLE 4-10

## Hours per Week Spent on Activities that Support Mission

Activity	Full-Time Faculty			Part-Time Faculty			t	Probability
	N	Mean	SD	N	Mean	SD		
Community Service Affiliated College	20	2.4000	1.698	14	2.2857	1.138	0.2192	0.8279
Academic Advising	33	4.2424	5.744	18	1.5556	1.338	1.9473	0.0572*
Personal Counseling	46	3.9783	3.642	44	1.4091	0.658	4.6064	0.0000*
Conducting Seminar/Workshop	10	1.3000	0.483	6	5.0000	7.429	1.6076	0.1302
Curriculum Development	39	2.9706	4.969	34	2.4872	1.804	0.5666	0.5728
Preparation and Grading	61	10.5738	7.866	120	3.8250	3.997	7.6634	0.0000*
Committee Work	49	2.5102	1.386	4	1.7500	1.500	1.0493	0.2990
Preparation for Class	49	9.2449	5.840	131	4.1374	3.334	7.3292	0.0000*

\* Significance  $p < .05$

hours spent in preparation by full-time faculty was indicated to be 25 hours per week, (N = 2).

In curriculum development, the mean for the part-time faculty, though not significantly less, was less than that of the full-time faculty. Since curriculum development is generally restricted to the role of full-time faculty, one might expect greater differences between the faculty groups. It is assumed that those part-time faculty who responded developed curriculum in the community/continuing education function.

When both faculty groups were asked to indicate the number of hours they spent on committee work during a typical week, full-time faculty (N = 49) spent 2.51 mean hours per week. Only 4 part-time faculty responded to the question. In fact, it was clear that service on college committees was not a formal expectation for employment of part-time faculty. The Part-time Faculty Handbook: Policy and Administrative Procedures stated that:

Duties not required of part-time Faculty include:

- a. Service on College committees.
- b. Creation of course outlines.
- c. Service as student advisors.
- d. Participation in text selection.
- e. Teaching independent study classes.
- f. Holding student conference hours (p. 23).

For a complete listing of duties officially required and not required of part-time faculty, refer to pages 22-23 of the Handbook provided in Appendix D-4.

Tables 4-10 and 4-11 provide important evaluative information regarding the relative contributions of part-time faculty, particularly with respect to the share of instructional resources consumed, share of faculty activities accounted for, and the related costs per hour. Table 4-11 was composed from Table 4-10 by summing the products of the number of respondents per activity times the mean of each activity, adjusting these weekly data to reflect an annual basis, adjusting for variations in response rates between full-time and part-time faculty and then calculating mean costs per hour of activity by reference to total full-time and part-time faculty salary expenditures (see Table 4-11). It is important to clarify that these are not real costs per hour in the absolute sense; rather they are relative costs per hour because actual teaching hours are not included. However, the student credit hour cost data reflected the same ratio, that is, the cost associated with the activity being performed by the full-time faculty, whether teaching or activities that support the mission, was about two and one-half times greater for full-time faculty than for part-time faculty.

As indicated earlier, full-time faculty consume 73% of the dollars associated with salary and comprise 44% of the total faculty FTE, whereas, part-time faculty consume only 27% of the dollars and comprise 56% of the total faculty

TABLE 4-11

## Average Cost Associated with Activities

Activity	Full-Time Faculty			Part-Time Faculty		
	% of \$ Allocated	% of Total FTE	% of Annual Hours on Activity	% of \$ Allocated	% of Total FTE	% of Annual Hours on Activity
Community Service Affiliated with College	73	44	60	27	56	40
Academic Advising	73	44	83	27	56	17
Personal Counseling	73	44	75	27	56	25
Conducting Seminar/Workshop	73	44	70	27	56	30
Curriculum Development	73	44	58	27	56	42
Preparation and Grading	73	44	58	27	56	42
Committee Work	73	44	95	27	56	5
Preparation for Class	73	44	46	27	56	54
Total Hours Per Year Reported	56,112			49,197		
Average Cost Associated Per One Hour of Activity	\$48.11			\$20.32		

FTE. In all the activities that support the community college mission, a considerable savings is realized by the employment of part-time faculty. For example, in the community services activities affiliated with the college, part-time faculty compose 40% of the hours in activities that support the mission, yet they are receiving only 27% of the dollars associated with salary. Some of the claims of those who criticize the use of part-time faculty appear to be supported. For example, even though the cost per hour may be low, part-time faculty do a small share of academic advising (25%) and committee work (5%). The total hours per year reported by full-time faculty for activities that support the mission was 56,112, an average cost of \$48.11 per hour. In contrast, part-time faculty reported a total of 49,197 hours per year, an average cost of \$20.32. In summary, in both student credit hours generated and hours spent on mission support activities, Mile High Community College District realized a savings through the utilization of part-time faculty.

It is generally presumed that faculty-student interactions have value for both the instructor and the student. Out-of-class interaction increases the knowledge instructors have about their students. It would seem then that out-of-class interaction would enhance both the sense of accomplishment of the instructor while increasing his/her

awareness of the student's academic strengths and weaknesses. When the faculty groups were asked, "Do you actively encourage students to see you outside of class,?" 62 full-time faculty responded "yes," only six responded "no," (and five chose not to respond at all); 130 part-time faculty responded "yes," 37 responded "no," and nine chose not to respond.

Full-time faculty indicated that they spent more time meeting with students outside of the regularly scheduled class than did part-time faculty. Both faculty groups were asked, how many hours per week do you interact with students outside of the regular classroom hours? Seventy-three (66.6%) of the full-time faculty indicated that they spend 9-10 hours per week interacting with students outside of class. Of the 151 part-time faculty who responded, 55.7% indicated that they spend one to two hours per week interacting with student outside of class. Twenty-three (15%) of the part-time faculty who responded indicated that they spend no time outside of class interacting with students.

Since the faculty office is the logical location for faculty-student interaction, one indicator of the availability of faculty to students is the number of planned office hours held in a typical week. The results (see Table 4-12) are as follows: 66.6% of the full-time faculty

TABLE 4-12

## Frequency Analysis - Full-Time Faculty

Hrs/Wk Planned Office Hours	Number	Percent
0 =	1	1.4
3 =	1	1.4
4 =	1	1.4
6 =	1	1.4
7 =	3	4.3
8 =	6	8.7
9 =	25	36.2
10 =	21	30.4
11 =	2	2.9
13 =	2	2.9
15 =	2	2.9
30 =	1	1.4
34 =	1	1.4
35 =	1	1.4
37 =	<u>1</u>	<u>1.4</u>
Total	69	100.0

Missing Cases = 4  
Response = 94.5 %

## Frequency Analysis - Part-Time Faculty

Hrs/Wk Planned Office Hours	Number	Percent
0 =	73	52.9
1 =	16	11.6
2 =	14	10.1
3 =	10	7.2
4 =	7	5.1
5 =	5	3.6
6 =	4	2.9
8 =	2	1.4
10 =	3	2.2
14 =	1	0.7
15 =	1	0.7
16 =	<u>2</u>	<u>1.4</u>
Total	138	100.0

Missing Cases = 38  
Response = 78.4%

indicated that they held nine to ten planned office hours per week. Over 50% of the part-time faculty indicated that they held no planned office hours in a typical week. This was not surprising since office hours were not part of the expectation of employment. In addition, Mile High College did not provide office space for the part-time faculty. Although it was not an official job expectation, 65 of the part-time faculty responded that they held planned office hours. These arrangements were made through voluntary office sharing with a full-time faculty.

#### Intrinsic Rewards for Activities

The community college mission is an expression of the institution's values. One might presume that those who teach in community colleges would find the activities that support this mission to be rewarding. Full-time and part-time faculty were given a list of seventeen discrete work activities and were asked to what extent they "liked to do" the activity. They were asked to disregard extrinsic rewards (money); rather they were to consider the intrinsic reward (personal satisfaction) derived from the performance of the task. A scale of 5 (great deal) to 1 (very little) was used.

To aid in interpretation of responses, factor analysis was employed to reduce the data into a small set of factors.

Cattell's (1952) statement provided the rationale for this approach:

The factor analyst is suspicious of choosing the important variables in a priori, no matter how self-evident their significance may seem to the experimenter. He would like to find the real independent factors, the true functional unities, i.e., the independently acting influences, before entering an experiment with them.

Particularly in the biological and social sciences the researcher is presented with so bewildering a multitude of possible variables that unless he first factorizes to find the inherent organization of "structure," i.e., to find which surface variables are representatives of more significant, less numerous underlying variables, an immense waste of effort could take place (p. 22).

Three factors were extracted (see Table 4-13). After the determination of the factors, t-tests were conducted to discern whether full-time faculty responses differed from those of the part-time faculty.

#### Factor I/Collegial Participation

Full-time faculty placed a higher intrinsic value (3.51) on participation in collegial activities, such as involvement in faculty senate (V116), college committees (115), working with colleagues to construct cross-discipline courses (V117) and serving as faculty advisor to students (V117). The lower value (2.94) assigned to this factor by the part-time faculty reflects the official College expectation related to their employment; that is, part-time

TABLE 4-13  
Intrinsic Rewards

Factor	Full-Time Faculty		Part-Time Faculty		t	Probability
	Mean	SD	Mean	SD		
I Collegial Participation	3.5138	0.929	2.9412	0.929	4.5304	0.0000*
II Instruction Delivery	2.9692	0.801	2.6269	0.890	2.6799	0.0079*
III Preparing and Grading Exam	3.6571	0.854	3.4583	1.156	1.2982	0.1955
Individual Variable						
VIII (Discuss Inst. w/Colleagues)	3.6286	0.854	3.3174	1.109	2.1002	0.0368*

\* Significance  $p < .05$

5 = a great deal  
 4 = mostly  
 3 = somewhat  
 2 = little  
 1 = very little

faculty are not expected, nor compensated for, involvement in these collegial activities.

#### Factor II/Instructional Delivery Modes

Full-time faculty attached greater value (2.97) than part-time faculty did (2.94) to participating in "alternative" instructional modes, that is, alternative to the traditional lecture format. Included in this factor were the following items: delivering instruction in non-lecture format (V110), in mini-session (V112), in other non-traditional modes (V120), to local civic groups (V118) and to write articles (V119).

#### Factor III/Preparing and Grading Exams

The two faculty groups did not differ significantly in their assessment of intrinsic rewards attached to preparing (V109) and grading (V113) exams. Though the full-time faculty mean was higher (3.66) than the part-time (3.46), the difference was not significant.

Individual t-tests were conducted on those variables that were not included in any of the factors: like to have colleagues participate in your class (V106), like to help develop basic skills (V107), like to present a variety of social values (V108), like to provide for student collaboration (V114), and like to discuss instructional activities with colleagues (V111). The full-time faculty

indicated a greater reward (3.23) in discussing instructional activity with colleagues than did the part-time faculty (3.32), see Table 4-13. With this exception (variable 111), there was no significance found between the part-time faculty response and that of the full-time faculty.

#### Personal Goals or Aims in Teaching

In addition to the activities that support mission, both faculty groups were asked to respond regarding their personal goal or aim in teaching students. Again a factor analysis was conducted on the (16) questions associated with these personal goals. Five factors were extracted and t-tests were conducted (see Table 4-14).

#### Factor I/ Psychological and Emotional Self-Adjustment

Community colleges are institutions whose central concerns are with human growth and development. Both faculty groups indicated that psychological emotional development and adjustment of students was "somewhat" important to their personal goal in teaching students. Though the part-time faculty mean was slightly higher, the difference was not significant. Included in this factor were items related to the following--(V87) emotional support, (V88) moral character, (V89) self-understanding, and (V94) life adjustment (V94).

TABLE 4-14

## Personal Goal or Aim in Teaching Students

Factor	Full-Time Faculty		Part-Time Faculty		t	Probability
	Mean	SD	Mean	SD		
I (Psychological & Emotional Adjustment)	2.3657	0.698	2.4869	0.740	1.1371	0.2568
II (Responsible Member of Society)	2.5238	0.679	2.7619	0.874	1.1367	0.2590
III (Developing a Work Force)	2.2550	0.854	2.2710	0.8813	0.1668	0.8677
IV (Self-Directed, Clear Thinkers)	2.9679	0.875	2.9412	0.928	0.2066	0.8365
V Liberal Arts and Transfer	2.2071	0.639	2.5570	0.679	3.6494	0.0003*
Individual Variable						
V79 Mastering Knowledge	3.6714	0.846	3.4329	0.859	1.9532	0.0520*

\* Significance  $p < .05$ 

- 4 = essential  
 3 = very important  
 2 = somewhat important  
 1 = not important

Factor II/Responsible Members of Society

The general education mission function attests that central to its purpose is the preparation of students for civic responsibilities. On a scale of 4 = essential to 1 = not at all important, both faculty groups indicated that developing responsible members of society was "very important." There was no significant difference between the response of the full-time faculty and that of the part-time faculty. Included in this factor were those variables that attached importance to preparing students to become good citizens--(V90) developing responsible citizens, (V92) tools to evaluate society, and (V93) prepare for family living.

Factor III/Developing a Workforce

Mile High College maintained that the occupational/career function of their mission was a high priority. Both faculty groups indicated that developing a workforce was "somewhat important" in their personal aim in teaching students. Though the part-time faculty mean was slightly higher, the difference was not significant. Included in this factor were variables related to preparing students for the workforce--(V84) preparing for employment and (V91) providing skilled workers.

Factor IV/Self-Directed, Clear Thinkers

Both groups indicated that developing clear, creative self-thinkers was a "very important" goal in their teaching of students. Though the mean of the full-time faculty was higher for this item, there was no significant difference between them and the part-time faculty. Included in this factor were (V81) self-directed learning, (V82) clear thinking, and (V83) develop creative capacity.

Factor V/Liberal Arts and Transfer

The transfer and the occupational/career functions were the two highest priorities in Mile High College's mission statement. The part-time faculty indicated that liberal arts and transfer were a higher goal or aim in teaching students than did the full-time faculty, and the difference was statistically significant (see Table 4-14). This significance was somewhat surprising in view of the institutional data indicating that in the transfer function the instructional effort, in both load and student credit hours, was twice as high for full-time faculty as for part-time faculty. This factor was comprised of (V80) enjoying liberal arts, and (V85) transfer education.

Individual t-tests were conducted on the two variables that were not included in any of the factors. Both full-time and part-time faculty indicated that developing religious convictions (V86) was not an important goal or aim

in teaching students. However, in variable 79 (mastery of knowledge), the mean of the two groups was different. The full-time faculty indicated that the mastery of knowledge was "essential" in their personal goal in teaching students while the part-time faculty did not view it as an "essential goal" but instead they signified that it was "very important."

CHAPTER 5  
SUMMARY, DISCUSSION, AND IMPLICATIONS

This chapter provides a summary and discussion of the findings, as well as the implications for education and research. In the first section, the themes that emerged from the interviews and questionnaires will be reviewed, and then the empirical data will be reiterated and summarized. Finally, the implications for other community colleges will be discussed.

The community college and part-time faculty have become immersed in an uneasy symbiosis where the interests of the two groups converge. Part-time faculty have become an integral component of the community college. The impact of their employment has escalated the level of disagreement among national experts, administrators, and faculty groups.

Major Themes

The first major theme that became apparent from the interview and questionnaire respondents was that the impact of part-time faculty on community colleges was viewed quite differently depending on one's position within the organization. In understanding this, one must consider the different responsibilities that account for different responses. For example, the national experts possess the

historical and theoretical concept of the community college mission. They see the mission as it has been and project the vision for the future. Since the transfer function is historically the major function of the community college, it is understandable that they view the role of part-time faculty in this function as detrimental. Their responses may be categorized as "desirable" rather than "real." Often they view the community college from afar, as researchers and writers. Though well experienced, they are not involved in the day-to-day operations that are responsible for implementing the community college mission.

More closely but disparately related to the institution are the board, the administrators, and the faculty. The board is responsible for the governance of the institution. They must establish the policy that guides decision making. Seldom are they involved in direct operations. The administrators, on the other hand, are responsible for the implementation of that policy. At the same time administrators must manage the institution efficiently while accomplishing the implementation of the mission. Both the board and the administrators are concerned with the public image and the reputation of the college. Perhaps for this reason, administrators and board members tie the impact of the part-time faculty to the institutional mission priorities, that is transfer and occupational/career

functions. Their response regarding the transfer function is stimulated by their concern for standards and legitimacy. A core faculty, that is full-time faculty, insures for them that standard. Furthermore, the ability of students to transfer successfully adds to the credibility of the institution, both from the viewpoint of the public and from the universities that receive these students. As a consequence, administrators want to keep a "core" faculty intact. They want faculty who are there, who have their commitment tied to the college. These faculty are responsible for developing the curriculum and establishing the evaluation standards.

Though faculty are concerned with the operations and the image of the college, their major task is the transmission of knowledge. Full-time faculty are involved in much more than teaching. They're involved in program development and implementation. In those institutions that support the "shared governance" concept, full-time faculty have input into the decisions that plan the direction of the college. They view themselves then as having a great impact on the mission. Whether the impact is real or an illusion, they express themselves from the vantage point of being much more involved than part-time faculty in the implementation of the community college mission. It was not surprising then to find in this study that on all items relating to

impact, i.e., responsibilities and activities, the full-time faculty viewed the part-time faculty as having less impact than the part-time faculty indicated for themselves.

The part-time faculty may be somewhat guilty of responding from the "desirable" vantage point rather than the real. Their response may indicate their aspirations to become more like the full-time faculty. Or in some cases, they may be manifesting their desire to become full-time faculty. Regardless, they may wish to become more involved in college committees and governance. They may also wish to have more input into the curriculum for which they are responsible for delivering. For example, they may want a voice in textbook selection, or in initiating departmental policy and evaluation standards. However, all responses of the part-time faculty cannot be attributed merely to "aspiration." Though they do not receive compensation for such activities, nor are they expected to, several part-time faculty indicate that they do meet with students and that they do hold office hours. In other words, on their own initiative, some are behaving more like full-time faculty. It is understandable then that either way, they credit themselves with more impact in implementing the mission than others do for them.

The second major theme that emerged was that the utilization and impact of part-time faculty was embedded in

the concept of "appropriateness." For example, the national experts and administrators indicated that part-time faculty had a greater impact in the community/continuing education function. Much of the rationale for this centered around their concept that this was a match of part-time faculty to part-time students. "Part-time faculty are a natural match to community/[continuing] education" (author Calhoun). In the occupational/career function the experts and most of the administrators indicated strong support for the employment of part-time faculty. "In the occupational/[career] function there is the most congruency between the part-time [faculty] role and the needs of the institution" (researcher Cooke). Conversely, as indicated earlier, the use of part-time faculty in the transfer function was viewed negatively. "It is appropriate to keep part-time faculty out of the transfer function" (expert Cleveland).

The third major theme that emerged from the respondents centered around the activities, other than instruction, which support the community college mission. Strong sentiments were expressed by the national experts concerning the lack of participation of part-time faculty in curriculum development, in institutional governance, and service on college committees. Though the administrators agreed that part-time faculty were not involved in these activities, they did not seem alarmed by this fact. Instead, their

response was embedded in the formal terms surrounding the employment of part-time faculty. That is, the responsibility of part-time faculty is generally limited to delivering instruction. Consequently, they are not compensated for anything beyond that. However, the administration did acknowledge that the activities for part-time faculty in the community/continuing education function were different than in any of the other mission functions. In this area, part-time faculty were responsible for developing the curriculum. This was not the case in any of the other mission functions. Faculty respondents indicated a difference in the intrinsic rewards associated with various activities. Full-time faculty indicated a higher intrinsic reward associated with participation in collegial activities. In addition, they also indicated a higher intrinsic reward for sharing teaching ideas with colleagues. Again it is unclear if part-time faculty response was influenced by their view regarding the terms of their employment.

The fourth theme that surfaced was that the personal goals for teaching students are shared by both faculty groups. Both full-time and part-time faculty indicated that the emotional and psychological development of their students was an important personal goal or aim in their teaching. In addition, they agreed that developing

responsible members of society, developing a workforce, and developing self-directed, clear thinkers were important aims in their teaching.

#### Empirical Data

There are a plethora of discussions in the literature on how community colleges are not satisfying their mission. The turmoil surrounding the mission is due, in part, to the preponderance of part-time faculty. Despite the rhetoric, for the most part, the empirical results suggest quite another picture. With the exception of the continuing/community education function, the full-time faculty at Mile High College still assumed more responsibility for direct instruction. They generated slightly more student credit hours than did the part-time faculty. In addition, the production ratio was slightly higher for full-time faculty than for the part-time faculty.

Though it is questionable to base generalizations solely on a case study, the empirical data supports the assertion by the respondents that the impact of part-time faculty depends, in part, on the amount of their utilization within the various mission functions. The empirical data for Mile High College indicate that the part-time faculty were most heavily utilized in the remedial/developmental function (load = 5.33, SCH = 107.58; see Table 4-6). When load criteria were applied, the occupational/career function

was the second greatest area accounting for the assignment of part-time faculty. This function was followed consecutively by academic transfer, continuing/community education, general education and counseling/guidance. Therefore, it is essential that administrators know the specific function(s) where part-time faculty can best be realized in assisting the community college in meeting its comprehensive mission.

The objective data, as opposed to opinion, indicate that the use of part-time faculty has assisted community colleges in meeting their comprehensive mission. Of great importance to an institution that holds access and equity as sacred, this use of part-time faculty has assisted community colleges in avoiding a capping of enrollment and a denying of admission to students who greatly need college. As one administrator stated, "If community colleges were forced to allocate dollars in order to convert part-time faculty to full-time, we would offer fewer sections. The students then would be penalized because they would be unable get the courses they need" (vice president John).

The empirical data reflect that community colleges are literally saving millions of dollars. The data indicate that in both student credit hours generated and hours spent on mission supporting activities, Mile High Community College District realized a saving of scarce dollars through

the utilization of part-time faculty. There is a very good material reason for employing more part-time faculty-- budgets are tight. The increased employment of part-time faculty is exacerbated by consistent under-funding. The level of state support per student is much lower in the community colleges than it is in the four-year universities. It is imperative that the scarce educational dollars be used as efficiently as possible.

Districts have become so financially dependent on the use of part-time faculty that it has become difficult to reverse this dependence without disrupting the comprehensive mission. The critical issue then is the balance between the number of part-time faculty and the full-time faculty while at the same time preserving and perpetuating the institutional culture. The balance must insure that the mission gets embodied into the thinking of the faculty.

The suitable ratio of full-time faculty to part-time faculty is a local issue. There is tremendous variability among institutions. An institution can do a tremendous amount of good that it could not do otherwise for its constituencies by hiring part-time faculty. There is an educational return. Knowledge is being transmitted, presumably it is being accessed and certified in an appropriate way. There is then an educational impact that would not be realized without the use of part-time faculty,

who are absolutely critical to some programs in the community college. Community colleges simply could not run these programs without them; there is no other way to afford and furnish the expertise. Need then is one determinate of ratio.

The appropriate ratio is also determined by the hiring and evaluation practices, the staff development, and the services provided to part-time faculty. If hiring and evaluation standards are high, there is less assumed risk. It is expected that part-time faculty meet the minimum qualifications for the discipline in which they are employed. Careful evaluation by administrators or by peer faculty insure that quality instruction is taking place; if not, early detection can provide for dismissal or for development of the part-time faculty. Through staff development efforts, institutional expectations and standards can be transmitted. Organizational integration into the institutional culture can occur. Adequate support services, such as clerical support and office space can also allow an institution to hire more part-time faculty. The suitable ratio then is dependent, in part, on the institution's ability to support appropriately the employment of part-time faculty.

### Implications for Other Community Colleges

If the conflict in hiring part-time faculty in community colleges is clear, the solutions are less obvious. Many scholars and policy makers proclaim that community colleges must sharply redefine their goals and modes of operation. In particular they have focused on the employment of part-time faculty. The reformers suggest operational changes that mitigate the employment of part-time faculty. There is a need to push colleges to think and talk about the operational realities of part-time faculty employment.

If critics have been correct in their claim that community college employment of part-time faculty hinders the mission, they have been less clear about what precise institutional features of the community colleges account for this or what is to be done about it. Since part-time faculty are a reality in community colleges, we must learn to employ them in a constructive manner. Community colleges must assume responsibility and commitment to the improved effectiveness of part-time faculty. This commitment can be demonstrated through:

#### An Effective Recruitment and Employment Process

Economic concerns alone should not dictate the employment of part-time faculty. Employment policies should

be designed to maximize the quality of instruction. Recruitment should be based on instructional programmatic needs. An applicant pool should be established well in advance in order to eliminate last minute and often frantic hiring practices. Policy should be established which carefully outlines the recruitment process, the responsibilities, the enumeration, the supervision, and the evaluation procedures for the part-time faculty. This policy should be reflective of the institution and the manner in which part-time faculty are used.

#### An Established Staff Development Process

Staff development and in-service should be designed to include part-time faculty. Issues that may be specific to part-time faculty must be addressed. Information outlining support services for faculty and students should be given. Perhaps extra pay could be established as an incentive for part-time faculty to attend staff development activities. Evaluation standards should be established and maintained. This evaluation should be conducted as a means of improving the performance and the effectiveness of the part-time faculty.

#### Employment Status and Recognition

Part-time faculty who have a successful employment history should be granted permanent associate status and be

given "quasi-tenure" that provides some job security. With this, reemployment preference status should be implemented to insure that those who have had a successful employment history will be given preferential treatment in faculty assignments. Due process should be extended to part-time faculty. The administration should develop and implement programs which enhance the status and visibility of part-time faculty.

#### Conducive Work Environment

It is important to assign office space to part-time faculty, where they can be encouraged to meet and confer with students or with peers. Also, the administration should encourage interaction and communication between full-time faculty and part-time faculty. Support services, such as library and media assistance as well as clerical services should be provided.

#### Collegial Participation

Part-time faculty should be recognized as colleagues and allowed to participate in collegial activities such as faculty senate and faculty committees. It is clear that without an opportunity to contribute to the collegial life of the institution, the use of the part-time faculty may detract from the cohesiveness of the mission. It is imperative that part-time faculty are "mainstreamed," for it

is not solely the act of teaching in and of itself that engenders effective teaching. It is the conditions inside and outside the environment in which teaching and learning take place that coalesce to facilitate or impede effective teaching. Policies should be established that will ensure that part-time faculty are enfranchised in college governance.

#### Effective Research

Most of the information regarding part-time faculty is out of date and is of limited use. Even though Emmet (1981) and others called for researchers and scholars to examine part-time faculty employment as a component of their studies regarding faculty working conditions, minimal research has been completed. It is important that administrators insure that research is conducted to combat critics who are suspect of the abilities of part-time faculty.

**APPENDIX A**  
**QUESTIONNAIRE**

PLEASE RESPOND TO THE FOLLOWING 20 QUESTIONS:

1. SEX:

- MALE
- FEMALE

2. AGE:

- 20-30
- 31-40
- 41-50
- 51-60
- OVER 60

3. INDICATE WITH AN "X", THE HIGHEST DEGREE HELD:

- Doctorate
- Master
- Bachelor
- Associate
- Vocational School
- High School/GED
- None

4. INDICATE WITH AN "X", THE JOBS YOU'VE HELD FOR ONE YEAR OR MORE:

- A. University Teaching
- B. 4-Year College Teaching
- C. 2-Year College Teaching
- D. Administration in Higher Education
- E. Teaching and/or Administration Secondary or Elementary Schools
- F. Executive or Administration Outside Education
- G. Other Professional Position
- H. Student
- I. Other

5. INDICATE BY PLACING AN "X", THE JOB YOU HELD IMMEDIATELY PRIOR TO THE CURRENT FACULTY POSITION:

- A. University Teaching
- B. 4-Year College Teaching
- C. 2-Year College Teaching
- D. Administration in Higher Education
- E. Teaching and/or Administration Secondary or Elementary Schools
- F. Executive or Administrative Outside Education
- G. Other Professional Position
- H. Student
- I. Other

6. PLACE AN "X" IN THE SPACE THAT MOST CLOSELY MATCHES YOUR OPINION AS TO HOW WELL YOU THINK COMMUNITY COLLEGES ARE DOING IN MEETING THE FOLLOWING FUNCTIONS OF THEIR MISSION:

Excellent	Good	Fair	Poor	Very Poor	
					A. Counseling & Guidance
					B. General Education
					C. Remedial/Developmental Education
					D. Academic Transfer
					E. Occupational/Career Education
					F. Continuing & Community Education

7. DO YOU PERCEIVE THAT PART-TIME FACULTY HAVE MORE, EQUAL, OR LESS RESPONSIBILITY THAN FULL-TIME FACULTY IN THE FOLLOWING ACTIVITIES:

RESPONSIBILITY		
MORE	EQUAL	LESS

A. Academic Advisement  
 B. General Education  
 C. Remedial/Developmental Education  
 D. Academic Transfer  
 E. Occupational/Career Education  
 F. Continuing & Community Education

8. DO YOU PERCEIVE THAT PART-TIME FACULTY HAVE MORE, EQUAL, OR LESS RESPONSIBILITY THAN FULL-TIME FACULTY IN IMPLEMENTING THE FOLLOWING FUNCTIONS:

RESPONSIBILITY		
MORE	EQUAL	LESS

A. Counseling & Guidance  
 B. General Education  
 C. Remedial/Developmental  
 D. Academic Transfer  
 E. Occupational/Career Education  
 F. Continuing & Community Education

9. WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES THE IMPACT OF PART-TIME FACULTY COMPARED TO FULL-TIME FACULTY IN FULFILLING THE FOLLOWING FUNCTION OF THE COMMUNITY COLLEGE MISSION:

Much Greater Than Somewhat Greater About the Same A Little Less A Great Deal Less	IMPACT OF P-T to F-T			

A. Counseling & Guidance  
 B. General Education  
 C. Remedial/Developmental Education  
 D. Academic Transfer  
 E. Occupational/Career Education  
 F. Continuing and Community Education

10. INDICATE (WITH AN 'X') THE AREA(S) IN WHICH YOU TEACH:

- \_\_\_\_\_ A. Humanities
- \_\_\_\_\_ B. Nature Sciences
- \_\_\_\_\_ C. Social Sciences
- \_\_\_\_\_ D. Business (Management, Computing, OAD)
- \_\_\_\_\_ E. Fine & Visual Arts
- \_\_\_\_\_ F. Applied Science & Technology
- \_\_\_\_\_ G. Counseling
- \_\_\_\_\_ H. English
- \_\_\_\_\_ I. Other Languages
- \_\_\_\_\_ J. Mathematics
- \_\_\_\_\_ K. Remedial/Developmental
- \_\_\_\_\_ L. Other

Please indicate the number of hours spent on each activity during a typical week

- Hrs./week
- \_\_\_\_\_ A. Administration
  - \_\_\_\_\_ B. Teaching Transfer Classes
  - \_\_\_\_\_ C. Teaching Occupational Classes
  - \_\_\_\_\_ D. Teaching Remedial/Developmental Classes
  - \_\_\_\_\_ E. Teaching Continuing/Community Education Classes
  - \_\_\_\_\_ F. Teaching General Education Classes
  - \_\_\_\_\_ G. Community Services Affiliated with the College
  - \_\_\_\_\_ H. Academic Advising
  - \_\_\_\_\_ I. Personal Counseling
  - \_\_\_\_\_ J. Conducting Seminars and Workshops
  - \_\_\_\_\_ K. Curriculum Development
  - \_\_\_\_\_ L. Preparation and Grading
  - \_\_\_\_\_ M. Committee Work
  - \_\_\_\_\_ N. Other
  - \_\_\_\_\_ O. Preparation for Classes

12. INDICATE YOUR MAJOR TEACHING AREA(S) BY PLACING AN "X" IN THE APPROPRIATE BLANK(S).

- \_\_\_\_\_ A. Occupational/Vocational
- \_\_\_\_\_ B. Transfer
- \_\_\_\_\_ C. General Studies
- \_\_\_\_\_ D. Counseling
- \_\_\_\_\_ E. Developmental/Remedial
- \_\_\_\_\_ F. Introductory Courses
- \_\_\_\_\_ G. Advanced Courses

13. ON A SCALE OF 0 TO 5 WITH 0=NO RESPONSIBILITY AND 5=A GREAT DEAL, HOW WOULD YOU RANK THE PART-TIME FACULTY'S LEVEL OF RESPONSIBILITY TO THE COMMUNITY COLLEGE MISSION IN REGARD TO:

- \_\_\_\_\_ A. Counseling & Guidance
- \_\_\_\_\_ B. General Education
- \_\_\_\_\_ C. Remedial/Developmental Education
- \_\_\_\_\_ D. Academic Transfer
- \_\_\_\_\_ E. Occupational/Career Education
- \_\_\_\_\_ F. Continuing and Community Education

14. INDICATE BY PLACING AN "X" IN THE APPROPRIATE SPACE, HOW IMPORTANT EACH OF THE FOLLOWING IS AS YOUR PERSONAL GOAL OR AIM IN TEACHING STUDENTS:

				IMPORTANCE
Essential	Very important	Somewhat important	Not at all important	
				A. Mastery of knowledge in discipline.
				B. Appreciating of the liberal arts.
				C. Self-directed learning.
				D. Clear thinking.
				E. Develop creative capacities.
				F. Preparing for employment.
				G. Preparing for transfer education.
				H. Developing religious convictions.
				I. Providing for students emotional support.
				J. Developing moral character.
				K. Self-understanding.
				L. Developing responsible citizens.
				M. Providing local community with skilled human resources.
				N. Developing tools for the evaluation of society.
				O. Preparing students for family living.
				P. Life adjustment.

15. ON A SCALE OF 0 TO 5 WITH 0=NO RESPONSIBILITY AND 5=A GREAT DEAL, HOW WOULD YOU RANK THE FULL-TIME FACULTY'S LEVEL OF RESPONSIBILITY TO THE COMMUNITY COLLEGE MISSION IN REGARD TO:

- \_\_\_ A. Counseling & Guidance
- \_\_\_ B. General Education
- \_\_\_ C. Remedial/Developmental Education
- \_\_\_ D. Academic Transfer
- \_\_\_ E. Occupational/Career Education
- \_\_\_ F. Continuing and Community Education

16. DO YOU ACTIVELY ENCOURAGE STUDENTS TO SEE YOU OUTSIDE OF CLASS?

- \_\_\_ Yes
- \_\_\_ No

17. INDICATE BY PLACING THE APPROPRIATE NUMBER, HOW MANY PLANNED OFFICE HOURS YOU HOLD IN A TYPICAL WEEK.

\_\_\_\_\_ hrs/week

18. INDICATE BY PLACING THE APPROPRIATE NUMBER, HOW MANY HOURS PER WEEK YOU INTERACT WITH STUDENTS, OUTSIDE OF REGULAR CLASSROOM HOURS.

\_\_\_\_\_ hrs/week

19. INDICATE BY PLACING THE APPROPRIATE NUMBER IN THE SPACE, THE NUMBER OF CREDIT HOURS YOU ARE CURRENTLY TEACHING.

\_\_\_\_\_ credit hours

20. DISREGARD THE VALUE OF THE ACTIVITY FOR EXTRINSIC REWARDS (MONEY). RATHER CONSIDER THE INTRINSIC REWARD (PERSONAL SATISFACTION). TO WHAT EXTENT WOULD YOU LIKE TO DO THE ACTIVITY.

A Great Deal	ACTIVITY				
	Mostly	Somewhat	Little	Very Little	
					A. Excite students about your subject.
					B. Have colleagues participate in your classes.
					C. Help develop basic skills.
					D. Present a variety of social values in your instruction.
					E. Prepare examination questions.
					F. Instruct in other than a lecture fashion to classes greater than 30 students.
					G. Discuss instructional activities with colleagues.
					H. Offer instruction in mini-session or summer.
					I. Grade examinations.
					J. Provide opportunities for student collaboration in class.
					K. Serve on committees.
					L. Be a member of Faculty Senate.
					M. Construct a cross-disciplinary course.
					N. Offer your professional skills to a local civic group.
					O. Write articles for magazines within your field.
					P. Provide instruction through a non-traditional mode of delivery.
					Q. Serve as faculty advisor to students.

**APPENDIX B**

**LETTER**

Dear Faculty Member:

This study focuses on faculty and the community college mission as defined below--

1. **TRANSFER EDUCATION**--The first two years of baccalaureate-parallel and pre-professional courses for students wishing to transfer to four-year colleges and universities.
2. **OCCUPATIONAL EDUCATION**--Programs and courses for students preparing for entry-level employment or for upgrading a variety of occupations.
3. **GENERAL EDUCATION**--Programs and courses for students wishing to acquire knowledge and skills for self-fulfillment and for functioning effectively in the social, political, and economic environment.
4. **CONTINUING AND COMMUNITY EDUCATION**--Programs and special interest courses designed for those who wish to continue their education and for those who seek opportunities for cultural enhancement.
5. **COUNSELING AND GUIDANCE**--Courses and services which are provided to assist the student in defining, evaluating, and implementing their educational and occupational goals.
6. **REMEDIAL/DEVELOPMENTAL EDUCATION**--Courses and services designed to teach academically under-prepared students the skills they need to be more successful learners.

I ask your cooperation in completing this questionnaire. Please remember that no right or wrong answers exist, but the success of this portion of the research project depends on your giving honest responses. Users of this study will receive only summary results. To insure your privacy and to keep this survey anonymous, please do not sign your name.

Thank you for your cooperation in my research endeavor.

Sincerely,



D. Sharon Miller

APPENDIX C  
SAMPLE OF INDIVIDUAL INSTRUCTOR LOAD

Instructor:	FISE TYPE Del	Class Section	Load		Dif	SCH	Enrol	Average Enrol	Average SCH	SCH/Load
			Card	Load						
KENNETH,D.,		BID100 10002		5.1		88.00	22			17.25
		BID100 10004		5.1		88.00	22			17.25
		BID100 10001		5.1		96.00	24			18.82
		BID100 10003		5.1		96.00	24			18.82
	Totals:			20.4	20.4	0.0	368.00	92	23	92.00
RONALD,C.,		MTH130 10001		3.0		78.00	26			26.00
		MTH130 10002		3.0		84.00	28			28.00
		MTH131 10003		3.0		48.00	16			16.00
		MTH131 10005		3.0		60.00	20			20.00
	Totals:			15.0	15.0	0.0	303.00	101	20	60.60
SERGE,M.,		SPA101 10001		4.7		96.00	24			20.43
		SPA101 10002		4.7		64.00	16			13.62
		SPA102 10001		4.7		52.00	13			11.06
	Totals:			18.1	18.1	0.0	248.00	62	16	62.00
ROSALYN,L.,		HIS131 10001		3.0		93.00	31			31.00
		HIS131 10002		3.0		57.00	19			19.00
		V LSC201 10035		3.4		30.00	10			8.82
		V LSC201 10033		3.4		42.00	14			12.35
	Totals:			16.2	16.2	0.0	240.00	80	16	48.00
EDITH,M.,		ENG101 10002		3.0		63.00	21			21.00
		ENG101 10005		3.0		60.00	20			20.00
		ENG102 10008		3.0		45.00	15			15.00
		ENG102 10007		3.0		54.00	18			18.00
		ENG139 10001		3.0		57.00	19			19.00
		ENG139 10002		3.0		30.00	10			10.00
	Totals:			19.0	19.0	0.0	369.00	123	18	52.71
BARBARA,T.,		V MSG113 10001		1.0		48.00	48			48.00
	Totals:			10.4	2.0	8.4	105.00	105	53	52.50

APPENDIX D  
INTERVIEW GUIDE

\*\*\*\*\*  
 \* GENERAL INTRODUCTORY QUESTIONS \*  
 \*\*\*\*\*

1. What do you think is the primary reason for the increased employment of part-time faculty in Community Colleges ?

financial \_\_\_\_\_ 1 \_\_\_\_\_ 1  
 schedule flexibility \_\_\_\_\_ 2 \_\_\_\_\_  
 expertise \_\_\_\_\_ 3 \_\_\_\_\_  
 other \_\_\_\_\_ 4 \_\_\_\_\_

\*\*\*\*\*  
 Probe 1a Why do you say that ?

\*\*\*\*\*  
 \_\_\_\_\_ 2  
 \_\_\_\_\_ 3  
 \_\_\_\_\_ 4

2. What do you think are the advantages for hiring part-time faculty in Community Colleges ?

financial \_\_\_\_\_ 1 \_\_\_\_\_ 5  
 schedule flexibility \_\_\_\_\_ 2 \_\_\_\_\_  
 expertise \_\_\_\_\_ 3 \_\_\_\_\_  
 availability \_\_\_\_\_ 4 \_\_\_\_\_  
 other \_\_\_\_\_ 5 \_\_\_\_\_

\*\*\*\*\*  
 Probe 2a Of those you mentioned, how would you rank them in importance ?

\*\*\*\*\*  
 financial \_\_\_\_\_ 1 \_\_\_\_\_  
 schedule flexibility \_\_\_\_\_ 2 \_\_\_\_\_  
 expertise \_\_\_\_\_ 3 \_\_\_\_\_  
 availability \_\_\_\_\_ 4 \_\_\_\_\_  
 other \_\_\_\_\_ 5 \_\_\_\_\_

\*\*\*\*\*  
 Probe 2b Why did you rank them in that order ?

\*\*\*\*\*  
 \_\_\_\_\_ 7  
 \_\_\_\_\_ 8  
 \_\_\_\_\_ 9

Notes :

3. What do you perceive are the disadvantages in hiring part-time faculty ? \_\_\_\_\_ 10

lack of expertise \_\_\_\_\_ 1

lack of teaching skills \_\_\_\_\_ 2 \_\_\_\_\_ 11

unfair to students \_\_\_\_\_ 3 \_\_\_\_\_ 12

unfair to full time faculty \_\_\_\_\_ 4

unfair to part-time faculty \_\_\_\_\_ 5

other \_\_\_\_\_ 6

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

Probe Why do you say that ? \_\_\_\_\_ 13

3a

\*\*\*\*\* \_\_\_\_\_ 14

\_\_\_\_\_ 15

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

Probe Of those disadvantages you mentioned, which would you say is the major disadvantage ?

3b

\*\*\*\*\*

lack of expertise \_\_\_\_\_ 1 \_\_\_\_\_ 16

lack of teaching skills \_\_\_\_\_ 2

unfair to students \_\_\_\_\_ 3

unfair to full time faculty \_\_\_\_\_ 4

unfair to part-time faculty \_\_\_\_\_ 5

other \_\_\_\_\_ 6

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Notes : \_\_\_\_\_

\*\*\*\*\*  
 \* SPECIFIC MISSION ELEMENTS \*  
 \*\*\*\*\*

Counseling and Guidance

4. Which would you say best describes the level of responsibility of part-time faculty in implementing the counseling and guidance function of the community college mission : \_\_\_\_\_ 17

- great deal \_\_\_\_\_ 1 \_\_\_\_\_ 18
- fair amount \_\_\_\_\_ 2 \_\_\_\_\_
- very little \_\_\_\_\_ 3 \_\_\_\_\_
- none at all \_\_\_\_\_ 4 \_\_\_\_\_
- no opinion \_\_\_\_\_ 5 \_\_\_\_\_

Note: if 1,2,3 go to 4b after 4a

\*\*\*\*\*  
 Probe Why do you say that ? \_\_\_\_\_ 19  
 4a \_\_\_\_\_ 20  
 \*\*\*\*\* \_\_\_\_\_ 21

\*\*\*\*\*  
 Probe [give card] \_\_\_\_\_ 21a  
 4a.a On a scale 0 to 10, with 0 = none and \_\_\_\_\_  
 \*\*\*\*\* 10 = a great deal, where would you rank  
 the part-time faculty's level of responsibility ?  
 \_\_\_\_\_

\*\*\*\*\*  
 Probe Within the counseling and guidance function, \_\_\_\_\_ 22a  
 4b what are the activities in which part-time  
 \*\*\*\*\* faculty are involved ?

- academic advisement \_\_\_\_\_ 1
- personal counseling \_\_\_\_\_ 2
- no opinion \_\_\_\_\_ 3
- others \_\_\_\_\_ 4
- \_\_\_\_\_
- \_\_\_\_\_

Notes : \_\_\_\_\_

5. Which would you say best describes the level of responsibility of full time faculty in implementing this function ? \_\_\_\_\_ 22b

- great deal \_\_\_\_\_ 1
- fair amount \_\_\_\_\_ 2
- very little \_\_\_\_\_ 3
- none at all \_\_\_\_\_ 4
- no opinion \_\_\_\_\_ 5

\*\*\*\*\*

Probe [refer to card] \_\_\_\_\_ 22c  
 5a On a scale 0 to 10, with 0 = none and  
 \*\*\*\*\* 10 = a great deal, where would you rank  
 the full-time faculty's level of responsibility ?  
 \_\_\_\_\_

6. Which best expresses your opinion in comparing the impact of part-time faculty to full time faculty, in the implementing of this aspect of the mission ? \_\_\_\_\_ 23

- much greater than full time faculty \_\_\_\_\_ 1
- somewhat greater than full time faculty \_\_\_\_\_ 2
- about the same as full time faculty \_\_\_\_\_ 3
- a little less than full time faculty \_\_\_\_\_ 4
- great deal less than full time faculty \_\_\_\_\_ 5
- no opinion \_\_\_\_\_ 6

\*\*\*\*\*

Probe Why do you say that ? \_\_\_\_\_ 24

6a

\*\*\*\*\*  
 \_\_\_\_\_ 25  
 \_\_\_\_\_ 26  
 \_\_\_\_\_  
 \_\_\_\_\_

Notes : \_\_\_\_\_

7. Overall, how good a job do you think community colleges are doing in meeting this aspect of the mission ?

an excellent job	_____ 1	_____ 27
a good job	_____ 2	
a fair job	_____ 3	
a poor job	_____ 4	
a very poor job	_____ 5	
no opinion	_____ 6	

Note: if 3,4,5 go to 7a

\*\*\*\*\*

Probe Why ?

7a	_____	_____ 27a
*****	_____	
	_____	

Notes :

---

\*\*\*\*\*  
 \* GENERAL EDUCATION \*  
 \*\*\*\*\*

8. Which would you say best describes the level of responsibility of part-time faculty in implementing the general education function of the community college mission ? \_\_\_\_\_ 28

great deal \_\_\_\_\_ 1  
 fair amount \_\_\_\_\_ 2  
 very little \_\_\_\_\_ 3  
 none at all \_\_\_\_\_ 4  
 no opinion \_\_\_\_\_ 5

NOTE : If 1, 2, 3, go to 8b after 8a

\*\*\*\*\*

PROBE Why do you say that ?

8a \_\_\_\_\_ 29  
 \_\_\_\_\_ 30  
 \_\_\_\_\_ 31

\*\*\*\*\*

Probe [card]

8a.a On a scale 0 to 10, with 0 = none and 10 = a great deal, where would you rank the part-time faculty's level of responsibility in this function ? \_\_\_\_\_ 31a

\*\*\*\*\*

PROBE Within the general education function, what are the activities in which part-time faculty are involved ?

8b \_\_\_\_\_  
 \*\*\*\*\*  
 teaching classes \_\_\_\_\_ 1 \_\_\_\_\_ 32  
 advising students \_\_\_\_\_ 2  
 conducting seminars / workshops \_\_\_\_\_ 3  
 curriculum development \_\_\_\_\_ 4  
 other \_\_\_\_\_ 5  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Which would you say best describes the level of responsibility of full time faculty in implementing this function ? \_\_\_\_\_ 33

great deal \_\_\_\_\_ 1  
 fair amount \_\_\_\_\_ 2  
 very little \_\_\_\_\_ 3  
 none at all \_\_\_\_\_ 4  
 no opinion \_\_\_\_\_ 5

\_\_\_\_\_ 34

\*\*\*\*\*  
 Probe [card] \_\_\_\_\_ 34a  
 9a.a On a scale 0 to 10, with 0 = none and  
 \*\*\*\*\* 10 = a great deal, where would you rank  
 the full-time faculty's level of responsibility  
 in this function ?  
 \_\_\_\_\_

\*\*\*\*\*  
 Probe Are the types of activities in this aspect of  
 9a mission different for full time faculty than  
 \*\*\*\*\* part-time faculty ?  
 yes \_\_\_\_\_1 no \_\_\_\_\_2

\*\*\*\*\*  
 Probe How are they different ? \_\_\_\_\_ 35  
 9b \_\_\_\_\_ 36  
 \*\*\*\*\* \_\_\_\_\_ 37

10. Which best expresses your opinion in comparing  
 the impact of part-time faculty to full time  
 faculty in the implementation of the general  
 education function of the community college mission ? \_\_\_\_\_ 38  
 much greater than full time faculty \_\_\_\_\_1 39  
 somewhat greater than full time faculty \_\_\_\_\_2  
 about the same as full time faculty \_\_\_\_\_3  
 a little less than full time faculty \_\_\_\_\_4  
 a great deal less than full time faculty \_\_\_\_\_5  
 no opinion \_\_\_\_\_6

\*\*\*\*\*  
 Probe Why do you say that ? \_\_\_\_\_ 40  
 10a \_\_\_\_\_ 41  
 \*\*\*\*\* \_\_\_\_\_ 42  
 \_\_\_\_\_  
 \_\_\_\_\_

Notes : \_\_\_\_\_

11. Overall, how good a job do you think community colleges are doing in meeting the general education function of the mission ? \_\_\_\_\_ 43

an excellent job	_____	1
a good job	_____	2
a fair job	_____	3
a poor job	_____	4
a very poor job	_____	5
no opinion	_____	6

\*\*\*\*\*

Probe Why ?

11a

\*\*\*\*\*

\_\_\_\_\_ 43a

Notes : \_\_\_\_\_

\*\*\*\*\*  
 \* REMEDIAL / DEVELOPMENTAL \*  
 \*\*\*\*\*

12. Which would you say best describes the level of \_\_\_\_\_ 44  
 responsibility of part-time faculty in implementing  
 the remedial / developmental function of the community  
 college mission ?

great deal \_\_\_\_\_ 1  
 fair amount \_\_\_\_\_ 2  
 very little \_\_\_\_\_ 3  
 none at all \_\_\_\_\_ 4  
 no opinion \_\_\_\_\_ 5

NOTE : If 1, 2, 3, go to 12b after 12a

\*\*\*\*\*  
 Probe Why do you say that ? \_\_\_\_\_ 45  
 12a \_\_\_\_\_ 46  
 \*\*\*\*\* \_\_\_\_\_ 47  
 \_\_\_\_\_  
 \_\_\_\_\_

\*\*\*\*\*  
 Probe [card] \_\_\_\_\_  
 12a.a On a scale 0 to 10, with 0 = none and \_\_\_\_\_ 47a  
 \*\*\*\*\* 10 = a great deal, where would you rank  
 the part-time faculty's level of responsibility  
 in this function ?  
 \_\_\_\_\_

\*\*\*\*\*  
 Probe Within the remedial /developmental functions \_\_\_\_\_  
 12b what are the activities in which part-time \_\_\_\_\_ 48  
 \*\*\*\*\* faculty are involved ?  
 \_\_\_\_\_

teaching classes \_\_\_\_\_ 1  
 advising students \_\_\_\_\_ 2  
 conducting seminars / workshops \_\_\_\_\_ 3  
 curriculum development \_\_\_\_\_ 4  
 other \_\_\_\_\_ 5  
 \_\_\_\_\_  
 \_\_\_\_\_

Notes : \_\_\_\_\_

13. Which would you say best describes the level of responsibility of full time faculty in implementing this function ? \_\_\_\_\_ 49

- great deal \_\_\_\_\_ 1
- fair amount \_\_\_\_\_ 2
- very little \_\_\_\_\_ 3
- none at all \_\_\_\_\_ 4
- no opinion \_\_\_\_\_ 5

\*\*\*\*\*  
 Probe [card] \_\_\_\_\_ 49a  
 13a.a On a scale 0 to 10, with 0 = none and  
 \*\*\*\*\* 10 = a great deal, where would you rank  
 the full-time faculty's level of responsibility  
 in this function ?  
 \_\_\_\_\_

\*\*\*\*\*  
 Probe Are the types of activities in this aspect of \_\_\_\_\_ 50  
 13a mission different for full time faculty than  
 \*\*\*\*\* part-time faculty ?  
 yes \_\_\_\_\_ 1 no \_\_\_\_\_ 2

\*\*\*\*\*  
 Probe How are they different ? \_\_\_\_\_ 51  
 13b \_\_\_\_\_ 52  
 \*\*\*\*\* \_\_\_\_\_ 53  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14. Which best expresses your opinion in comparing the impact of part-time faculty to full time faculty in the implementation of the remedial / developmental function of the community college mission ? \_\_\_\_\_ 54

- much greater than full time faculty \_\_\_\_\_ 1
- somewhat greater than full time faculty \_\_\_\_\_ 2
- about the same as full time faculty \_\_\_\_\_ 3
- a little less than full time faculty \_\_\_\_\_ 4
- a great deal less than full time faculty \_\_\_\_\_ 5
- no opinion \_\_\_\_\_ 6

Notes :

\*\*\*\*\*  
 Probe  
 14a  
 \*\*\*\*\*

Why do you say that ?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_ 55  
 \_\_\_\_\_ 56  
 \_\_\_\_\_ 57

15. Overall, how good a job do you think community colleges are doing in meeting the remedial / developmental function of the mission ?

- an excellent job \_\_\_\_\_ 1 (Note: if 3,4,5 probe 15a)
- a good job \_\_\_\_\_ 2
- a fair job \_\_\_\_\_ 3
- a poor job \_\_\_\_\_ 4
- a very poor job \_\_\_\_\_ 5
- no opinion \_\_\_\_\_ 6

\_\_\_\_\_ 58

\*\*\*\*\*  
 Probe  
 15a  
 \*\*\*\*\*

Why ?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_ 58a

Notes :

-----

\*\*\*\*\*  
\* ACADEMIC TRANSFER \*  
\*\*\*\*\*

16. Which would you say best describes the level of responsibility of part-time faculty in implementing the academic transfer function of the community college mission ? \_\_\_\_\_ 59

- great deal \_\_\_\_\_ 1
- fair amount \_\_\_\_\_ 2
- very little \_\_\_\_\_ 3
- none at all \_\_\_\_\_ 4
- no opinion \_\_\_\_\_ 5

NOTE : If 1, 2, 3, go to 16b after 16a

\*\*\*\*\*

Probe Why do you say that ?

16a

\*\*\*\*\*

-----  
 -----  
 -----  
 -----

\_\_\_\_\_ 60  
 ----- 61  
 ----- 62

\*\*\*\*\*

Probe {card}

16a.a

\*\*\*\*\*

On a scale 0 to 10, with 0 = none and 10 = a great deal, where would you rank the part-time faculty's level of responsibility in this function ?

\_\_\_\_\_

\_\_\_\_\_ 62a

\*\*\*\*\*

Probe Within the academic transfer functions what are the activities in which part-time faculty are involved ?

16b

\*\*\*\*\*

- teaching classes \_\_\_\_\_ 1
- advising students \_\_\_\_\_ 2
- conducting seminars / workshops \_\_\_\_\_ 3
- curriculum development \_\_\_\_\_ 4
- other \_\_\_\_\_ 5

-----  
 -----

\_\_\_\_\_ 63

Notes :

17. Which would you say best describes the level of responsibility of full time faculty in implementing this function ? \_\_\_\_\_ 64

- great deal \_\_\_\_\_ 1
- fair amount \_\_\_\_\_ 2
- very little \_\_\_\_\_ 3
- none at all \_\_\_\_\_ 4
- no opinion \_\_\_\_\_ 5

\*\*\*\*\*

Probe [card]

17a.a On a scale 0 to 10, with 0 = none and \_\_\_\_\_ 64a

\*\*\*\*\* 10 = a great deal, where would you rank the full-time faculty's level of responsibility in this function ?

\_\_\_\_\_

\*\*\*\*\*

Probe Are the types of activities in this aspect of mission different for full time faculty than \_\_\_\_\_ 65

17a part-time faculty ?

\*\*\*\*\*

yes \_\_\_\_\_ 1 no \_\_\_\_\_ 2

\*\*\*\*\*

Probe How are they different ? \_\_\_\_\_ 66

17b

\*\*\*\*\*

\_\_\_\_\_ 67

\_\_\_\_\_ 68

\_\_\_\_\_

\_\_\_\_\_

18. Which best expresses your opinion in comparing the impact of part-time faculty to full time faculty in the implementation of the academic transfer function of the community college mission ? \_\_\_\_\_ 69

- much greater than full time faculty \_\_\_\_\_ 1
- somewhat greater than full time faculty \_\_\_\_\_ 2
- about the same as full time faculty \_\_\_\_\_ 3
- a little less than full time faculty \_\_\_\_\_ 4
- a great deal less than full time faculty \_\_\_\_\_ 5
- no opinion \_\_\_\_\_ 6

Notes :

\*\*\*\*\*  
 Probe  
 18a  
 \*\*\*\*\*

Why do you say that ?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

70  
 71  
 72

19. Overall, how good a job do you think community colleges are doing in meeting the academic transfer function of the mission ?

\_\_\_\_\_ 73

- an excellent job \_\_\_\_\_ 1 (note: if 3,4,5 probe 19a)
- a good job \_\_\_\_\_ 2
- a fair job \_\_\_\_\_ 3
- a poor job \_\_\_\_\_ 4
- a very poor job \_\_\_\_\_ 5
- no opinion \_\_\_\_\_ 6

\*\*\*\*\*  
 Probe  
 19a  
 \*\*\*\*\*

Why ?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_ 73a

Notes :

\_\_\_\_\_

\*\*\*\*\*  
 \* OCCUPATIONAL CAREER EDUCATION \*  
 \*\*\*\*\*

20. Which would you say best describes the level of \_\_\_\_\_ 74  
 responsibility of part-time faculty in implementing  
 the occupational / career function of the community  
 college mission ?

- great deal \_\_\_\_\_ 1
- fair amount \_\_\_\_\_ 2
- very little \_\_\_\_\_ 3
- none at all \_\_\_\_\_ 4
- no opinion \_\_\_\_\_ 5

NOTE : If 1, 2, 3, go to 20b after 20a

\*\*\*\*\*

Probe Why do you say that ? \_\_\_\_\_ 75  
 20a \_\_\_\_\_ 76  
 \*\*\*\*\* \_\_\_\_\_ 77  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\*\*\*\*\*

Probe [card] \_\_\_\_\_ 77a  
 20a.a On a scale 0 to 10, with 0 = none and  
 \*\*\*\*\* 10 = a great deal, where would you rank  
 the part-time faculty's level of responsibility  
 in this function ?  
 \_\_\_\_\_

\*\*\*\*\*

Probe Within the occupational / career functions \_\_\_\_\_ 78  
 20b what are the activities in which part-time  
 \*\*\*\*\* faculty are involved ?  
 teaching classes \_\_\_\_\_ 1  
 advising students \_\_\_\_\_ 2  
 conducting seminars / workshops \_\_\_\_\_ 3  
 curriculum development \_\_\_\_\_ 4  
 other \_\_\_\_\_ 5  
 \_\_\_\_\_  
 \_\_\_\_\_

Notes :

21. Which would you say best describes the level of responsibility of full time faculty in implementing this function? \_\_\_\_\_ 79

great deal \_\_\_\_\_ 1  
 fair amount \_\_\_\_\_ 2  
 very little \_\_\_\_\_ 3  
 none at all \_\_\_\_\_ 4  
 no opinion \_\_\_\_\_ 5

\*\*\*\*\*

Probe [card]

21a.a On a scale 0 to 10, with 0 = none and \_\_\_\_\_ 79a  
 \*\*\*\*\* 10 = a great deal, where would you rank  
 the full-time faculty's level of responsibility  
 in this function ?  
 \_\_\_\_\_

\*\*\*\*\*

Probe Are the types of activities in this aspect of \_\_\_\_\_ 80  
 21a mission different for full time faculty than  
 \*\*\*\*\* part-time faculty ?

yes \_\_\_\_\_ 1                      no \_\_\_\_\_ 2

\*\*\*\*\*

Probe How are they different ?

21b \_\_\_\_\_ 81  
 \*\*\*\*\* \_\_\_\_\_ 82  
 \_\_\_\_\_ 83  
 \_\_\_\_\_

22. Which best expresses your opinion in comparing the impact of part-time faculty to full time faculty in the implementation of the occupational career function of the community college mission ? \_\_\_\_\_ 84

much greater than full time faculty \_\_\_\_\_ 1  
 somewhat greater than full time faculty \_\_\_\_\_ 2  
 about the same as full time faculty \_\_\_\_\_ 3  
 a little less than full time faculty \_\_\_\_\_ 4  
 a great deal less than full time faculty \_\_\_\_\_ 5  
 no opinion \_\_\_\_\_ 6

Notes :

\*\*\*\*\*  
Probe  
22a  
\*\*\*\*\*

Why do you say that ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

----- 85  
----- 86  
----- 87

23. Overall, how good a job do you think community colleges are doing in meeting the occupational / career function of the mission ?

----- 88

- an excellent job \_\_\_\_\_ 1
- a good job \_\_\_\_\_ 2
- a fair job \_\_\_\_\_ 3
- a poor job \_\_\_\_\_ 4
- a very poor job \_\_\_\_\_ 5
- no opinion \_\_\_\_\_ 6

(note: if 3,4,5 probe 23a)

\*\*\*\*\*  
Probe  
23a  
\*\*\*\*\*

Why ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

----- 88a

Notes :

-----

\*\*\*\*\*  
 \* CONTINUING AND COMMUNITY EDUCATION \*  
 \*\*\*\*\*

24. Which would you say best describes the level of responsibility of part-time faculty in implementing the continuing & community education function of the community college mission ? \_\_\_\_\_ 89

- great deal \_\_\_\_\_ 1
- fair amount \_\_\_\_\_ 2
- very little \_\_\_\_\_ 3
- none at all \_\_\_\_\_ 4
- no opinion \_\_\_\_\_ 5

NOTE : If 1, 2, 3, go to 24b after 24a

\*\*\*\*\*

Probe Why do you say that ? \_\_\_\_\_ 90  
 24a \_\_\_\_\_ 91  
 \*\*\*\*\* \_\_\_\_\_ 92  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\*\*\*\*\*

Probe [card] \_\_\_\_\_ 92a  
 24a.a On a scale 0 to 10, with 0 = none and  
 \*\*\*\*\* 10 = a great deal, where would you rank  
 the part-time faculty's level of responsibility  
 in this function ?

\*\*\*\*\*

Probe Within the continuing & educational functions \_\_\_\_\_ 93  
 24b what are the activities in which part-time  
 \*\*\*\*\* faculty are involved ?  
  
 teaching classes \_\_\_\_\_ 1  
 advising students \_\_\_\_\_ 2  
 conducting seminars / workshops \_\_\_\_\_ 3  
 curriculum development \_\_\_\_\_ 4  
 other \_\_\_\_\_ 5  
 \_\_\_\_\_  
 \_\_\_\_\_

Notes :

25. Which would you say best describes the level of responsibility of full time faculty in implementing this function ? \_\_\_\_\_ 94

great deal \_\_\_\_\_ 1  
 fair amount \_\_\_\_\_ 2  
 very little \_\_\_\_\_ 3  
 none at all \_\_\_\_\_ 4  
 no opinion \_\_\_\_\_ 5

\*\*\*\*\*

Probe [card]

25a.a On a scale 0 to 10, with 0 = none and \_\_\_\_\_ 94a  
 \*\*\*\*\* 10 = a great deal, where would you rank  
 the full-time faculty's level of responsibility  
 in this function ?  
 \_\_\_\_\_

\*\*\*\*\*

Probe Are the types of activities in this aspect of \_\_\_\_\_ 95  
 25a mission different for full time faculty than  
 \*\*\*\*\* part-time faculty ?

yes \_\_\_\_\_ 1 no \_\_\_\_\_ 2

\*\*\*\*\*

Probe How are they different ?

25b \_\_\_\_\_ 96  
 \*\*\*\*\* \_\_\_\_\_ 97

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

26. Which best expresses your opinion in comparing the impact of part-time faculty to full time faculty in the implementation of the continuing & community education function of the community college mission ? \_\_\_\_\_ 99

much greater than full time faculty \_\_\_\_\_ 1  
 somewhat greater than full time faculty \_\_\_\_\_ 2  
 about the same as full time faculty \_\_\_\_\_ 3  
 a little less than full time faculty \_\_\_\_\_ 4  
 a great deal less than full time faculty \_\_\_\_\_ 5  
 no opinion \_\_\_\_\_ 6

Notes : \_\_\_\_\_

\*\*\*\*\*  
Probe  
26a  
\*\*\*\*\*

Why do you say that ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 100  
\_\_\_\_\_ 101  
\_\_\_\_\_ 102

27. Overall, how good a job do you think community colleges are doing in meeting the continuing & community education function of the mission ?

\_\_\_\_\_ 103

- an excellent job \_\_\_\_\_ 1
- a good job \_\_\_\_\_ 2
- a fair job \_\_\_\_\_ 3
- a poor job \_\_\_\_\_ 4
- a very poor job \_\_\_\_\_ 5
- no opinion \_\_\_\_\_ 6

(note: if 3,4,5 probe 27a)

\*\*\*\*\*  
Probe  
27a  
\*\*\*\*\*

Why ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 103a

Notes :



\*\*\*\*\*  
 \* END-GENERAL QUESTIONS \*  
 \*\*\*\*\*

28. Considering the major functions of the community college mission, such as, transfer, remedial / developmental, general education, counseling / guidance, occupational / career, and continuing community education; do you feel the part-time faculty are more important in one area than another ? \_\_\_\_\_ 104

yes \_\_\_\_1                      no \_\_\_\_2

\*\*\*\*\*  
 Probe 28a Why do you say this ? \_\_\_\_\_ 105  
 \*\*\*\*\*  
 \_\_\_\_\_ 106  
 \_\_\_\_\_ 107  
 \_\_\_\_\_

\*\*\*\*\*  
 Probe 28b If no, then can we assume that you are saying that part-time faculty impact all aspects of the mission equally ?  
 \*\*\*\*\*  
 yes \_\_\_\_1                      no \_\_\_\_2                      \_\_\_\_\_ 108

\*\*\*\*\*  
 Probe 28c Why do you say this ? \_\_\_\_\_ 109  
 \*\*\*\*\*  
 \_\_\_\_\_ 110  
 \_\_\_\_\_ 111  
 \_\_\_\_\_

29. Do you think the increased employment has impacted the mission of the community college ?  
 yes \_\_\_\_1                      no \_\_\_\_2                      \_\_\_\_\_ 112  
 (see 29a)                      (see 29b)

\*\*\*\*\*  
 Probe 29a How ? \_\_\_\_\_ 113  
 \*\*\*\*\*  
 \_\_\_\_\_ 114  
 \_\_\_\_\_ 115  
 \_\_\_\_\_

\*\*\*\*\*  
Probe  
29b  
\*\*\*\*\*

Why not ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
116  
\_\_\_\_\_  
117  
\_\_\_\_\_  
118

30. Do you favor the increased employment of  
part-time faculty in community colleges ?

yes \_\_\_\_\_ 1                      no \_\_\_\_\_ 2  
(see 30a)                              (see 30b)

\_\_\_\_\_ 119

\*\*\*\*\*  
Probe  
30a  
\*\*\*\*\*

Why ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
120  
\_\_\_\_\_  
121  
\_\_\_\_\_  
122

\*\*\*\*\*  
Probe  
30b  
\*\*\*\*\*

Why not ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
123  
\_\_\_\_\_  
124  
\_\_\_\_\_  
125

31. What would you say is the optimum ratio  
of part-time faculty to full time faculty ?

2 to 1            \_\_\_\_\_ 1  
4 to 1            \_\_\_\_\_ 2  
5 to 1            \_\_\_\_\_ 3  
8 to 1            \_\_\_\_\_ 4  
10 to 1           \_\_\_\_\_ 5  
other             \_\_\_\_\_ 6  
\_\_\_\_\_

\_\_\_\_\_ 126

\*\*\*\*\*  
Probe  
31a  
\*\*\*\*\*

Why do you say that ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 127

\*\*\*\*\*  
 \* RESPONDENT PERSONAL INFORMATION : \*  
 \*\*\*\*\*

32. What is your current position ?

not currently employed	_____	1	_____	128
administrator	_____	2		
full time faculty	_____	3		
part-time faculty	_____	4		
researcher	_____	5		
other	_____	6		

33. How many years of experience do you have in your current position ?

0 - 5	_____	1	_____	129
5 - 10	_____	2		
10 - 15	_____	3		
15 and more	_____	4		

34. How many years of experience do you have in the field of higher education (including teaching, research, writing, etc...)?

0 - 5	_____	1	_____	130
5 - 10	_____	2		
10 - 15	_____	3		
15 and more	_____	4		

35. Have you ever worked in a community college ?

yes	_____	1	no	_____	2	_____	131
(see 35a)							

\*\*\*\*\*  
 Probe  
 35a  
 \*\*\*\*\*

In what capacity ?

administrator	_____	1	_____	13
full time faculty	_____	2		
part-time faculty	_____	3		
researcher	_____	4		
other	_____	5		

APPENDIX D-1  
PART-TIME FACULTY COMPARED TO FULL-TIME FACULTY  
(ACTIVITIES THAT SUPPORT MISSION FUNCTION)

## Part-Time Responsibility Compared to Full-Time (Activities)

Activity	Full-Time Faculty			Part-Time Faculty			t	Probability
	N	Mean	SD	N	Mean	SD		
Counseling/ Guidance	73	1.0548	0.283	166	1.3253	0.507	4.2705	0.0000*
General Education	72	1.4583	0.579	162	1.8086	0.492	4.7483	0.0000*
Remedial/ Developmental	72	1.4028	0.597	155	1.6194	0.627	2.4582	0.0147*
Transfer	73	1.2740	0.479	160	1.5375	0.559	3.4828	0.0003*
Occupational/ Career	73	1.5342	0.579	162	1.8704	0.631	3.8702	0.0001*
Continuing/ Community Ed.	72	1.8611	0.792	165	2.1212	0.669	2.5967	0.0050*

\* Significance  $p < .05$ 

3 = more  
 2 = equal  
 1 = less

APPENDIX D-2  
PART-TIME FACULTY COMPARED TO FULL-TIME FACULTY  
(RESPONSIBILITY FOR IMPLEMENTING MISSION FUNCTION)

## Part-Time Responsibility Compared to Full-Time (Implementing)

Activity	Full-Time Faculty			Part-Time Faculty			t	Probability
	N	Mean	SD	N	Mean	SD		
Counseling/ Guidance	72	1.0417	0.201	161	1.3416	0.548	4.4989	0.0000*
General Education	72	1.2778	0.536	159	1.6038	0.527	4.3248	0.0000*
Remedial/ Developmental	71	1.1831	0.487	157	1.4713	0.615	3.4814	0.0006*
Transfer	72	1.1528	0.399	160	1.3937	0.527	3.4563	0.0007*
Occupational/ Career	71	1.2535	0.469	161	1.7267	0.661	5.4505	0.0000*
Continuing/ Community Ed.	72	1.5694	0.765	164	1.9024	0.711	3.2345	0.0014*

\* Significance  $p < .05$ 

3 = more  
2 = equal  
1 = less

APPENDIX D-3  
PART-TIME FACULTY COMPARED TO FULL-TIME FACULTY  
(IMPACT IN FULFILLING MISSION FUNCTION)

## Impact of Part-Time Faculty Compared to Full-Time Faculty (Fulfilling)

Activity	Full-Time Faculty			Part-Time Faculty			t	Probability
	N	Mean	SD	N	Mean	SD		
Counseling/ Guidance	68	1.3676	0.667	158	1.9937	0.920	5.0631	0.0000*
General Education	68	2.1618	0.924	157	2.6115	0.844	3.5634	0.0004*
Remedial/ Developmental	68	2.0411	0.818	151	2.3576	0.995	2.2729	0.0240*
Transfer	67	1.8806	0.826	155	2.2194	0.948	2.5363	0.0119*
Occupational/ Career	66	2.3636	0.905	155	2.8065	1.063	2.9562	0.0035*
Continuing/ Community Ed.	68	2.9412	1.157	158	3.1013	0.945	1.0890	0.2773*

\* Significance  $p < .05$ 

- 5 = much greater than
- 4 = somewhat greater than
- 3 = about the same
- 2 = little less
- 1 = great deal less

APPENDIX D-4  
POLICY STATEMENT

## Mile High College Part-time Faculty Handbook: Policies and Procedures

**F. Benefits Not Extended to Part-Time Faculty**

As temporary employees, part-time faculty are not eligible for the following benefits extended to full-time faculty:

1. Group insurance coverage.
2. Participation in the Arizona State Retirement System.
3. Social Security coverages other than medicare tax.
4. Professional Growth/Merit awards designated for full-time faculty.
5. Professional leaaves (sabbaatical leave, faculty exchange leave, paid sick leave (except as noted below), personal leave, military leave).
6. Eligibility for per diem allowance while traveling to and from extension locations, except as allowed in any existing policies.
7. Extension of benefits to members of the part-time faculty person's family.
8. Any other benefits of full-time faculty unless specifically extended in writing by this policy and administrative procedures.

**G. Duties Required and Not Required of Part-time Faculty.****1. Duties Required of Part-time Faculty**

- a. Meet assigned classes as specified in the current schedule and teach such classes in accordance with course outlines, including specified textbooks.
- b. Do appropriate reading, grading, test design, syllabus (not outline) preparation, material preparation, record keeping, registration and attendance verification, and other routine tasks essential to the conduct of the class. A course outline is a district approved document covering such items as course prefix, number, title, description, goals, content, and textbook. A syllabus is a teacher generated document given to students stating such things as grading and attendance standards, specific topics to be covered, and other learning activities.
- c. Attend such meetings and workshops as may be necessary to obtain or renew certification or essential licensure requirements.
- d. Attend required instructionally-related meetings, such as:
  - 1) an orientation meeting

2) specially called department or division meetings (Such meetings will be scheduled so they will not conflict with prior commitments of part-time faculty.)

Absences may be approved by the supervising division chair, assistant dean, or director.

3) Other meetings as required in these procedures.

- e. In unusual circumstances, departments or divisions may request approval from the supervising dean to assign part-time faculty special duties or assignments. Such special duties or assignments will be on an agreement separate from the part-time faculty's teaching assignment agreement.
- f. Promptly submit required evaluations and academic reports.
- g. Follow the same accepted standards of conduct as the full-time faculty as described in applicable Administrative Procedures 3.5.A.1 and 3.5.A.3. which relate to unsatisfactory service and conduct unbecoming a faculty member.

## 2. Duties Not Required of Part-time Faculty

Part-time faculty are not required to perform other duties assigned to full-time instructors. Part-time faculty requested to perform other duties will receive extra compensation on a mutually agreeable basis. Part-time faculty who perform these "other duties" on their own initiative (without written request and offer of pay from administration) will not be paid for such service.

Duties not required include:

- a. Service on College committees.
- b. Creation of course outlines.
- c. Service as student advisors.
- d. Participation in text selection.
- e. Teaching independent study classes.
- f. Holding student conference hours.

## H. Continuation of Employment as a Part-time Faculty

Part-time faculty, as temporary employees, are appointed on a semester-by-semester basis. Although a part-time

APPENDIX E  
SAMPLE OF VARIABLE CODING QUESTIONNAIRE RESPONSE

Variable 33 - P-T GE Functions - TEACHING CLASSES  
 Start column = 42    Number of columns = 1    Type = Numeric  
     1=Indicated  
     =Not Indicated

-----  
 Variable 34 - P-T GE Functions - ADVISING STUDENTS  
 Start column = 43    Number of columns = 1    Type = Numeric  
     1=Indicated  
     =Not Indicated

-----  
 Variable 35 - P-T GE Functions - CONDUCT SEMINARS  
 Start column = 44    Number of columns = 1    Type = Numeric  
     1=Indicated  
     =Not Indicated

-----  
 Variable 36 - P-T GE Functions - CURRICULUM DEVELOPMNT  
 Start column = 45    Number of columns = 1    Type = Numeric  
     1=Indicated  
     =Not Indicated

-----  
 Variable 37 - P-T GE Functions - OTHER  
 Start column = 46    Number of columns = 1    Type = Numeric  
     1=Indicated  
     =Not Indicated

-----  
 Variable 38 - F-T General Education Role  
 Start column = 47    Number of columns = 1    Type = Numeric  
     1=Great Deal  
     2=Fair Amount  
     3=Very Little  
     4=None at All  
     5=No Opinion  
     =Missing

-----  
 Variable 39 - Differ General Ed Role P-T to F-T  
 Start column = 48    Number of columns = 1    Type = Numeric  
     1=Yes  
     2=No  
     =Missing

-----  
 Variable 40 - Impact P-T on General Ed Role  
 Start column = 49    Number of columns = 1    Type = Numeric  
     1=Much Greater FT  
     2=Some Greater FT  
     3=Same as FT  
     4=Little Less FT  
     5=Great Less FT  
     6=No Opinion  
     =Missing

-----  
 Variable 41 - Quality CC on General Ed Role  
 Start column = 50    Number of columns = 1    Type = Numeric

APPENDIX F  
SAMPLE OF VARIABLE CODING INTERVIEW RESPONSE

-----  
Variable 23 - P-T Responsibility-Remedial/Development  
Start column = 23    Number of columns = 1    Type = Numeric  
1=More  
2=Equal  
3=Less  
  =No Response

-----  
Variable 24 - P-T Responsibility-Transfer  
Start column = 24    Number of columns = 1    Type = Numeric  
1=More  
2=Equal  
3=Less  
  =No Response

-----  
Variable 25 - P-T Responsibility-Occupational/Career  
Start column = 25    Number of columns = 1    Type = Numeric  
1=More  
2=Equal  
3=Less  
  =No Response

-----  
Variable 26 - P-T Responsibility-Continuing/Community  
Start column = 26    Number of columns = 1    Type = Numeric  
1=More  
2=Equal  
3=Less  
  =No Response

-----  
Variable 27 - P-T Implement-Counseling/Guidance  
Start column = 27    Number of columns = 1    Type = Numeric  
1=More  
2=Equal  
3=Less  
  =No Response

-----  
Variable 28 - P-T Implement-General Ed  
Start column = 28    Number of columns = 1    Type = Numeric  
1=More  
2=Equal  
3=Less  
  =No Response

-----  
Variable 29 - P-T Implement-Remedial/Development Ed  
Start column = 29    Number of columns = 1    Type = Numeric  
1=More  
2=Equal  
3=Less  
  =No Response

-----  
Variable 30 - P-T Implement-Transfer  
Start column = 30    Number of columns = 1    Type = Numeric

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