A NATIONAL ASSESSMENT OF THE ACTIVITIES, PERCEIVED INSTRUCTIONAL NEEDS AND APPROPRIATE METHODS OF DELIVERING PROFESSIONAL DEVELOPMENT FOR PART-TIME TECHNICAL AND OCCUPATIONAL EDUCATION FACULTY IN THE COMMUNITY COLLEGES OF THE UNITED STATES

DISSERTATION

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by

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ABSTRACT

This study was designed to describe the frequency of professional development activities provided to part-time occupational and technical program faculty. Additionally, the perceptions of occupational education officers concerning the instructional professional development needs and their appropriate method(s) of delivery for these faculty members within the community colleges in the U.S. were identified.

Concerning the factors related to the amount of professional development activities provided to part-time faculty members, introduction to the policies and procedures of the college and/or department, introduction to other college faculty/staff, orientation to the course/classroom, and help in meeting administrative requirements were found to occur at least once a quarter or semester. Staff at the program, division, or institutional level was shown to be the most common method of meeting the part-time faculty professional development needs by the respondents' community colleges.

The types of instructional help part-time faculty members were perceived to need most were concentrated in the following areas: (a) identifying the learning characteristics of students, (b) alternating teaching methods to accommodate different

learning styles, (c) participation in web-based instruction, and (d) participation in distance learning.

Information addressing the ways in which professional development should be delivered to part-time faculty indicated that they were perceived to be willing to participate in *at least one* activity per semester or quarter. Seminar discussions, group classroom activities, and computer assisted instruction or multi-media interaction were perceived as the preferred ways of how part-time faculty would most like to learn. An evening/night format was stipulated as the best time of day and the Fall was indicated as the best time of year for providing professional development activities. Concerning the types of compensation which should be provided to part-time faculty for participation in professional development activities, per diem and travel expenses was selected as the most important with personal growth being second. Other job commitments, distance of travel, remuneration issues, personal motivation, and experience or inexperience as a teacher were also found to be factors which might interfere with part-time faculty member participation in professional development activities.

DEDICATION

This document, my doctoral degree, and my life, are dedicated to my Father God in Heaven, the great "I Am"–He is the alpha and the omega, who is, who was, and who is to come again, the Almighty. Whatever good can be done because of this degree is for His glory. In his heart a man plans his course, but it is the Lord who determines his steps–Proverbs 16:9.

To my precious wife Sheila, who loves me even when I don't deserve it, who stopped me from renting a U-Haul to leave when times got tough, and who worked every bit as hard or harder than I did to achieve success in this effort, you are one of God's great gifts to me and to this world. To our son Noah, thanks for entertaining yourself and being patient with Dad–you are the evidence of God's awesome creative ability and, to us at least, one of God's greatest miracles.

I also dedicate this dissertation and doctoral degree to all my brothers and sisters in Christ, with special thanks to Greg Belcher and his band of prayer warriors. They are proof that our God is a living God, a loving God, who actively answers prayer, and who works for the good of those who love him who have been called according to His purpose. After all, if God is for us, who or what can stand against us?

To Greg Belcher and Bill Jepsen, thanks for being the kinds of friends, husbands, and fathers that I hope to be someday–you are living examples of what our Creator expects of a man of God.

Finally, to all my friends and family members who voiced their support through encouraging words and prayer, and showed their support through deeds of kindness and pats on the back, you are proof that I was not alone.

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A hearty and heartfelt thanks to you John Soloninka for coaching me during my doctoral candidacy examination and to you Edmund Lyatuu for helping me to analyze and make sense of the data I collected for this study.

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To those who would read this and are diligently striving towards their graduate degree, I have no words of advice but rather defer once again to Piet Hein, "Put up in a place where it easy to see, the cryptic admonishment T.T.T. When you feel how depressingly slowly you climb, it's well to remember Things Take Time."

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TABLE OF CONTENTS

Page

Page

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Background and Setting

The context for higher education has changed dramatically in recent years with reduced funding, increased emphasis on technology, internationalization of the curriculum, and greater competition for students. The range of courses offered by colleges and universities and employer expectations of graduates has also changed with higher education being asked to produce a more flexible and higher qualified workforce to respond to changes in society (Watters & Weeks, 1999). Both public and private institutions, facing escalating costs and a heightened public awareness and sometimes criticism of the high cost of tuition, have viewed the hiring of part-time faculty as one source of flexibility in budgets dominated by fixed costs (Ostertag, 1991; Gappa & Leslie, 1997; Leslie, 1998).

In response to these and other pressures, many universities and colleges have relied more and more on part-time academic and instructional staff. "The modern community college would be hard pressed to meet its comprehensive mission without relying upon a substantial part-time instructional work force" (Osborn, 1990, p. 17).

Higher education's reliance on a part-time workforce, in conjunction with the increased attention to both the quality of teaching and the performance of students, has created a need for policies and practices for employing, managing, and professionally developing part-time, adjunct, and casual faculty members (Watters & Weeks, 1999).

Higher education has found that the use of part-time teachers helps to meet the institutional needs of maintaining current and relevant training programs in the technology driven climates of new and emerging occupational areas; providing training programs on an occasional, on-demand basis; and reducing the risk of offering ongoing programs for which low enrollments are anticipated. Additionally, numerous part-time faculty have been hired to maintain close ties with business and industry as many are practitioners in the field in which they are teaching. In this way, colleges can remain on the cutting edge in the face of changing career needs, skill expectations, and the world of work (Leslie, 1998; Phillippe & Patton, 2000). Community colleges have begun to realize that these very same part-time faculty/industry practitioners strengthen their occupational and technical programs with the application of real-world perspectives. In fact, many new skills-related technology courses often have required the expertise that full-time faculty do not have.

The use of part-time academic staff has not been a characteristic of the American system of higher education alone. It has been estimated that more that one-half of the faculty in two-year colleges and nearly one-third of the faculty at four-year colleges and universities in England work part-time (Pollington, 1991). Rajagopal and

Farr (1992) reported that more than one-third of all Canadian faculty were part-timers, and in certain universities in Australia, part-time academic staff members outnumber full-time faculty 2:1 (Watters & Weeks, 1999). Even in the late 1970s, the trend toward hiring non-teacher trained yet highly skilled tradespeople was so prevalent in vocational settings that part-time instructors far out numbered full-time faculty (Goetsch, 1978). "While individual part-timers come and go, as a group they constitute a permanent part of the faculty work force in every type of institution" (Gappa & Leslie, 1997, p. 18).

In fulfilling their missions and in many cases mandates of knowledge generation, preservation, and transmission, colleges and universities rely fundamentally upon their faculty. Great institutional energies have been, and still are, focused upon the analysis of faculty needs, criteria and standards for appointment and advancement, and the processes for recruitment (Rajagopal & Farr, 1992). However, past attention has been typically directed to addressing the faculty resource represented by full-time appointees with part-time faculty largely overlooked or simply ignored. Although part-time faculty contribute substantially to the teaching load, the expenditure of resources to support them has been trivial (Rajagopal & Farr, 1989). Despite the sometimes substantial portion of undergraduate instruction being performed by part-time faculty, a caste system has operated to effectively consider part-time faculty so marginal to the academic enterprise that they are segregated almost entirely from even rudimentary training and development in the work that they do–that of teaching. "They are

excluded almost totally from those forms of professional development deemed essential by their full-time colleagues to healthy academic professional life and classroom effectiveness" (Rajagopal & Farr, 1992,
p. 326).

Because the use of part-time teachers has increased and, "The quality of education depends largely on what happens when teachers meet students in the classroom" (Cross & Angelo, 1989, p. 24), postsecondary and adult education institutions need to develop guidelines to ensure the availability of support services for part-time teachers. Although community colleges have found part-time faculty attractive and necessary because of their flexibility, convenience, and lower rate of pay, college administrators have been concerned that part-time faculty may not be well-qualified, at least in the pedagogical context (Kelly, 1991). Additionally, the shortage of certified vocational teachers had led to hiring people directly from industry to fill vacant teaching positions. Although these industry-based teachers have the technical skills required in the workplace of their particular discipline, many often lack the instructional background and experience that enable them to manage the classroom and inspire learning (Brown, 2000).

It has become increasingly necessary to address the no longer emerging but now well established part-time faculty phenomenon in a way that considers the needs of both the institution and the part-time faculty member. The often marginal positions of part-time faculty adds to the vulnerability of academic professionals to political and

administrative dictate and a situation has been created where, "A relatively powerless proletariat exists in American academic life, centered in employment that is part-time and [often] poorly paid" (Clark, 2001, p. 35).

Perhaps the most important academic concern has been the perception that part-time faculty threaten the quality of academic programs in terms of course content, advising, faculty-student interaction, curriculum integrity, meeting the standards of business and industry and the profession, and collegiality within the college and its departments (Leslie, 1998). As Rajagopal and Farr (1992) succinctly stated:

> It will be necessary to come to grips with 'the part-timer question' in a way that incorporates in any solution two different perspectives: 1) the perspective of the universities, relating to their economic and curricular objectives, reasons for using part-timers, and mechanisms for managing the part-time workforce, and; 2) the perspective of the part-time faculty members themselves, relating to their reasons for teaching part-time, their aspirations, and their attitudes toward their work and their role in their universities and place in the collegium.
>
> (p. 329)

This study was related to the first perspective concerning the institutional or administrative perspective of the mechanisms which are in place for managing part-time faculty. Developing a profile of the professional development activities, needs, and appropriate methods of delivery for part-time occupational and technical program faculty in the community colleges in the United States was a better way to identify the

ways in which the paramount issue of pedagogical competency of part-time faculty has been, or could be, addressed in these institutions of higher education.

Community Colleges

Community colleges, a purely American innovation, have served the nation for nearly 100 years since Joliet Community College in Joliet, Illinois, the oldest existing public two-year college, was founded in 1901. At the turn of the 20th century, the lack of academic preparation of many university students led William Rainey Harper, president of the University of Chicago, and other prominent education leaders to advocate the separation of the first two years of higher education from the university setting (American Association of Community Colleges (AACC), 1995). In 1947, the President's Commission on Higher Education published the *Higher Education for American Democracy Report* which called for the establishment of a network of public community colleges which would charge little or no tuition and offer comprehensive programs to serve the area in which they were located. Popularly known as the Truman Commission Report, the commission popularized the phrase "community college" and since 1901, at least 100 million people have attended community colleges in the United States (AACC, 2001[b]). "The community college movement began the great transformation into a learning society in which each person who wishes to do so can study almost any subject in almost any geographical community" (Deegan, 1985, p. vii).

Community colleges have been, and by all indications will continue to be, a prominent and valuable component of America's postsecondary educational system. AACC estimated that as of 1998, there were approximately 1600 community colleges, including their branch campuses, in the United States (Phillippe & Patton, 2000). In the academic school year of 1996-97, over 10.4 million part and full-time students (5.4 million credit seeking; 5 million non-credit seeking) were enrolled in community colleges throughout the 50 states, the majority of which were enrolled in workforce training courses (AACC, 2001[a]). Community colleges have educated more than one-half of the nation's undergraduates focused on three types of educational programs: college transfer, vocational-technical, and community service (AACC, 1995).

In the last 20 years, community colleges have been confronted with an increasing number of part-time adult students and course offerings along with diminishing budgets (Galbraith & Shedd, 1990; Levine, 2001). In response to these trends as well as other factors, segments of higher education and especially community colleges, have resorted to utilizing part-time or adjunct faculty to a greater degree. This contingent workforce has provided institutions the flexibility to adjust to enrollment changes, fill temporary vacancies, teach specialized courses, and reduce faculty costs (Levine, 2001; National Center for Educational Statistics (NCES), 2001[b]). The use of part-time faculty has also helped two-year institutions keep tuition costs as low as possible which helps fulfill their primary mission of maximizing access to higher educational opportunities (AACC, 1995). The National Center for Educational

Statistics (2001[a]) indicated that in 1997, fully two-thirds (64%) of the faculty at public community colleges were part-time employees; this, in contrast to 1992 figures of 42%, demonstrates an increase of 22% in just five years.

Although reliance on part-time faculty has been a fact of the community college system in the United States, a question which has begun to surface and will no doubt persist: "Are part-time faculty properly trained, credentialed, or otherwise prepared to teach?" Past evaluation results indicated that part-time teachers often lack an understanding of the concepts of curriculum, teaching methods, student assessment, and many of the theories behind the science of pedagogy such as teaching and learning styles (Galbraith & Shedd, 1990). This has been compounded by the fact that a sizeable portion of the typical community college student body is comprised of older students (Selman & Wilmoth, 1986), most part-time faculty are employed for their professional competence rather than their pedagogical training (Pedras, 1985) and, community college faculty are commonly involved in instructing adult learners. In 1994, NCES data indicated that the average age of a community college student was 29 and 31% of those enrolled in community colleges were 30 years old or older (AACC, 1995).

In addition to the challenges of teaching the diverse clientele of the community college, part-time instructors have brought their own unique set of equally distinct characteristics. For example, the majority of part-time faculty at community colleges have had professional, family, or other pressing responsibilities which either dictated or

mandated their part-time status. "Most of these individuals have had no formal preparation in teaching techniques and skills prior to their employment as teachers. They are employed on the basis of their practical experience in the particular occupation they teach" (Selman & Wilmoth, 1986, p. 2-3). The issue of teacher competency within the community college setting is an issue which has received attention since at least the late 1980s. One of the goals set forth by the American Association of Community and Junior Colleges Commission on the Future of Community Colleges stated that the community college should be the nation's premier teaching institution and quality instruction should be the hallmark of the movement (AACJC, 1988). As such, it appears that many community colleges are striving to become the leaders of the quality movement much as they were the leaders of the access movement of the 1960s (Cross & Angelo, 1989).

The Part-Time Experience

Part-time and adjunct faculty have been a fact of life at virtually all colleges and universities, but particularly and conspicuously so at community colleges (Yantz & Bechtold, 1994). They typically have been used most heavily in short-term, non-traditional, and often noncredit programs (Miller, 1983). The use of contingent or part-time teachers has been particularly attractive in these areas because their use can help the institution develop diverse expertise without having to make long-term employment commitments which often include the additional fiscal and legal aspects of

health and perhaps disability insurance, retirement, vacation and sick leave, office space, etc. Part-time teachers have been a valuable source of instructors for adult evening programs and, since they can be selected from a wide variety of occupations, they bring the latest technology and experience into the classroom (Goetsch, 1978). In this way, they provide flexibility in program planning as well as up-to-date relevance to the courses which they teach. Additionally, it has been found that students value the professional experience and credibility of part-time teachers (Watters & Weeks, 1999).

The phrase "contingent work" was first coined in 1985 to refer specifically to conditional and transitory employment arrangements initiated by an employer in need of additional labor. The need for a contingent workforce was usually predicated on an increased demand for a particular service, product or technology, at a particular place, at a specific time (Hipple, 2001). The U.S. Department of Labor (2001) reported that about 5.6 million workers held contingent jobs or those structured to be short term or temporary as of February, 1999.

Part-time academic faculty have represented a growing body of community college staff with a strong commitment to their disciplines and typically to the college in which they teach, and who desire to bring to the future members of their profession the benefits of their experience. In some cases, they have been often more attuned to the industrial and workplace situation and the needs of potential employers than most full-time academic staffers (Watters & Weeks, 1999).

Part-time teachers have included people from diverse backgrounds with equally unique situations and reasons for working part-time. "What characterizes part-timers in general is a noticeable heterogeneity" (Spangler, 1990, p. 7). Developing a narrow definition or singular profile of the part-time faculty in the community college has been difficult. Part-timers have been semi-retired people who want to work part-time, graduate students who are teaching on a part-time basis to gain experience in teaching, qualified experts who are teaching part-time in hopes of obtaining full-time employment, people who hold full-time jobs elsewhere while teaching part-time for extra income, those who hold several part-time jobs where teaching is only one of them, or perhaps homemakers devoted to raising children or taking care of other friends or relatives (Miller, 1983).

The use of part-time faculty has provided benefits for both the individual and the institution. Benefits for the individual have included but are not limited to:

1. Opportunities to establish or remain in contact with professional role models and develop an ongoing dialogue with other members of their disciplinary cohort. Part-time faculty have the chance to keep updated on new developments in their field, foster a wider circle of social and professional contacts, and are provided a measure of prestige and feelings of identification with the larger academic community (Miller, 1983; Tuckman, 1978[b]). Although teaching part-time has not provided long-term income, job security, or benefits, it does provide intellectual as well as intrinsic rewards from being engaged in the teaching profession. "The notion of personal and

professional development in symbiotic relationship with the university provides...the integration of part-timers into an academic community" (Watters & Weeks, 1999, p. 9).

2. Part-time teaching opportunities have served to reduce unemployment levels, on a temporary basis at least, for teachers (Miller, 1983). The increasing use of part-time faculty has distributed the total amount of work in specific occupational fields across a larger pool of individuals.

3. The part-time teaching opportunities provided by community colleges have often attracted qualified teachers who are not usually available for other similar full-time employment. Retirees wishing limited employment to remain active or to supplement restrictive incomes, parents with young children who desire to maintain a presence in their career choice while raising their children, and anyone in the full-time workforce engaged in the very occupations which community college curriculums provide are all examples of how the part-time teaching experience has fit within the broader social context of American life.

4. Part-time employment in academe has often represented more desirable employment options than part-time employment elsewhere. For example, it can be a way for a person to earn money and engage in teaching and the transfer of their knowledge and expertise without having to spend 35 or more hours at the workplace (Tuckman, 1978[b]).

Some institutional benefits have been:

1. The use of part-time faculty has provided administrators with the flexibility to reduce the overloading of full-time staff with the ancillary benefits of reducing direct costs of paying overtime as well as the indirect costs of increased absenteeism and extended sick leaves often the result of burn out and work fatigue. Part-time faculty can be used during abnormally high enrollment peaks or to teach extra sections of courses which experience unanticipated enrollment bulges (Bender & Hammons, 1972).

2. The increased pool of potential teachers in adult and postsecondary education has allowed community colleges a means to increase curriculum adaptability in both breadth and scope. Rapidly changing technology and labor market trends have created subsequent shifts in the demand for new educational programs, certifications, and courses for teachers with new and updated skills and competencies (Miller, 1983). Part-time faculty bring new approaches to the classroom–a taste of the real-world in the form of day to day experiences directly from business, industry, government, or other educational institutions. Part-time faculty are also willing and able to work nights and weekends since they are otherwise employed during the day (Bender & Hammons, 1972).

3. The increased use of the part-time faculty has been a way of infusing new vitality and knowledge into the educational setting that otherwise may not occur. In light of changes in both institutional offerings and student demands, part-time teachers

have been one way to revitalize existing programs as well as invigorate the full-time tenured faculty.

4. Since part-time faculty member responsibilities are usually limited to teaching, they are paid on the basis of semester or credit hours and do not receive fringe benefits nor do they require additional office space.

Overall, one of the real and sometimes unheralded reasons in favor of employing part-time faculty for both the individual and the institution is that it allows the opportunity for both parties to experience the other before either makes a full-time commitment (Bender & Hammons, 1972).

Professional Development

Over the last 35 years, the purposes for staff development, in general, have changed from that of assisting educators with becoming subject matter experts to assisting educators with understanding and using effective processes of instruction (Kisner, Elliott, Foster, Covington, King, & Liou, 1998). The change has been one of professional development that focuses on "learning about" to one that focuses on "learning how to" (Ouston, 1997). Imel (1990) observed professional development as a continuing process consisting of activities that promote, encourage, and enhance professional growth. Stern (1989) viewed professional development as a lifelong learning process the purpose of which, among educators, was to improve instruction, professional skills, and organizational functioning as well as personal growth.

Professional development has also been recognized as crucial not only to the individual but also to the promotion of effective and efficient organizations (Kydd, 1997). Indeed, professional development has evolved–having moved away from the needs of the individual educator toward a more systemic approach that combines and embraces the needs and commitments of both the organization as well as those involved in the organization. In short, organizational development will only happen if the individuals within it are being developed (Kisner, et al., 1998). Professional development has become less of an individualistic process centered on the needs of the educator and more of an organizational effort where administrators, staff, and outside sources are also involved in the professional development process. It is clear that in order to remain competitive in a world with increasing openness, democratization, and globalization of the world economy, organizations must view professional development as an investment and education is no exception (Bassi, Cheney, & Van Buren, 1997). In many ways, professional development has become synonymous with organizational development and without professional development, educational institutions will have difficulty remaining competitive.

The rapid expansion in numbers of part-time teachers in higher education and the recent emphasis on quality in university teaching has created a context in which academic and professional development for part-time faculty cannot be overlooked (McKenzie, 1996). As Kisner, et al. (1998) stated, "Vocational teachers must not only be masters of their disciplines, but also versed in related academic knowledge (p.1-2).

Professional development, in the pedagogical context, has been referred to as the process by which capable teachers achieve higher professional competence within their area of expertise as well as within the teaching discipline, expand their understanding of self, role, context, and career (Duke & Stiggins, 1986).

The 'temporary' label pinned on part-time faculty has, in many instances, been used to legitimize the neglect of their professional development and the withholding of the same support structure that full-time faculty consider to be correlational to merit and status (Rajagopal & Farr, 1992). In spite of this, professional development of part-time community college faculty has become both a need and a requirement for today's community college. Teacher shortages, new technologies, and demands for vocational and technical teacher certification are directing more and more attention to the needs for the professional development of vocational education faculty (Brown, 2000). It has been an issue which will undoubtedly occupy an increasing amount of time, money, and effort for community college administrators and their staff in fulfilling missions of institutional effectiveness and upholding professional reputations.

The U.S. Department of Labor (2002) projected that employment was expected to grow faster than average (21-35 %) for postsecondary teachers through 2010. Specifically, welfare to work policies and the growing need to regularly update skills in the fast paced era of technology has created new opportunities for postsecondary teachers at the community college level. There was also expected to be a large number of openings due to the retirement of postsecondary faculty who were hired in the late

1960s and early 1970s to teach the baby boomer generation (U.S. Department of Labor, 2002; Phillippe & Patton, 2000). Increased reliance on part-time faculty to meet potential teacher shortages has elevated the importance of examining the types and quality of training and in-service development that future teachers may receive. "Although the teachers in postsecondary institutions may have a wealth of experience, they may lack a background in pedagogy" (National Center for Research in Vocational Education (NCRVE), 1991, p. 21). Many times, part-time instructors have been those persons who were highly skilled in an occupational area, but have not had the necessary pedagogical training (Phillippe & Patton, 2000). Goetsch (1978) reported that it was very common to hear a part-time teacher tell their colleagues or supervisor that they know how to do it, but not how to teach it.

One of several ways to improve teacher and instructional quality, and concomitantly student performance and achievement, has been to ensure teachers are initially prepared to teach through teacher education programs, licensure, mentoring, or other similar efforts (Legislative Office of Educational Oversight (LOEO), 2001). A second way, and often the only available method in the case of part-time community college faculty, has been through the professional development of practicing teachers. "This latter approach offers the advantage of working toward improving the instructional capabilities of both new and experienced teachers" (LOEO, 2001, p. 1). University credit courses, non-credit courses, local, state, and national conferences, on-campus workshops, group orientation meetings, sabbaticals, and return-to-industry

opportunities are some of the types of professional development experiences that have helped address the growing concern of ensuring the quality of instruction provided by part-time faculty (NCRVE, 1991). "Building skill and proficiency in community college instructors, whether part or full-time, is paramount if the institution is to be an effective contributor to the teaching and learning process" (Galbraith & Shedd, 1990, p. 7).

The issue of professional development, however, has gone beyond simply providing in-service and continuing education opportunities. Integration, or imparting a feeling to part-time faculty of belonging and acceptance into the college, department, and/or classroom setting, has been a matter of departmental culture. Many departments within community colleges have not understood the challenges created by the use of part-time faculty and lack the policies to ensure that they are integrated into the culture. The lack of part-time faculty integration has resulted in a curricula that lacks coherence and integration as it is unknown who is actually teaching or who will be returning for the next quarter or semester of instruction (Leslie, 1998). The effects of part-time faculty isolation has been especially crucial in programs where courses are sequential in nature and a student's successful progress is dependent on previous performance.

Departments and community college faculty that care deeply about teaching and learning seem to foster an atmosphere in which faculty members interact and exchange ideas (Gappa & Leslie, 1997). When part-time faculty have not been engaged and

when school practices impede the ability of part-time faculty to do their jobs effectively, institutions can suffer the loss of coherent academic programs as well as damage to the quality and reputation of the college. Pedras (1985) indicated that part-time faculty must be made to feel a vital part of the teaching staff within the college as well as respected professionals within their field of expertise. "Integrating part-time faculty into the culture of the learning organization therefore becomes a critical goal for higher education institutions" (Leslie, 1998, p. 92). Professional development activities and their method of delivery has been one way in which the needs of part-time community college faculty can be met concerning increasing their pedagogical competency as well as their integration into the culture of the college.

Problem Statement

Numerous community college courses have been taught by part-time faculty whose primary job responsibilities center outside the field of teaching. Many of these instructors have had no formal preparation in teaching skills prior to their employment as part-time career and technical educators (Pucel, Walsh, & Ross, 1978). For example, the induction process of non-degreed vocational teachers has been unique in that the majority of these teachers are recruited from business and industry with generally little or no formal teacher preparation, and without the benefit of a formal college education (NCRVE, 1991). As Olson (1991) stated, "Industrial/business

experience continues to be seen as essential, whereas knowledge of teaching is seen only as desirable" (p. 341).

If higher education is to maintain a balance between theory and praxis, the professional skills, contemporary experiences, and "real-world" focus of part-time academic staff needs to be identified and subsequently applied in concert with the ability to effectively teach (Watters & Weeks, 1999). "Since part-timers provide so much of the instruction at community colleges, any comprehensive effort at improving instruction must include the part-time faculty" (Ostertag, 1991, p. 18). Information is needed to understand the characteristics of the part-time community college faculty member, specifically, the kind, amount, and method of exposure to professional development activities that they receive. Professional development activities, needs, and methods of delivery for part-time occupational and technical community college faculty have not been known or available in a college by college, statewide, or comprehensive national perspective or format.

Purpose and Objectives

The research question for this study was: "In the community colleges of the United States, what are the professional development activities and their frequency of occurrence for part-time occupational and technical program faculty and, what are the perceptions of occupational education officers concerning part-time occupational and technical program faculty instructional professional development needs and their

appropriate method(s) of delivery?" The purpose of this study was to identify and quantify the types and frequency of occurrence of professional development activities provided to part-time occupational and technical faculty, and to assess the perceptions of occupational education officers concerning the part-time faculty instructional professional development needs and their most effective methods of delivery within the community college system in the United States. To accomplish the purpose of this study, the following objectives guided the overall research effort, instrument development, data collection, and data analysis effort:

1. To determine the perceptions of occupational education officers concerning the instructional professional development needs of part-time occupational and technical program faculty in the community colleges in the United States.

2. To identify professional development activities and their frequency of occurrence provided to part-time occupational and technical program faculty in the community colleges in the United States.

3. To determine the perceptions of occupational education officers concerning the most effective method(s) of delivering professional development activities to part-time occupational and technical program faculty in the community colleges in the United States.

Definition of Terms

The following definitions were used to clarify the linguistic tenets upon which the discussion in this study was based. The definitions were also provided to establish baseline meanings and terminology to promote understanding and facilitate evaluation, comparison, and future replication.

Attitude - An attitude is an enduring emotional, motivational, perceptual, and cognitive organization of beliefs about referents (a referent is a construct that stands for a set or category of social objects, ideas, or behaviors that is the focus of an attitude), or sets of referents, that predispose individuals to behave positively or negatively toward the referent (Kerlinger, 1972).

Career and Technical Education (CTE) - Formerly vocational education, career and technical skills are the focus of the curriculum that is experientially based to demonstrate how education relates to the workplace and life (Bruening, Scanlon, Hodes, Dhital, Shao & Liu, 2001).

Community College - An institution that is accredited (or undergoing accreditation) by one of the six regional accrediting bodies and primarily offers the associate degree as the highest degree. A community college can also be a campus that offers the associate degree as the highest award but is part of a regionally accredited baccalaureate degree-granting institution (AACC, 2001[b]).

In-Service - Education that is delivered to teachers/administrators that are working in schools as educators (Bruening, Scanlon, Hodes, Dhital, Shao & Liu, 2001).

Occupational Education Officer (OEO) - Officer responsible for occupational and technical programming (AACC, 2001[b]).

Part-Time or Contingent Work - "Any job in which an individual does not have an explicit or implicit contract for long-term employment"–U.S. Bureau of Labor Statistics (Hipple, 2001).

Part-Time Faculty - Those employed by a short contract with no guarantee of being rehired for the next academic year or term (Spangler, 1990).

Professional Development - Systematic and intentional efforts delivered at the departmental, division, or college level concerning such areas as general professional responsibilities, teaching and advising, disciplinary competency, and institutional development related to occupational programs (Hoerner, Clowes, & Impara, 1991) or, activities designed to enhance the knowledge, skills, and attitudes of educators for the purpose of improved student learning (LOEO, 2001).

Limitations and Assumptions of the Study

The following limitations and assumptions guided this study:

1. Respondents to the survey instrument may not have been cognizant of certain personal or professional attitudes and as a result did not have an appropriate or accurate response. In such cases, either no response or a manufactured or false response could have been provided. This could have lead to measurement error.

2. Although general assumptions can be developed from the findings and conclusions of this study, the results of the study will truly apply to those members of the experimentally accessible population.

3. There may have been fugitive materials and literature that were not accessible in the formal data base retrieval systems and all relevant literature to this study may not have been encountered or reviewed concerning the objectives of this study.

4. Some researchers consider Likert-type scaled questions as ordinal data on the scale of measurement. However, items in the questionnaire which utilize Likert-type scaled questions for this study were assumed by the researcher to achieve equality with the interval level of measurement which also has been found to give results that are, "quite satisfactory" (Kerlinger, 1973, p. 440).

5. The one-shot case study lacks one of the primary tenets of securing scientific evidence, that of making at least one comparison–the process of comparing, recording differences, or of identifying contrast (Campbell & Stanley, 1963). However, research in the social sciences, where human subjects are involved and data collection in the real-world and current time and place situations are the best environments for securing usable information, often requires the one-shot case study as the only and best method of research design.

Significance of the Study - Implications and Practical Applications

The nation's community colleges have moved from their original goal in the 1960s and 1970s of expanded access to higher education to a goal of academic and occupational training excellence in the 1980s and 1990s (Van Ast, 1992). This change of mission has put new challenges and mandates upon the community college system in the United States. Cross (1989) reported that in the current era of increased accountability of both the quality of teacher and student, faculty now need to be as skilled in the diagnosis and treatment of student learning as they are in their disciplines.

Since the 1990s, the community college curriculum has also become complex, outcome-based, articulated internally with high schools and four-year colleges, and requires the integration of workplace basics with competitive academic preparation. Further, the nature of the community college student has moved away from the traditional post-high school completer to someone who is older, more likely to be attending part-time, have other responsibilities, and who may lack learning skills and academic basics (Van Ast, 1992). Despite the indispensability of the part-time faculty workforce, community colleges have not fully explored the larger academic and human resource costs of using part-time faculty (Rajagopal & Farr, 1992). More importantly, however, has been the lack of inclusion into the part-time equation the impact of community college policies on the personnel who make up this substantial pool of employees. As a cost-efficient highly skilled work force, part-time faculty have become

an integral part of academe but perhaps not in a notable fashion concerning their in-service training and ongoing professional development.

Recognizing that part-time faculty do much of the core teaching in many departments and very nearly all of it in some, the question has arisen of what investment will institutions make in the development of effective faculty and valuable members of their organization. The dramatic increase in the level of part-time employment at colleges and universities, at times even greater than the level of contingent work in the broader economy, has raised the question about the health of the academic enterprise in the United States. "We know very little about how organizations that rely principally on temporary employees (for example, community colleges in which as many as 80 percent of faculty are part-time) cope with their own basic survival tasks" (Leslie, 1998, p. 98).

For the reasons indicated above, community colleges need tenacious, competent personnel who have the tools and abilities to teach a wide range of students in a complex and competitive environment. This need extends to part-time faculty who currently, and by all indications will continue to, outnumber full-time faculty. One basic assumption of classroom research has been, "That the quality of student learning is directly–though not exclusively–related to the quality of classroom teaching. Therefore, one of the most direct and promising ways to improve learning is to improve teaching" (Cross & Angelo, 1989, p. 25).

Based on the review of the relevant literature on this subject, the purpose of this study was to identify the activities, needs, and methods of delivery of professional development opportunities for part-time community college occupational and technical program faculty in the United States and will contribute to both theory and practice within the discipline of career and technical education. "Both Miller and Tuckman separately urge that the subject of the part-time faculty be researched because part-timers promise to be a major labor market with impact on higher education about which not much is known" (Spangler, 1990, p. 31). Perhaps Osborn (1990) said it best,

> [Q]uestions abound concerning part-time faculty. How much do we know about them? Are we doing enough to develop them? Is what we are doing effective? We know surprisingly little about part-time faculty, and what we do know is often shallow and anecdotal. We do know a little bit about who they are and why they teach. We do know that students generally rate them as effective instructors. We do know that community colleges will continue to rely heavily upon part-time faculty well into the next century.
>
> What we don't know, of course, is extensive. Much of our data are a decade old or more. We make attempts to orientate, integrate, and develop part-time faculty without really knowing if our efforts are valuable....In short, when dealing with part-time faculty, we tend to operate more on assumption than on fact. (p.17)

Lastly, this study provided recommendations for further research in the area of exploring and describing the status of the current professional development activities and perceived professional development needs and methods of delivery for part-time community college occupational and technical program faculty in the United States. Results of this research also provided a better understanding of the characteristics of part-time community college faculty in the United States. Furthermore, this research project contributed to the existing body of research knowledge and provided an additional theoretical source for comparison to previous and future related research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of this literature review was to provide a theoretical perspective and informative background which supported this study based on the findings and conclusions of previous research efforts. While a current and comprehensive perspective of the professional development activities, classroom needs, and methods of delivery for part-time community college occupational and technical program faculty in the United States was not readily available, there have been many research projects which investigated certain aspects of the characteristics of part-time higher education faculty, several of which related to the topic of professional development. The following discussion provides a summary of the salient findings and conclusions provided by these studies.

A part-time instructor's introductory experience to a community college may consist of filling out personnel forms, being handed a class roster of students who have registered for their course, being introduced to departmental colleagues who are present at the time, and given a key to the classroom. In too many cases, the new part-time career and technical education instructor, and to some extent veteran instructors

who are assigned new courses to teach, must learn to teach by trial and error. One indication of the failure of this system was provided by research which found that 48.2% of the non-degreed persons who enter postsecondary vocational education to teach have left within five years (NCRVE, 1991). The underlying premise of this approach was that good teaching had more to do with common sense, intuition, and luck than sound pedagogical theory and principles. As Darling-Hammond (2001) stated,

> In the last 10 years there's been a lot of research done about what makes a difference for student achievement, and it's now clear that the single most important determinant of what students learn is what their teachers know. Teacher qualifications and a teacher's knowledge and skills makes more difference for student learning than any other single factor. Clearly that means if we want to improve student learning, what we have to do is invest in teachers' learning. We have to be sure that teachers understand not only their content area, which is very important, but also, how do students learn? (p. 2)

For example, research has found that part-time faculty often lack an understanding of the sequencing of courses and the overall concept of the curriculum in the program where they teach (Miller, 1983). Part-time faculty may also have been out of phase with full-time instructors or program coordinators who teach other sections of the same course. Additionally, part-time faculty have often been criticized for being less vigorous in the standards that they set for student performance and achievement

(Friedlander, 1979). These concerns have underscored the importance of the role evaluation plays in assessing the outcomes of professional development activities as well as recognizing opportunities for delivering professional development efforts which meet the needs of part-time faculty.

The review of relevant literature has been organized into four sections: a background examining the role of part-time community college faculty and professional development in context with various institutional settings; part-time faculty pedagogical characteristics and teacher competencies; part-time faculty characteristics and circumstances of employment; and several factors related to the professional development of postsecondary faculty. The review concludes with a conceptual framework for the study.

Background

The diversity of both part-time faculty characteristics and the institutions in which they teach was a major conclusion of this review of literature. Emmet (1981) stated there are two basic realities about part-time faculty: (a) all part timers are not alike in their motivations for employment, their work roles, or their career directions; and (b) the reasons for employing part-time faculty differ among institutions and part-time employment in academe differs from that which is encountered in other work settings. However, Clark (2001) did find that approximately 60% of the 2,600 accredited institutions which he surveyed claimed a program existed in their college

which could be loosely defined as professional faculty development, and four factors were identified as prevailing elements of the practices among these institutions: faculty involvement, instructional assistance, traditional practices, and emphasis on faculty assessment.

In an overview of the literature for a report on a series of teaching development activities for part-time faculty in Australia, McKenzie (1996) found that development opportunities for part-time teachers (including adjunct faculty and teaching assistants in the United States) could be classified according to a range of characteristics. The following six were identified as particularly useful:

1. Goals and content of the program - ranging from providing administrative information to enabling part-timers to develop their teaching-related knowledge or skills.

2. Location of the program - centralised [sic] within the institution, localised [sic] within the teaching department or a combination of the two.

3. Degree of direct personal contact involved in the program - from high contact, such as individual mentoring, to almost no contact as in some resource based approaches.

4. Extent to which the program is specific to part-timers, or is a mainstream program offered to both part-time and full-time teachers, an issue referred to as normalisation [sic] in research conducted by Buckridge, Conrad, and Phillips in 1995 (as cited in McKenzie, 1996).

5. Timing of the program - orientation, ongoing development or a combination of the two.

6. Extrinsic incentives for participation in the program - none, direct payment, indirect rewards such as promotion to a different pay scale. (McKenzie, 1996, p. 532)

Different programs included a variety of combinations of the six characteristics. A summary of these characteristics, as it related to a part-time faculty member's perceptions, may be that relevance (program content and specificity to part-timers), ease of attendance (location, timing, and degree of contact), and type of rewards (direct versus indirect) determine whether or not they will attend a professional development program. The case study conducted by McKenzie (1996) did identify, in fact, that the schools most likely to continue part-time professional development programs once they were initiated did have many of the six characteristics which define the three summary categories of relevance, ease of attendance, and type of reward. McKenzie also discovered that programs oriented toward teaching and learning (program goals rather than administrative issues); personal contact with and between the part-timers; part-time involvement in developmental activities with full-time staff as well as specific programs for both new and experienced part-time teachers; and appropriate financial incentives for participants were all found to be present in schools with ongoing professional development programs for part-time faculty.

The Central Texas College Europe Campus (CTCEC), in Hanau, Germany, has provided educational opportunities for U.S. armed services personnel stationed in

Europe. Between 1980 and 1990, part-time faculty at CTCEC increased from 60% to 80% (Ostertag, 1991). What was interesting about the adjunct faculty at CTCEC which sets it apart from its postsecondary institutional peers was that most are military officers who do not have aspirations of becoming academics. The military officers were, however, members of the college faculty and must meet the standards established by the college, the state, and the accrediting associations. This unique situation caused several issues to be raised such as the quality of instruction provided by adjunct faculty and what was the college's responsibility to ensure that part-time faculty were given opportunities to develop the skills needed to deliver quality instruction. As part of the effort to meet the training needs of the growing number of adjunct faculty, a survey was sent to 45 full-time faculty, 171 part-time faculty, and 12 administrators to assist in gathering information useful for developing a professional development plan. The results of the survey indicated that the professional development program for part-time faculty should emphasize student assessment, teaching methodologies, and curriculum updating. The college then embarked upon implementing a plan which provided professional development workshops and continuing education opportunities for the part-time faculty at CTCEC.

In an attempt to determine whether the instructional practices of part-time instructors were similar to those teaching full-time, Friedlander (1979) engaged in a project to draw comparisons between the teaching practices of part and full-time faculty based on data obtained from three nation-wide surveys. The surveys were

conducted by the Center for the Study of Community Colleges and the methodologies used in each of the three surveys were considered very similar and compatible for comparison. The primary purpose of the study was to test the assumption that the instructional related practices and activities of part-time faculty were similar to those of their full-time counterparts. What Friedlander found, however, was that part-timers differed from full-timers on most of the measures related to instructional practices included in the surveys of the two-year colleges. Specifically, when compared to full-time faculty, part-time faculty were found to have less teaching experience, taught fewer years, and held lower academic credentials. Adjunct faculty also had less input into the selection of teaching materials used in the course they were teaching, used less instructional media, gave fewer and lessened reading assignments, required students to attend fewer out-of-class activities, and placed less emphasis on written assignments in determining student grades. In addition, part-timers were less likely to have had access to the college's instructional support services, were less aware of ongoing campus activities and events, and less likely to have contact outside the class environment with students, colleagues, and college administrators. Concerning professional development activities, part-timers differed from full-timers in that they read fewer scholarly and educational journals, were less likely to have memberships in their discipline's professional association or to attend or participate in professional meetings, and were less likely to express a desire for compensated time to develop their course or to participate in professional development programs. Part-time faculty were, however,

more likely to express the need for increased interaction with their colleagues and the administrators in the college or their division.

These findings, when considered along with those reported in related studies that part-timer faculty were less likely than full-time faculty to maintain office hours, serve on standing or ad hoc committees, work with other instructors, administrators, or support service personnel (Lombardi, 1975), help demonstrate that systematic differences existed in the instructional-related practices of the two groups. Similar to what other authors in this review (Kelly 1991, Goetsch, 1978, and Galbraith & Shedd, 1990) have identified, Friedlander (1979) asked the question of whether the practice of employing part-time faculty detracts from the overall quality of the two-year colleges' educational programs and reputation. As Friedlander stated,

> If, as it is commonly assumed, such factors as academic degree attainment, teaching experience, continuity of employment, knowledge of one's educational environment, use of instructional technologies, involvement in educational policy decisions, maintenance of office hours, interaction with colleagues, and participation in professional development activities all contribute to program effectiveness, then one could conclude that the quality of instruction provided by an institution is likely to be adversely affected as the number of faculty employed part-time increases. (p.13).

However, it is important to remember that to truly provide evidence that employing part-time faculty may be detrimental to the quality of an institution's

educational effectiveness, it would first be necessary to provide evidence that a relationship existed among the above mentioned factors and the desired educational objectives of a college. This, of course, would more than likely be different for each institution since no two colleges, while possibly similar, would have exactly the same organizational mission, mandates, vision, or values. For example, factors such as: (a) the amount of student learning measured by achievement, performance and/or placement; (b) student, staff, and community satisfaction with the college; (c) the development of relevant instructional methods and materials; (d) policies and input affecting the curriculum; (e) professional development for faculty and staff; (f) institutional effectiveness, and; (g) the morale of the organization may all be prioritized differently by different colleges.

Friedlander (1979) recommended that additional research, which further explained how the factors upon which the two groups of instructors differed as it related to the quality of an institution's educational programs, would help in assessing the relative costs and benefits of hiring part-time instead of full-time instructors. In turn, the information would also provide a base upon which to develop professional development policies, programs, and activities for part-time faculty.

In a study conducted by Selman and Wilmoth (1986), 180 part-time instructors in 25 Alabama technical colleges responded to a questionnaire designed to obtain demographic data, assess their unique perceived competencies and professional development needs and, to collect information to be used in the design of a program

delivery system to meet their identified needs. Competencies were separated into eight categories: (a) orientation to vocational teaching, (b) preparation for instruction, (c) presentation of instruction, (d) application of learning, (e) evaluation, (f) classroom/laboratory management, (g) human relations and, (h) professional role. The study found that over two-thirds of the instructors worked at jobs other than teaching and that cumulatively, the 180 instructors had work experience in 43 different occupational areas. Twenty-four percent had three years or less of teaching experience and only 23% took a vocational education course while in high school. Only 55% of the instructors graduated from high school as opposed to receiving a GED, while over one-half of the respondents did attend a post-secondary vocational institution. Notably, only 27% had participated in any kind of in-service professional development activity. Regarding professional development in relation to teaching skills, 93% revealed there was a need for developing teaching skills and almost the same amount indicated that they would be interested in participating in teacher education activities. Based on these and the other findings, the study concluded that the part-time instructors want and would attend in-service professional development courses and activities. Activities within any development program were recommended to be intense, short, highly concentrated, local, and practical. Additionally, 36% of the part-time instructors indicated an expectation of a pay raise for participating in teacher education activities which, consistent with data from other literature sources, demonstrated the desire by part-time faculty to be compensated in some way for taking

part in a professional development program. As Selman and Wilmoth (1986) stated, "Currently compensation for part-time instructors is based on longevity, not on competency, nor on improvements in outcome measures such as job-placements of students, occupational advancement of students completing the programs, administrator's evaluations, etc. **In short, the employment system itself for part-time instructors provides no incentive for professional development**" [emphasis added] (p. 13).

Kelly (1991) examined the characteristics of part-time faculty in order to understand their needs more thoroughly so that better decisions might be made concerning part-time faculty management. The data for the study was gathered in 1988 at Fullerton College, a large suburban community college with a student population of about 20,000 students and a part-time faculty of 371 teachers. A survey instrument was administered to the part-time faculty which measured teaching methods used, interest in faculty development, involvement in the college and in their division, professional involvement in the discipline and in teaching, and demographic characteristics. Several part-time faculty structural characteristics such as length of teaching, desired employment, vocational versus academic, and day versus evening teaching responsibilities were used to determine if significant relationships existed between the structural characteristics and 12 involvement as well as 12 professional profile variables. The findings indicated that although part-time vocational faculty degree attainment tended to be lower than academic faculty, the vocational teachers

were nonetheless well qualified in their profession. Over 85% were currently working in their field, most of which are working full-time, and 80% of the part-time vocational faculty had 10 or more years of professional experience. Only one-fifth of the part-time faculty felt involved in their division and an even lesser amount felt engaged in the college as a whole. However, over 60% wanted more involvement, especially newer faculty and those who taught in a evening or night structured program. Concerning involvement in faculty development, instructional topics were of greatest interest to part-time faculty, specifically, student motivational techniques, teaching underprepared students and adult learners, and increasing student retention (Kelly, 1991). Some part-time faculty indicated that they felt embarrassed or had apprehensions about approaching their division dean for help because they believed, "If they were hired to teach, they should already know how to teach" (Kelly, 1991.
p. 11). Although her study provided a greater understanding of the part-time faculty at Fullerton College, Kelly recommended that researchers study the part-time faculty at their own institutions to discover the unique characteristics of this segment of their teaching workforce. Since the characteristics of both the faculty and the college can vary from school to school, information should be collected related to the issues which can be addressed by the specific institution rather than issues which are generic in nature or which the institution is unwilling or unable to address.

Brams (1983) found that although full-time faculty in the Houston Community College System (HCCS) demonstrated a remarkable sense of community and

involvement in the life of the college, the part-time faculty were less integrated into the work of the college and had far less opportunities for contact with the college. A survey of the part-time faculty, which comprised about 75% of the total faculty at HCCS, indicated that even though part-timers experience some sense of isolation, they are also interested in increased contact with both their part-time and full-time peers. The survey also discovered that the part-time faculty would willingly devote additional time for professional development and as Brams states, "Succinctly then, part-time faculty at HCCS are readily teachable, but not easily reachable" (p. 39).

Shedd (1989) conducted a study concerning instructional development needs for faculty at the State Fair Community College in Missouri where he found that two of every three faculty members at the college were part-time employees. Additionally, over 53% of the part-time faculty had no training in adult education, 63% had no formal teacher training of any type, and 53% had less than five years of teaching experience in higher education. Among the entire faculty, those who responded indicated 44% had no training in adult education, 53% had no formal teacher training of any type, 30% were trained to teach in higher education only, and 17% were trained to teach only in public schools. These figures indicated that professional development of community college faculty regarding the skills and knowledge of teaching may be appropriate for all members of the faculty and not just the part-timers.

However, the question of what teaching methods are being employed by untrained teachers in the absence of any formal training or education does become

relevant and paramount. Cornett (1983) suggested, "Whatever the teacher's learning style, it will have an effect on his or her teaching style. In a nutshell, we tend to teach the way we learn...." (p.14). Findings by Galbraith and Sanders (1987) were similar to those of Shedd (1989) but, in addition, they found that community college instructors used styles of teaching which matched their own preferred styles of learning regardless of the program area in which they taught. "Basically, the community college instructors were teaching the way they wished to learn themselves, without regard for appropriate instructional strategies or consideration for the diversity of the adult learner" (Galbraith & Shedd, 1990, p. 7).

Galbraith and Sanders' (1987) study of 10 junior colleges from several southwestern states found a high positive correlation existed between the manner in which the junior college teachers preferred to learn and the methodologies in which they utilized in their teaching. One notable finding, related to the five areas of study that the junior college educators taught (agriculture, business, engineering and industrial, human services, and other), was that vocational agriculture teachers taught differently than the way they perceived themselves to learn. They utilized visual types of methodologies in their instruction but preferred to learn through interaction. Those engaged in career and technical education may not be doomed to teach in the same manner as they prefer to learn. "While teachers generally have an overall style, this does not mean they cannot add to or modify that style as circumstances warrant" (Cornett, 1983, p. 28).

Watters and Weeks (1999) conducted a study which examined the concerns and issues facing part-time faculty in Australia. The project was implemented in three broad phases. The first phase of the study was a situational analysis involving data collection through survey, focus groups, interviews with various stakeholders, and collecting assorted anecdotal data. Phase I involved around 800 individuals and provided information about the demographics, distribution, qualifications, motivations, and the opportunities and threats that influenced their engagement as part-time faculty members in professional development. Phase II involved sharing the concerns and issues brought forth in phase I with 200 part-time faculty members and administrators in a day-long workshop. The workshop allowed for a process of discovery and enlightenment of the concerns and issues facing part-time faculty and was intended to initiate a process of reconciliation between all involved stakeholders. A series of recommendations, action plans, and initiatives for further exploration were the outcomes for phase II. Phase III involved the formation of action groups of part-time academic staff to engage in the process of instituting new practices of part-time teaching at the university. The results of the study indicate that part-time faculty were highly motivated despite evidence that their relationships with the administration and encouragement to identify with the university were not perceived as a high priority by their supervisors. Many part-timers were motivated by a desire to improve their profession and to mentor new members into their discipline regardless of their connection to the school administration. Conversely, there were large numbers of

professionals who were engaged in part-time teaching as a way of enhancing their own professional standing. This distinction seemed to be a minor one but nonetheless interesting. Based on this finding, albeit speculative, perhaps one difference between part-time faculty interested in mentoring others and those concerned with indulging in self-promotion would be if a part-time faculty member considered themselves to be a professional actively engaged in their discipline and field of expertise or, simply a professional who happens to be teaching part-time. Concerning professional development, senior full-time faculty and course coordinators were less concerned with accreditation of the part-time faculty than they were with professional qualifications in the original selection and hiring process. It seemed that finding someone with demonstrated expertise in the particular subject area which was vacant was often more important than someone with teacher qualifications. As one senior faculty member stated, "I could find a number of people who have teaching qualifications [but]...we maintain that professional approach by bringing in industry people who are up to date with what's happening" (Watters & Weeks, 1999, p. 8). Whereas there were some deliberate efforts to initiate professional development strategies for part-time faculty and an increased concern for the quality of teaching by administrators as a result of the increased awareness and sensitivity brought about by the research project, this study suggested that much remains to be done to recognize the role played by part-time faculty as well as helping them improve their ability to contribute to the university. As Watters and Weeks stated:

> There are sound educational reasons why part-timers should be employed that are more important than fiscal reasons. However, unless part-timers are afforded opportunities to contribute to the development of courses as well as teach in them and to develop teaching skills themselves, the current situation of marginalization and dual labor forces...will persist. (p. 13)

Pedagogical Characteristics

The purposes of a Minnesota study conducted by Pucel, Walsh and Ross (1978) were to determine whether or not there should be some type of teacher education program for part-time adult vocational instructors, if such a program should be different from those currently available to postsecondary instructors and, to possibly develop some recommendations for the program's composition. The data for the study was obtained from a survey instrument administered to a representative sampling of part-time adult vocational instructors and all of Minnesota's area vocational-technical institution's adult vocational coordinators. Pucel et al. (1978) reported that limited information was discovered in reviewing the literature with regard to studies which identify the skills which part-time adult vocational teachers need or the most effective system for delivering professional development activities to this group of teachers. However, as part of the effort to develop the survey instrument for the study, there were several research efforts encountered which did contribute directly to the formulation of the list of 61 skills included in their questionnaire as well as identifying

some delivery systems used for teacher training throughout the United States. The components and findings of these studies were as follows:

1. Penner and Price conducted a study to identify teaching habits or patterns which were considered characteristics of an effective vocational teacher as perceived by students, teachers, and coordinators in eight selected vocational schools in Oklahoma. The 30 items used in the questionnaire for this study were placed into the following seven categories: (a) enthusiasm and support, (b) learning environment, (c) teaching techniques, (d) personal characteristics and behavior patterns, (e) teaching and/or learning styles, (f) performance of occupationally connected tasks by the teachers, and (g) evaluation methods.

2. The primary objective of a study by Kobe was to collect information about instructor competencies from adult vocational teachers and vocational administrators in Minnesota which could help to improve the planning of pre-service and in-service instructional activities. One hundred and eleven competencies necessary for instructors of adult education courses were identified and grouped into the following eight categories: (a) philosophy and psychology of adult vocational education and program development, (b) instruction-planning and development, (c) guidance and counseling, (d) instruction-execution, (e) instruction-evaluation, (f) classroom and shop management, (g) school-community relations and program promotion, and (h) special needs of adult vocational learners.

3. Pucel, Schneck, Sulentic, Wilson, and Zackrison conducted a study which focused on identifying the needs of vocational instructors who had already met the basic requirements for certification but who were also seeking additional in-service training to upgrade their knowledge and skills. Fifty-four teacher competency items were included in the survey instrument. Findings for this study showed that dealing with special needs students and multimedia materials were ranked as preferred competencies which vocational instructors desired for in-service training opportunities.

4. The purpose of a study by Baldus was to plan and conduct workshops designed to upgrade the basic teaching skills of part-time vocational teachers in the Wisconsin vocational-technical adult education system. The results of the study, indicated by a two-month follow-up after implementing the workshop agenda, showed that the greatest need for Wisconsin's part-time adult evening instructors were pedagogical training and up-dating in new educational methods and technology. The study also found that the four most important instructional needs of the part-time adult evening instructors, as rated by their supervisors, were teaching technique development, planning and organizing instructional materials, evaluation techniques, and the use of instructional media.

5. Lastly, an additional study which contributed to the list of 61 skills used in the instrument developed by Pucel et al. (1978) was conducted by Hamilton and Huang (1975), specifically, the section entitled "The Vocational Teacher Competency Profile" containing 120 competencies in 10 categories. The resource guide was later updated

by Hamilton, Norton, Fardig, Harrington, and Quinn (1989) and expanded to include 132 competencies in 14 categories. The competencies could be used to develop actual teaching modules which represent broad competency clusters or they could be listed in the form of more specific performance elements and then clustered for further module development.

Based on these studies and other relevant literature, a preliminary open-ended questionnaire was distributed to a group of part-time adult vocational instructors by Pucel, Walsh, and Ross (1978) in order to gather additional information concerning the appropriate content of the final questionnaire. An advisory committee for the study also provided suggestions to improve the format and clarity of questionnaire items. The results of the open-ended questionnaire, the advisory committee review, and the information obtained from the resources in the review of literature led to a list of 62 part-time vocational instructor skills included in the survey instrument. The results of the study reported that, for part-time vocational instructors, their primary occupations were other than teaching; they taught less than 10 hours a week; they held adult vocational licenses of some form; they had some college education in additional to some teacher education; and they were not new to the field of teaching–most having had a year or more of teaching experience. The findings also suggested that competency areas important for part-time teachers were knowledge and skills in: (a) course planning, (b) instruction, (c) classroom/student management,

(d) implementation of media (communication strategies), (e) evaluation, (f) working with special needs populations, and (g) working with adults. Additionally, part-time faculty were found to need orientation to the institution (cultural and organizational climate) and the curriculum, and ongoing evaluation and supervision of their teaching performance to help build linkages to the full-time teacher cohort.

A study by Goetsch (1978) was conducted to determine what was being done nationally in terms of in-service education for part-time vocational faculty and to determine the most pressing in-service needs of part-time vocational faculty in Florida. The findings of Goetsch's study, as well as his review of the literature from 1969-1976, revealed that the issue of in-service training for part-time vocational faculty was a critical issue 20 years ago as well as today. Results of his study were used to develop an in-service education program for part-time faculty that could serve as a model for other institutions. To determine what was being done on a national basis, needs assessment letters were sent to the division of community colleges at state departments of education in each of the 44 states that had a public community college system. Results showed that although only 16% of the state departments indicated that in-service education was provided to part-time faculty in their state, 40% of those who responded recognized the need for it. For the second objective of Goetsch's study, the entire part-time vocational faculty at the Okaloosa Walton Junior College were surveyed to determine their most strongly felt in-service needs. Out of 24 items, motivating students, teacher liabilities, teaching disadvantaged students, using

alternative communication media in the classroom, and metrics in education were the top five most pressing needs identified by the part-time faculty. The needs identified by Goetsch corresponded with the competency areas listed by Pucel et al. (1978) of student management, implementation of media, and working with special needs populations. Goetsch suggested several in-service training techniques that could be used to assist part-time instructors. One promising model was to develop a pool of part-time faculty to whom the institution has established long-term relationships (those teachers who are asked, and who desire, to return year after year). Intensive training opportunities are then provided to the pool rather than attempting to reach individuals on a one-to-one basis. Other approaches include the use of competency-based teacher education materials, computer-based instruction, outreach activities at off-campus sites convenient for part-time instructors, intensive professional development workshops in conjunction with professional association meetings, individualized instructional materials, special courses for part-time teachers offered by teacher education institutions, and the use of widespread as well as new and evolving distance education techniques available from both educational institutions and business and industry training centers.

Cross and Angelo (1989) developed a Teaching Goals Inventory (TGI) survey instrument as a way to assist faculty in clarifying their teaching goals. The instrument was designed to help teachers determine whether students were learning what they thought was important to teach. After pilot testing, the instrument was administered to

almost 2,000 teachers from a selected sample of 22 colleges nationwide (six public community colleges, three public 4-year colleges, and 13 private 4-year colleges). The TGI asked teachers to choose one course that they were currently teaching and rate the importance of each of the TGI's 48 teaching goals as they related to the teaching of the course they had selected. Cluster analysis of the responses resulted in six clusters. Each cluster consisted of a group of goals that appeared related to one another based on the replies which the community college teachers, across all disciplines, felt belonged together. The six clusters developed by Cross and Angelo (1989) are listed below in order of importance. Two goals from each cluster are provided in parenthesis to help illustrate the cluster content.

1. Critical Thinking Skills (Develop my ability to think clearly; develop effective problem solving skills).

2. Academic Success Skills (Develop ability to follow instructions/plans; develop a commitment to careful and accurate work).

3. Liberal Arts/General Education (Develop an appreciation of the liberal arts and sciences; develop a lifelong love of learning).

4. Work/Career-Related Skills (Perform successfully in this field; make sound career decisions).

5. Personal Development (Develop a sense of personal responsibility; identify own values to improve self knowledge).

6. Specialized Teaching Skills (Learn how specialists in this field gain new knowledge; develop criteria for evaluating methods and materials in the field of study). The study also found that teacher goals differed by faculty age, gender, type of college (2-year versus 4-year), and by discipline. More notably, however, was the finding that teachers used the full range of response categories on every item of the TGI. In other words, goals that some teachers found were "essential" in the teaching of their courses were marked "irrelevant" by others. This makes intuitive sense in consideration of the differences in college type (2-year versus 4-year and public versus private), the diversity of disciplines and programs types most likely encountered among the 2,000 teachers surveyed, and the local and regional idiosyncracies that could be present in a national study. The purpose of the Cross and Angelo (1989) study was to improve the quality of learning in the college classroom by improving the effectiveness of teaching. Their findings emphasized the necessity for individual teachers to self-evaluate their teaching effectiveness in terms of what they were trying to do in the classroom. Their findings were relevant to this study in that when a teacher self-identifies what teaching goals are important to them in their discipline or area of expertise, they are also identifying what areas of professional development could be important, relevant, or needed by them to be a more effective teacher. The six clusters of Cross and Angelo generally encompass the competency skills of Pucel et al. (1978) and the items discovered in the needs assessment of Goetsch (1978). This conclusion was understandable based on the large number of study participants, its national scope, and

the very nature of factor analysis which attempts to collapse a large amount of data into more manageable or parsimonious variables. There was, however, a noticeable continuum when the findings of all three authors are compared. Professional development for a teacher, whether part-time or full-time, had to do with what they considered important for their own unique teaching needs and their chosen discipline, as well as the demands of the institution in which they taught.

In a project to develop and implement a two-year teacher preparation and induction process for faculty new to teaching at Iowa's community colleges, Van Ast (1992) used a list of 43 teaching characteristics grouped into six categories. The exemplary community college teacher characteristics included in these six groups were selected by Van Ast from the research of Cross; Baker, Roueche, and Gillett-Karam; Joyce and Clift; Johnson and Johnson; and Carnevale and were rigorously validated by 66 community college administrators and 177 faculty. The six categories were:

1. Increasing opportunities for quality educational performance and success.
2. Offering positive orientation, guidance, and direction through coaching.
3. Motivating students to increased satisfaction for and development of learning new skills.
4. Recognizing and encouraging students' desire to learn.
5. Working to limit and/or eliminate learning obstacles.
6. Using effective performance as an expectation by which to empower students.

Many of the characteristics found within the six categories related specifically to the communication, evaluation, and instruction competency areas of Pucel et al. (1978), the academic success and specialized teaching skills clusters of Cross and Angelo (1989), and the motivating students and communication development needs identified by Goetsch (1978). The categories of Van Ast (1992) could also fit within the part-time development opportunities classified by McKenzie (1996).

A framework for professional practice developed by Danielson (1996) identified those aspects of a teacher's responsibilities which promote student learning. In the framework, teaching activities were divided into 22 components clustered into four major categories or domains of teaching responsibility. The four domains were: (a) planning and preparation, (b) classroom environment, (c) instruction, and (d) professional responsibilities. The domains were further broken down into components which helped define certain aspects of the domain, and subsequently each component was further dissected into two to five feature elements which described the component more thoroughly. Danielson stated that although the components are distinct, they are, of course, related to one another and, there are many features of teaching, such as accommodating special needs students, that very well may apply to all of the components within or among the four domains. One advantage of the Danielson framework was its potential to be used as a foundation to devise part-time faculty professional development programs and activities for both the novice and veteran teacher. For example, a beginning teacher may be concerned, out of necessity, with

day-to-day survival and basic classroom management whereas an experienced teacher may be more interested in improving their effectiveness and strengthening recognized weaknesses. The Danielson framework of professional practice provided a detailed listing of teaching practices which could be useful both for designing professional development activities for improving teaching skills as well as developing the standards by which teacher and school performances are evaluated. However, in the broader scope of the framework and in concert with previous research findings, three of the four domains (planning and preparation, classroom environment, and instruction) were similar to those discovered by Pucel et al. (1978). In light of the importance of teacher competency upon student performance as well as institutional effectiveness, those things which facilitate a teacher's ability to move toward increased professional growth should be of paramount importance. The Danielson framework for professional practice offered a useful structure to assess a teacher's practice in addition to facilitating the organization of professional improvement efforts.

Part-Time Faculty Characteristics

It was also important to clarify what the literature says about who and what, exactly, are the 'part-time faculty members'? Perhaps the simplest form of answer from the point of view of both the institution and the individual, and often the only one available, might be that part-timers are not full-timers (Rajagopal & Farr, 1992).

Tuckman (1978[b]) developed a taxonomy of the part-time workforce in academe. He stated,

> Part-time employment in academe is different from most other types of part-time employment. The academic part-timer is usually well-educated, has an expertise in one or several academic areas, and has at least some experience in the full-time labor market. In contrast, the part-timer in the over all labor force is more likely to be either a high school dropout or a person with limited years of schooling, to move from job to job with little sense of career progression, and to have limited experience in holding down a full-time job. (p. 305)

Although part-timers have been described in a variety of ways, i.e., the hours they teach, the institutions which employ them, their socioeconomic status, what motivates them to teach, etc., Tuckman developed a classification of part-timers in terms of their reasons for becoming part-time vs full-time teachers. He designates seven mutually exclusive categories of the part-time faculty member: (a) the semi-retired, (b) students, (c) those which to become full-time (Hopeful Full-Timers), (d) those with a full-time job (Full-Mooners), (e) those with responsibilities in the home (Homeworkers), (f) those with another part-time job (Part-Mooners), and (g) all others (Part-Unknowners). Even though there was some whimsy in Tuckman's categories and nomenclature, it may be nonetheless helpful to know the circumstances by which a person chooses to be a part-time teacher. Knowing the conditions under which a person chose to teach part-time or in what context they come to the college

environment would also provide insight into their teaching proficiencies, deficiencies, and professional development needs. For example, the teaching experience, training, and competencies of a Hopeful Full-Timer may be drastically different than those of a Homeworker. In light of Pucel et al.'s (1978) seven skill competency areas, the five development needs identified by Goetsch (1978), the six development goal clusters identified by Cross and Angelo (1989), the six categories of teacher characteristics selected by Van Ast (1992), the four domains of Danielson (1996), and the six development opportunities of McKenzie (1996), the taxonomy developed by Tuckman (1978[b]) provided a useful tool to those interested in designing and developing pre-service, in-service, or other continuing education opportunities for part-time faculty.

Professional Development

While the importance of the teaching faculty has been regularly proclaimed by the two-year college literature, Hoerner, Clowes, and Impara (1991) posited that there have been few to no comprehensive studies and only scattered local studies of the occupational-technical faculty in two-year colleges specifically addressing their professional development activities. The growing need for renewal of an aging and largely tenured full-time faculty as well as the deep concern for the loosely affiliated and variously motivated part-time faculty have been recurrent themes of past literature on community colleges (Deegan, Tillery, & Melone, 1985).

Hoerner et al. (1991) concluded that the knowledge of the professional development activities of community colleges was limited to anecdotal and trace evidence and that the factors that meaningfully contribute to faculty renewal were meager. As such, the specific focus of the Hoerner et al. study was to identify the characteristics of professional programs or activities made available to occupational-technical faculty. The data, gathered from 708 institutions, showed that 55% or more than one-half of the colleges who responded rarely had part-time faculty participate in professional development activities and slightly less than one-half (48%) even made professional development activities available to their part-time faculty members. The study also found that there was little evidence of institution-wide planning for professional development and that the more typical situation which existed was a series of activities originating at the department or division level which served individual full-time faculty needs. The five areas of professional development activities provided to full-time faculty identified by at least two-thirds or more of those surveyed were teaching methods, computer-assisted instruction, knowledge/skills updating, student advising and evaluation, general education in technical programs, and improvement of instruction. In contrast, few activities were identified for part-time faculty and in cases where part-time faculty were involved, it often consisted of a passive or defacto process of simply allowing access for part-time teachers to the activities planned for their full-time counterparts. When specific provisions were made for part-time faculty professional development, the topics most often addressed were teaching methods,

computer applications, evaluation, and college mission. While 41% of the institutions in the study reported an identifiable budget line for faculty professional development, 74% reported that no funds were dedicated to part-time faculty professional development. Additionally, the data indicated that a clear preference for using inexpensive delivery methods for professional development activities, whether for full or part-time faculty, were preferred by the responding institutions. Of the 15 full-time professional development delivery methods used by the responding institutions, nine of the methods were considered low cost alternatives while the remaining six were high cost options. For the 40% of responding institutions who indicated that part-time faculty participated in a professional development activity, all of the delivery methods used for the part-time development opportunities were in the low cost alternative grouping. The five low cost delivery methods cited by study participants as used most frequently were: group orientation, on-campus orientation, and local conferences centered around group activities and, individualized orientation and noncredit courses oriented around the individual. Concerning incentives, the rewards for involvement in professional development activities sponsored or endorsed by the institution can be both intrinsic or extrinsic. Intrinsic rewards, those which involve personal gains or satisfy personal interests, usually cost the institution very little or virtually nothing. Extrinsic rewards, however, were those which acknowledged to participants that the institution rather than the individual was likely to be the primary beneficiary of the activity and the reward became the incentive to participate in the activity. The study

found that professional development programs and activities for full-time faculty were actually blends of both intrinsic and extrinsic rewards. More than 80% of the institutions indicated that they relied on intrinsic rewards in the form of individual full-time faculty member commitments to improve their knowledge and skills as well as individual professionalism to promote and maintain participation. Likewise, more than 80% also indicated that they provided extrinsic rewards for involvement by making travel funds available and purchasing specialized equipment. More than 70% of the respondents provided extrinsic rewards or incentives to full-time faculty through release time and paid tuition. Slightly more than one-half of the institutions mandated participation in professional development activities which could be viewed as an incentive or disincentive depending on the perspective. The important finding which the study discovered concerning rewards for part-time faculty was that part-time involvement is based solely on intrinsic rewards with the part-time faculty members' commitment to improvement of instruction and individual professionalism cited as the main incentives. The findings of Hoerner et al. (1991) agreed with those of Selman and Wilmoth (1986) where, although over one-third of the part-time instructors in their study indicated an expectation and desire to be compensated in some way for taking part in a professional development program, the system for employing part-time faculty rarely provides direct incentives for professional development. However, since Hoerner et al.'s study also discovered that part-time faculty were only incidentally involved as recipients of professional development activities, little to no funding was

devoted to providing this group professional development opportunities and, part-time faculty were only minimally involved in the planning and delivery of such efforts when they did occur, it did stand to reason that much of the incentive to participate would be intrinsic.

McCright (1983) conducted a study at Marshalltown Community College to determine the professional development needs of part-time faculty at the college. In the six years prior to the study, the college had experienced a change from a 90% full-time instructional staff to less than 50% of the instructors being full-time teachers. As Marshalltown Community College became more heavily dependent upon part-time faculty members to carry out the mission of the college, concerns about these faculty members' lack of teaching skills and experience at the postsecondary level, skills developed by their full-time counterparts prior to being employed and entering the classroom, began to surface. As the part-time instructors became a proportionally larger part of the college's instructional staff, the need for a professional development program for part-time instructors gained increased importance. A college sponsored faculty development program for part-time faculty members became an important goal for the college and was the impetus for this study. The study found that 64% of the part-time faculty had over four years of teaching experience with only 10% having no prior teaching experience at all. A majority of the respondents had a high level of formal education with 65% holding a master's degree or above. Overall, the part-time faculty's perceptions of their professional development needs were heavily weighted

toward acquiring and using new knowledge in their disciplines for the courses they teach. Other commonly accepted faculty development activities such as participation in committee work or developing an understanding of the community college in higher education ranked low with the part-time faculty respondents. Additionally, almost one-half of the respondents indicated that they were interested in being recognized for innovative teaching as an incentive to participate in professional development activities. Based on the study's findings, it was recommended that part-time faculty at Marshalltown Community College be more fully recognized as an important segment of the total instructional staff, professional development workshops with varied formats be instituted at the college, and activities which involve part-time instructors with full-time faculty members be initiated.

Gunderson (1971), in a study which researched the professional development and teaching competencies of community college faculty and instructors in a general sense rather than specifically focusing on the needs of part-time faculty, engaged in an effort to use common factor analysis in order to determine the common professional education competencies needed by community college instructors of trade and industrial education. A 99 item questionnaire was designed to elicit responses from instructors concerning the level of proficiency necessary for each competency in relation to their teaching position. A total of 160 instructors in 40 community colleges participated in the survey.

A five-factor solution extracted 48 of the 99 competencies with factor loadings of ±.50 or higher. Four of the five factors extracted were identified with factor 1 being considered a general factor with three interpretable sub-factors. Subfactor 1a was named history, philosophy, and objectives; subfactor 1b was named community relations; and subfactor 1c was labeled professionalism. Factor 2 was identified as program operation, factor 3 was called measurement and course construction, and the remaining factor was labeled instructional strategies (Gunderson, 1971). The study, in ranking the 10 highest mean competencies, showed that motivating students was the highest ranked competency and 9 of the top 10 professional competencies grouped under factor 4, instructional strategies. The heavy loading of competencies ranked as important by the respondents in this study into the instructional strategies factor also makes intuitive sense as most if not all instructors would perhaps consciously or subconsciously make their teaching skills and delivery a priority.

In dealing with the professional development needs of part-time faculty, a variety of strategies have been used by administrators including group orientation sessions, one-to-one counseling with division chairs or other college faculty members, workshops addressing topics ranging from improving teaching skills to informing faculty members of institutional policies, procedures, and objectives, team teaching, and mentoring. NCRVE (1991) provided a summary of two of the papers presented at the National Conference on Professional Development of Part-Time Occupational/Technical Faculty where innovative practices in professional development

was the focus. At the El Paso Community College, a part-time faculty development issues committee comprised of part-time faculty members suggested the following professional development activities based on the concerns and needs of the part-time faculty. Their recommendations included: (a) informal development sessions held on Saturdays to accommodate the diverse scheduling demands often encountered with part-time faculty, (b) a mentor program matching experienced part and full-time faculty to serve as volunteer colleagues to new and entering part-time faculty members, (c) a checklist designed by part-time faculty to both determine and inform a faculty member's familiarity with available instructional and support services, and (d) recognition programs for outstanding teaching and other contributions made by part-time faculty. The findings of a survey of public postsecondary technical education institutions also discovered that part-time faculty desire additional recognition–but with improved salary structures. Based on the results of the study, six recommendations were offered to postsecondary occupational educators:

1. Improve salary structures to reward part-time faculty that are actively engaged in a professional development program or selected activities .

2. Encourage part-time faculty to become involved in instructional related activities.

3. Promote collegiality between full and part-time faculty members.

4. Alter office hours of regular faculty in order to provide opportunities for meaningful interaction and dialogue with part-time faculty.

5. Review institutional policies and the organizational environment as they affect professional development.

6. Provide more opportunities for part-time faculty to develop skills in teaching special needs students (i.e., disadvantaged or at-risk students, handicapped students, English as a second language students, nontraditional or older students, single parent students). (p. 47)

Finally, in a two-year study of community, technical, and junior colleges by the NCRVE, no single model of professional development emerged as the best way to accomplish a school's professional development goals. The culmination of the research project which first surveyed 708 community, technical, and junior colleges, and then chose six of the responding institutions to participate in a case study using focus group and individual interviews found that, "Professional development in its best, exemplary patterns, [is] a natural consequence of a well-led, effective institution. Professional development is an essential ingredient for an effective institution, but, by itself, it cannot make an institution effective" (NCRVE, 1991, p. 49).

However, some common elements did emerge from the study. It was found that professional development programs are one vehicle through which institutions may help organizational members to understand the institution's values and ideology. In this way new members can align themselves with the institution to become true stakeholders. Learning about, and becoming part of, the institution's culture has helped to create a positive teaching and working environment. It was also found that

leadership support of individual and professional growth contributes significantly to the empowerment of individuals within the organization. A core of empowered individuals can positively influence both the culture of the organization as well as the direction of its future development and growth. Allowing part-time faculty to build a sense of community around shared values through professional development has helped in addressing both long and short-term institutional issues.

Additional research indicated that effective professional development must be an ongoing collaborative process which combines teacher skill, knowledge, experience, and identified needs with new instructional and curricular strategies, methods, and practices. Professional development should be designed to support the continued growth of teachers, the improvement of schools and institutional effectiveness, and finally, the learning and achievement of students (LOEO, 2001). The LOEO study found 14 characteristics of effective professional development as identified by their review of the literature and the work of professional organizations such as the National Staff Development Council's Standards for Staff Development and the North Central Regional Educational Laboratory. Results of the study conducted by LOEO (2001) indicated that teachers, administrators, and service providers believed that effective teacher professional development included learning opportunities that resulted in changes in classroom instruction as well as improved student achievement. Specifically, of the 14 characteristics of effective professional development encountered, those activities considered most effective were those which provided

peer-to-peer engagement, hands-on practice and coaching, group collaboration, subject specific relevance, opportunities within normal job responsibilities, and sustained, long-term efforts within the institution. Practices such as one-shot lecture oriented activities with no opportunities to observe, critique, and reflect on the information and with no relevance to the subject area were found to be less effective professional development practices. Concerning the professional development practices and activities which are most appropriate or effective for a division, college, or district, the literature bears witness to the statement that it depends on many factors. Perhaps Brown (2000) said it best, "Many factors must be considered in selecting professional development activities, e.g., personal and professional goals, school mission, administrative policies and procedures, and the business community" (p.4).

Conceptual Framework for the Study

The following model provided a baseline conceptualization of the factors which influence the perceptions of the occupational education officers concerning the activities, needs, and methods of delivery of professional development for part-time community college occupational and technical faculty. The model shows that interactions with part-time faculty members and the actual professional development activities provided by the institution may impact their perceptions of the activities,

needs, and methods of delivery for part-time faculty professional development. The perceptions of the occupational education officers would, in turn, influence the recommendations for providing part-time faculty professional development

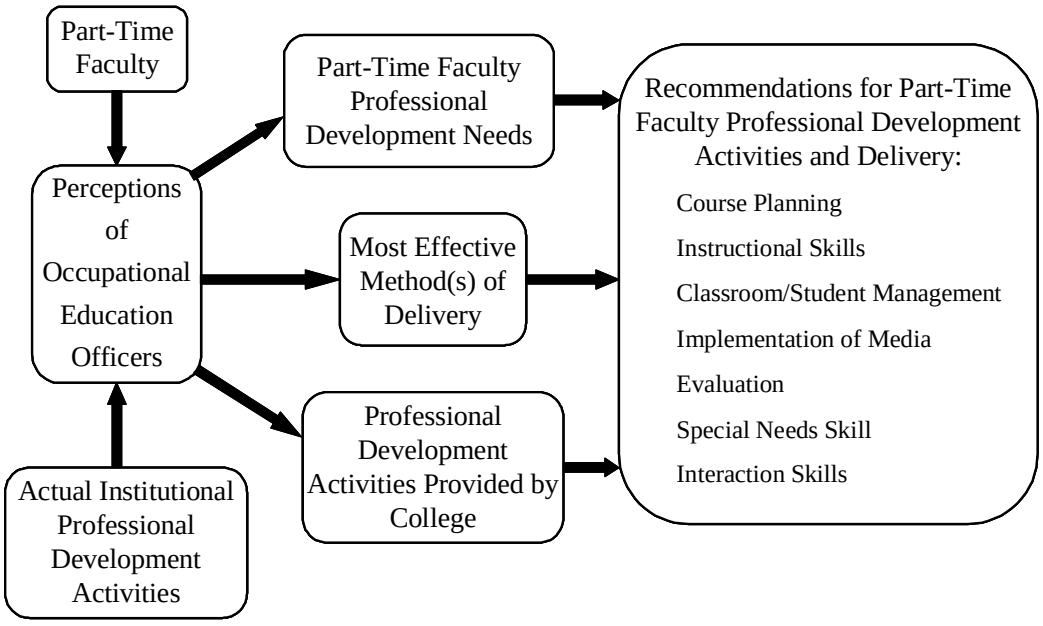

Figure 2.1: Conceptual Framework of the Factors Influencing Recommendations for Part-Time Faculty Professional Development

opportunities as they relate to the seven instructional competency areas used in the survey instrument for this study.

It was apparent at the conclusion of the literature review that there have been several investigations concerning the professional development activities, needs, and methods of delivery to part-time community college faculty. The literature reviewed for this study has provided a background to the relevance and ability to collect the data

to meet the purpose and objectives of this study. This research effort was not intended to replicate any previous studies nor collect information or make conclusions which supported the reviewed literature. However, based upon the reviewed literature, it was substantiated that this study is relevant, feasible, and useful to the ends sought of collecting information which will help explore and describe the professional development activities, instructional needs, and appropriate methods of delivery for part-time occupational and technical program faculty in the community colleges in the United States.

CHAPTER 3

METHODOLOGY

Purpose and Objectives

This chapter describes the type of research, population, instrumentation, data collection, and data analysis for this study. The purpose of this study was to identify and quantify the types and frequency of occurrence of professional development activities provided to part-time occupational and technical faculty, and to assess the perceptions of occupational education officers concerning the part-time faculty instructional professional development needs and their most effective methods of delivery within the community college system in the United States.

Type of Research

This study used descriptive survey research (Ary, Jacobs, & Razavieh, 1996) to achieve the ends sought of identifying the types and frequency of occurrence of current professional development activities provided to part-time community college occupational and technical program faculty in the United States. The study also sought to assess the perceptions of occupational education officers concerning the instructional

professional development needs of part-time community college occupational and technical program faculty and the most effective method of delivering these activities. This descriptive research study asked questions about the nature, incidence, or distribution of variables involving description but not manipulation of the variables and was designed to obtain information concerning the current status of professional development activities for part-time community college occupational and technical program faculty. Funding for this study was provided by the National Research Center for Career and Technical Education at the University of Minnesota through a graduate student research award.

Population

The target population for this study were the occupational education officers at community colleges in the 50 states of the U.S. The frame for the study was the American Association of Community Colleges' (AACC) list of community college occupational education officers found in their 2001 membership directory. AACC is the national advocate for community colleges in the U.S. and the 2001 membership directory provided the most accurate comprehensively available listing of the members of the target population. The directory provided the names of the key personnel (occupational education officers) which logically would be responsible for the administration of part-time occupational and technical faculty and instruction at the community colleges in the U.S. It was assumed that the occupational educational

officer would be in the best position to provide current and relevant information concerning the part-time occupational and technical faculty within their community college. Other administrative positions within the AACC directory such as president, chancellor, or provost, although more numerous, were considered to be too far removed from, or unfamiliar with, the kinds and types of data sought by this study. Choosing the less frequently occurring occupational education officer position over another more prevalent administrative position was done for two reasons. First, it was deemed that the data obtained from the occupational education officers would be less distorted or more accurate and second, a more complete response set would be attainable from an administrative level closer to the actual occurrence of part-time faculty instruction and student contact. In summary, it was decided that the AACC list of occupational education officers were the administrators which would most closely resemble or replicate the chair of occupational or career and technical educational programs at the community college level. The accessible population was comprised of 101 individuals.

The study included the entire population of interest as a census with no sampling techniques utilized. "The strength of a census of this type lies in its irrefutability. Its weakness lies in its confinement to a single limited population at a single point in time" (Ary et al., 1990, p. 408-409).

Information about the number, amount of turnover, and perceived benefits of hiring part-time faculty were collected using the survey instrument developed for this

research project. Although this information did not specifically address any of the research objectives, it was deemed prudent to collect this data in order to provide the context or benchmark in which the remaining data is anchored. The information may also be useful in future analysis efforts. For example, perceived instructional needs or perhaps methods of professional development delivery may be related to the number of part-time faculty or rate of turnover experienced by a community college. The data provided by the occupational education officers concerning the number of part-time faculty, rate of turnover, and their perceived benefits are presented in Table 3.1 and Table 3.2.

The information in Table 3.1 shows that the number of part-time faculty within the community colleges of those who responded varied from a low of 9 persons to a high of 800 people (M=194, SD=170). The average percent turnover was 19% ranging from a minimum of 0% to a maximum of 50% indicating that one-half of the part-time faculty for this particular community college were replaced each academic year.

Characteristic	Mean	SD	Min.	Max.	Range
Number of part-time faculty	194	170	9	800	791
Percent turnover each academic year	19	11	0	50	50

Table 3.1: Characteristics of the Part-Time Faculty Member Workforce (*N*=47)

Table 3.2 presents the data indicating how respondents perceived the level of importance associated with the benefits of hiring part-time faculty. Degrees of importance were categorized using a 5-point anchored Likert scale with the following categories: 1 = Not Important; 2 = Slightly Important; 3 = Somewhat Important; 4 = Moderately Important, and; 5 = Very Important. Over one-half of the respondents indicated that the ability to teach flexible hours including nights and weekends (70%),

	NI	SlI	SoI	MI	VI		
	N	N	N	N	N		
Perceived Benefit	(%)	(%)	(%)	(%)	(%)	Mean	SD
Can teach flexible hours including nights and weekends	0 (0)	1 (2)	3 (7)	10 (21)	**33*** (70)	4.60	.71
Provide current practices/skills required in their occupation	0 (0)	0 (0)	4 (9)	16 (34)	**27** (57)	4.50	.66
Allow opportunities to offer specialized courses	1 (2)	1 (2)	6 (13)	14 (30)	**25** (53)	4.30	.93
Provide cost savings over hiring full-time counterparts	2 (4)	4 (9)	11 (23)	8 (17)	**22** (47)	3.94	1.21
Improve effectiveness/ instruction of full-time faculty	8 (17)	11 (24)	**16** (34)	9 (19)	3 (6)	2.74	1.15
Relieve full-time faculty of introductory courses	**20** (43)	9 (19)	12 (26)	3 (6)	3 (6)	2.15	1.23

Note: 1 = Not Important(NI); 2 = Slightly Important(SlI); 3 = Somewhat Important(SoI); 4 = Moderately Important(MI); 5 = Very Important(VI)
summated M=3.70, SD=.55
*bolded figures indicate modes

Table 3.2: Perceived Level of Importance of the Benefits of Hiring Part-Time Faculty (*N*=47)

to provide up-to-date work place skills and practices required in their occupation (57%) and, to offer specialized courses (53%) were "very" important benefits of hiring part-time faculty. Means for these three items range from 4.60 (SD=.71) for the ability to teach at flexible times to 4.50 (SD=.66) for up-to-date workplace skills to 4.30 (SD=.93) for the ability to offer specialized courses. The data indicates that the average attitude of the respondents for these three benefits of hiring part-time faculty were "moderately" important. The item of cost savings had a mean of 4.0 (SD=1.21) which achieves the "moderately" important level and close to one-half of the respondents (47%) indicated that this benefit was "very" important. The benefits of improving the effectiveness and instructional practices of full-time faculty (M=2.74, SD=1.15) and relieving full-time faculty of introductory and lower-sequenced courses (M=2.10, SD=1.23) were rated at "slightly" important. Both items only achieved means between "slightly" and "somewhat" important without any noticeable accumulation of responses other than perhaps a 43% response rate in the "not" important category for the item of relieving full-time faculty of introductory course teaching responsibilities. A summated mean of 3.70 (SD=.55) was calculated for the six items used to measure the perceived level of importance of the benefits of hiring part-time faculty. This indicates that the respondents' overall attitude toward the benefits of hiring part-time faculty, assuming that the six items contribute to the same domain, was "somewhat" important. Approximately 85% (n=40) of the respondents

held perceptions of "somewhat" important or higher and almost 45% (n=21) or slightly less than half were aligned with the summated mean attitude of 3.70.

Instrumentation

The collection of data needed to help answer the research question, address the problem statement, and satisfy the purpose and objectives of this research was accomplished using a survey instrument developed by the researcher. The survey assessed the population of interest attempting to collect data on both tangible factors, concrete variables such as what professional development activities were being provided to part-time faculty and, intangible factors, constructs not directly observable such as perceptions of the occupational education officers concerning what professional development activities part-time faculty need as well as the most effective method to deliver these opportunities. Determining the status of the population of interest in this study with respect to the identified variables, with the ends sought of measuring and describing what exists rather than questioning why they exist, was compatible with the purpose, objectives, and overall intent of this research project.

The development of a questionnaire for this study was driven by the research objectives listed in Chapter 1. The survey instrument was a modification of a questionnaire developed by Pucel, Walsh, and Ross (1978). An extensive review of the resources and process employed by Pucel et al. to develop the survey instrument used in their study is provided in Chapter 2. It was determined that their survey instrument

provided the most understandable, relevant, and usable platform upon which the foundation for the survey instrument for this study was built. The research conducted by Kelly (1991), Selman and Wilmoth (1986), Goetsch (1978), Cross and Angelo (1989), Van Ast (1992), and Danielson (1996) provided additional support to the functionality and appropriateness of using the seven teaching competency domain areas and their contents of the Pucel et al. (1978) survey instrument. Modifications to the survey instrument used in this study were supported and confirmed by additional studies and related literature concerning the professional development of part-time community college faculty. The questionnaire format and content were based on the review of related literature, the personal experience of the researcher as a part-time instructor in a welding technology program at an area community college in New Mexico, and the review of a panel of experts and a pilot test as part of the effort to establish a valid and reliable survey instrument.

The researcher developed and administered a survey instrument (Appendix I) which meets the two fundamental assumptions identified by Dillman (2000), "(1) responding to a self-administered questionnaire involves not only cognition, but also motivation, and (2) multiple attempts are essential to achieving satisfactory response rates to self-administered surveys regardless of whether administered by e-mail, the web, or postal delivery" (p. 13). The questionnaire consisted of the following parts:

1. Part I of the survey instrument included basic descriptive information about the part-time instructional faculty that were managed by, or which interacted with, the occupational education officers, and the perceptions of survey respondents concerning the level of importance associated with the benefits of hiring part-time faculty. In addition to two questions addressing the number of part-time faculty employed and the percent turnover per academic year in a respondent's college, the perceptions of the level of importance of hiring part-time faculty were assessed using an anchored five point Likert-type scale. The response categories were arranged on a continuum from 1-5 with the following descriptors: 1=Not Important; 2=Slightly Important; 3=Somewhat Important; 4=Moderately Important, and; 5=Very Important. This section was designed to gather information about the characteristics of the part-time occupational and technical program faculty which work at each community college. This information was used to place the perceived instructional needs, the current professional development activities, and most appropriate method(s) of delivery into context.

2. Part II of the survey instrument consisted of 58 classroom teaching skills that occupational education officers may perceive that part-time occupational and technical program faculty need to develop. They were grouped into six categories: (a) course planning, (b) instructional skills, (c) classroom/student management skills, (d) implementation of media, (e) evaluation, (f) special needs skills, and (g) interaction skills. An anchored five point Likert-type scale with a sixth category of "Does Not

Apply (NA)" was used to assess the degree of perceived instructional professional development needed by part-time faculty. An anchored five point Likert-type scale with response categories arranged on a continuum from 1-6 with the following descriptors: 1=Need No Help; 2=Need Slight Help; 3=Need Some Help; 4=Need Moderate Help; 5=Need Much Help, and 6=Does Not Apply. An "other" response item was included in each of the six skill categories to encourage responses from occupational education officers which may not coincide with those listed in the questionnaire. These items were designed to gather information about the skills that occupational education officer's believe are important enough to be included as faculty professional development activities or in a comprehensive professional development program. This section of the questionnaire was purposefully designed to not ask the question of, "What competencies do you feel a part-time instructor should possess?" but rather gather information which identified those things which the adult vocational teacher would need help in developing. Part II of the survey instrument contained questions which gathered data useful for answering objective one of this study.

3. Part III of the survey instrument asked the occupational education officers to indicate the amount of professional development activities currently provided to part-time faculty at their institution, and if such activities were required by their college. An anchored five point Likert-type scale with response choices arranged on a continuum from 1-5 using the following descriptors: 1=Rarely/Never (only if requested or mandated); 2=Occasionally (only as need and opportunity correspond);

3=Sometimes (at least once a quarter or semester); 4=Often (twice or more each quarter or semester); 5=Regularly (once a month). An additional response column was provided so that respondents could mark if part-time faculty member attendance at any of the 12 professional development activities was required or mandatory. The items were designed to gather information about the frequency of occurrence of part-time professional development activities which were being provided at the occupational education officer's school. Part III also asked respondents to rank order three categories of teacher knowledge which they perceived should be provided in any professional development program or activity. The three categories were: a) policies and procedures of the college, b) instructional skills/classroom management, and c) technical competency in area of teaching specialty. Part III of the survey instrument contained questions which gathered information useful in answering objective two of this study.

4. Part IV of the survey instrument collected information concerning the perceived best method(s) of delivery of professional development activities for part-time faculty. It was designed with items that measure the perceptions of occupational education officers concerning which professional development delivery methods should be used to serve the part-time faculty. Part IV of the survey instrument contained questions which gathered information useful in addressing objective three of this study.

Measuring the respondent's perceptions about the needed instructional skills of part-time occupational and technical program faculty and the frequency of current

professional development activities using an anchored Likert-type rating scale was deemed appropriate to obtain information which addressed the research objectives for the study. "Scaled items ask respondents to rate a concept, event, or situation on such dimensions as...quantity or intensity...or frequency ˈhow often'" (Ary et al., 1990, 424-425). An advantage of this type of method was that points could be assigned to the various responses and measures of central tendency, variability, correlation, etc., could be calculated (Ary et al., 1990). Additionally, research has shown that the Likert-type rating scale is an effective tool for measuring attitudes, "Summated-rating (Likert) scales, forced-choice scales, ˈsituational' instruments, Q-sorts, content analysis, and, perhaps, referent scales can all effectively measure attitudes" (Kerlinger, 1972, p. 7).

The survey instrument was constructed with the intent to impart a feeling of intrinsic value and importance to the respondents, that the study was genuinely interested in their perceptions and opinions, and that their responses were individually valuable and critical to a better understanding of the role and needs of part-time community college faculty. The instrument was designed using standard 8½" x 11" paper as, "It appears that no experiments have shown a significant improvement in response from the use of these smaller sizes....In addition, it appears that [we are being pushed] in the direction of using standard 8½" x 11" questionnaires" (Dillman, 2000, p. 170, 171).

An explanation of the purpose and need for the questionnaire and the importance of each occupational education officer's effort to respond completely and to

the best of their ability was provided in a cover letter (Appendix D). The instrument used a readable font style and format and included clear and specific directions for responding preceding each section, "Do not place instructions in a separate instruction book or in a separate section of the questionnaire" (Dillman, 2000, p. 120). Questions were structured to be mutually exclusive and exhaustive with the inclusion of an "other" response category when appropriate in order to help encourage responses, provide a full range of opportunity for a subject to respond candidly, and to capture additional potential domain items not listed in the questionnaire. Other developmental techniques and recommendations such as clear navigation guides and expressed appreciation for the unbiased participation of respondents were used to give the questionnaire a tangible and professional appearance.

Questions were worded and arranged in such a way as to avoid imparting the feeling to respondents that the instrument was a test, was measuring an attribute such as intelligence or IQ, that the results were to be used to make personal or professional judgements about him or her, and that there were no "right" or "wrong" answers. The inclusion of these principles in the questionnaire, a panel of experts review, and the results of a pilot test resulted in a valid and reliable questionnaire. Respondents to the questionnaire were informed of the researcher's commitment to protecting identity and ensuring confidentiality rather than guaranteeing anonymity. Procedures to establish and maintain confidentiality were in accordance with, and supported and approved by, the protocol of the Human Subjects Review Office at the Research Foundation at The

Ohio State University. Respondents were informed that participation in this research project was strictly voluntary.

Validity and Reliability

This research study provided for a reliable and valid survey instrument. The survey instrument was carefully constructed by the researcher using known and accepted data collection and survey design techniques as well as the appropriate methodology for testing and establishing validity and reliability.

Validity

The most prominent internal validity concern in designing the questionnaire was the presence and degree of measurement error. The degree and presence of measurement error was controlled by developing clearly worded instructions and questions in the survey instrument and understandable directions in all related correspondence used to facilitate response. Questions not clearly stated leading to individual respondent interpretation and speculation, ambiguous questions (those capable of being understood in two or more possible senses), and unclear instructions could lead to some degree of systematic or non-random error. Minimizing or eliminating these sources of error, to the extent possible, was addressed during the questionnaire development, validated by the panel of experts review, and tested for reliability with the pilot test.

Content and face validity were established using a panel of experts (n=11) chosen based on their knowledge and experience in descriptive survey research design, survey instruments and/or data collection, and the intricacies of the part-time faculty phenomenon in postsecondary community college education (Appendix A). The panel was asked to assist in developing an instrument which accurately represented the area and domain of interest in this study as well as the perception that the instrument "looks" and "feels" like it will measure what it purports to measure. Panel comments, input, and recommendations were considered and incorporated into the final instrument.

Reliability

Thirty-two occupational education officers or their equivalents were selected from the National Council for Occupational Education's membership directory (2000) to participate in a pilot study to attempt to establish the reliability of the survey instrument (Appendix B). Measurement of internal consistency, ensuring that all items are contributing to the same domain, was established using Cronbach's coefficient alpha for the summated scales. Recommendations of Nunnally (1967) and Ary et al. (1996) were used to assess the adequacy of the reliability coefficient for the instrument. A reliability coefficient of .70 was set *a priori* for this study.

Pilot test participants were first sent a prenotice letter two days prior to sending the survey instrument. Next, a cover letter explaining the pilot test process and the

purpose and importance of their involvement and contribution to this research project which accompanied a copy of the survey instrument along with a self-addressed stamped return envelope was sent. A postcard thank you/reminder and a final courtesy e-mail stressing the importance of their input were sent as follow-up reminders. Participation was voluntary. Extraneous factors which may have influenced the consistency of response such as environment, history, and location were not within the control of the researcher nor were they considered relevant or considerable threats concerning establishing reliability of the survey instrument using the pilot test methodology.

Cronbach's alpha coefficients for the summated scales using the Likert-type question and answer format in the survey instrument were as follows: (a) concerning the perceptions of the benefits of hiring part-time faculty, the coefficient was .73 after the deletion of the item, "Provide flexibility in program planning," (b) regarding the 58 items related to the perceived level of needed teaching skills, the coefficient was .94 and, (c) the items related to the amount of formal professional development offered by respondents' colleges, the coefficient was .85. Recommendations of satisfactory levels of reliability provided by Nunnally (1967), and Ary et al. (1996), led to the determination that the instrument was reliable based on the results of the pilot test and subsequent adjustment made to the survey instrument.

Data Collection

Survey implementation was conducted in accordance with Dillman's (2000) Tailored Design Method (TDM). "No matter how well constructed or easy to complete, [the questionnaire] is not the main determinant of response to mail or other self-administered surveys. Implementation procedures have a much greater influence on response rates" (p. 149). The five elements of a respondent friendly questionnaire, five timely contacts, a real first-class stamped return envelope, personalized and non-duplicated correspondence, and token financial incentives were employed as the basic structural features around which the implementation process was designed. Although the five contacts (prenotice letter, first questionnaire, thank you/reminder postcard, replacement questionnaire, and final contact) required additional time and financial commitment, it was decidedly worth the effort as, "Multiple contacts have been shown to be more effective than any other technique for increasing response to survey by mail" (Scott; Linsky; & Dillman, 1991, as cited in Dillman, 2000, p. 149).

The following tasks and associated times were employed to collect the data for this study. Times were subject to adjustment and/or modification based on unforeseen factors which arose or difficulties which were encountered:

1. 1st contact - Prenotice letter two days to one week maximum prior to mailing questionnaire (Appendix C).

2. 2nd contact - Questionnaire mailing including cover letter, token of appreciation, and first-class stamped return envelope (Appendix D).

3. 3rd contact - Thank you/reminder postcard seven days after questionnaire mailing (Appendix E).

4. 4th contact - Replacement questionnaire with different cover letter three weeks after original questionnaire mailing (Appendix F).

5. 5th and final contact - Final follow-up letter to any remaining non-respondents five weeks after original questionnaire mailing (Appendix G).

The total elapsed time for the five contacts was five weeks.

The second contact consisting of the questionnaire, cover letter, and return envelope also included a Sacagawea golden dollar as a financial incentive to respond. "Second to multiple contacts, no response-inducing technique is as likely to improve mail response rates as much as the appropriate use of financial incentives....A very strong case can be made for the use of a modest cash incentive. Its impact on response is likely to be stronger than any other stimulus except for multiple contacts with respondents." (Dillman, 2000, p. 167, 170). The golden dollar was chosen because of its modest value, "This modest prepaid incentive [one or two dollars] has proved to be strikingly powerful" (p. 168) as well as for its novelty effect due to its recent release by the U.S. Mint.

Each questionnaire had an individual identification number printed directly on the questionnaire. This was done so that follow-up mailings, an essential aspect of the TDM and shown by research to be the first and most effective technique for controlling non-response error, could be sent to only those persons who have not yet responded.

No efforts were made to hide the identification number as such a tactic is inconsistent with making an honest effort to communicate openly with questionnaire recipients (Dillman, 2000), and "...informing respondents of the presence of an identification number seems not to have a serious negative effect on response rates...." (p. 165).

The cover letter included with the questionnaire also conveyed the ethical commitment by the researcher not to release results in a way that any individual's responses could be identified as their own. It was explained that the identification system was used to ensure the accuracy of the mailing list for contacting the respondents only if needed and that this effort was one of protecting confidentiality and conducting ethical and worthwhile research. Participants were also informed that confidentiality and the use of human subjects in research for this project complied with the protocol of the Human Subjects Review Office at the Research Foundation at The Ohio State University. The procedures of the Human Subjects Review Office, and the approval of this project with those procedures, were made available to any participant upon request. Participation in this research project was strictly voluntary and all efforts were made to avoid any condition where coercion, dishonesty, or inappropriate behavior may be the perception of any participant.

The total response was 52 returned surveys or 51% of the population. Only 47 (87% of those returned) were usable, five were returned with either no or incomplete responses.

Controlling for Nonresponse

The first and most important strategy for controlling nonresponse was to get back as many usable questionnaires as possible. Implementing the TDM was the primary method employed in the attempt to maximize response. The mail survey methods designed by Dillman (2000) have been shown to greatly increase survey responses. The premise of TDM is based on motivational psychology and the social exchange theory of human behavior used to explain the development and continuation of human interaction. Three conditions or critical elements were used to maximize survey response: a) minimizing the costs for responding, b) maximizing the rewards for responding, and c) establishing trust that the rewards are real and will be delivered. The detailed mailout procedures and their contents, including the financial incentive, prescribed timetable, specific mailout package assembly, and multiple contacts in varying formats, were meant to meet the criteria of the social exchange theory.

Since it was recognized that, "In most cases, personalization is an integral part of Tailored Design" (Dillman, 2000, p. 152), a letter signed by Dr. George R. Boggs, President and CEO of the American Association of Community Colleges, was included in the first questionnaire mail out to the pilot test participants and the survey population members in the effort to maximize the possibility that survey questionnaires were returned (Appendix H). The letter encouraged recipients to participate in the research project by responding and returning the survey instrument. In the case of the pilot test, the letter was to facilitate timely assistance to the research project. Concerning the

actual data collection, the additional letter was used to help ameliorate any conditions of total nonresponse and/or item nonresponse by prospective survey participants.

In addition to the letter from AACC president Dr. George R. Boggs, the following incentives and interest generating techniques were employed to encourage response:

1. The pre-notice letter to all population members was sent using a USPS commemorative envelope pre-posted with a "Community College" label and logo. The logo depicted a community college student studying a textbook while commuting on public transportation.

2. The questionnaire mailing was sent using a USPS commemorative 50 states stamp and included a U.S. Mint uncirculated Sacagawea golden dollar coin. The above mentioned letter signed by Dr. Boggs was also enclosed.

3. A USPS commemorative postcard of historic colleges and universities was sent for the third thank you/reminder contact.

4. All return envelopes were self-adhesive, pre-posted, and self-addressed on 5½" x 8¾" white security envelopes to facilitate an easy return to an otherwise bulky envelope if the questionnaire was folded more than once.

Inherent with the mailout questionnaire survey technique was the risk of a low response rate. "The low response rate typical for mailed questionnaires (less than 30 percent is common) not only reduces the sample size but also may bias the results" (Fowler, 1988, as cited in Ary et al., 1996, p. 434). Missing data (no response,

unintelligible, or incomplete) has also represented a serious problem for the mailed questionnaire (Dillman, 2000) and can eliminate or severely restrict its application and meaning to the intended target population.

Concerning the control of nonresponse error, a random sample of the nonrespondents was contacted over the telephone. None of the nonrespondents were willing to complete the questionnaire through a telephone interview. Thirty-one percent (n=15) of the nonrespondents returned questionnaires using regular posted mail; only 29% (n=14) were usable. The "double-dipping" technique was considered the most empirically sound and feasiblely implemented nonresponse error control method for this study. The data obtained from the sample of nonrespondents were compared with the data received from the respondents using both parametric and nonparametric tests. First, the t-test statistic for independent groups for the three summated scales in the survey instrument was used to determine if the means of the two groups differ. The independent or grouping variable for this test was whether a population member was a respondent or a nonrespondent who eventually returned a survey questionnaire. The dependent variables were the Likert-type response sets intended to collect perceptions and opinions concerning the benefits of hiring part-time faculty, the perceived level of needed teaching skills, and the amount of professional development currently provided by the community colleges of respondents. These scales were assumed to achieve the interval level of measurement and the t-test was determined to be the appropriate test statistic (see limitation #4 in Chapter 1 and

additional discussion in the instrumentation section of Chapter 3). The statistical hypothesis was: $H_o = U_{(respondents)} - U_{(nonrespondents)} = 0$ (nondirectional two-tailed test). The alternative hypothesis was: $H_1 = U_{(respondents)} - U_{(nonrespondents)} <> 0$. The level of alpha was .05. No significant differences existed among the respondents and nonrespondents for the scales measuring the perceived level of importance of the benefits of hiring part-time faculty or the frequency of occurrence of currently offered professional development activities. However, 4 of the 58 items in the scale measuring the level of needed teaching skills for part-time faculty showed a significant difference between the mean responses of respondents and nonrespondents. They were: (a) in the classroom/student management category, the item, "Identifying, locating, and obtaining necessary supplies, equipment, and teaching aids," (b) in the implementation of media category, the item of, "Using multi-media techniques for instruction (e.g., computers, presentation software, etc)" and, (c) in the evaluation category there were two items, "Developing a written test/quiz to determine student knowledge of course materials" and "Determining student grades for the course." The nature of the differences indicated that, in all four instances, the mean responses of the nonrespondents showed that they perceived part-time faculty to need a higher degree of help than that perceived by the respondents. For example, for the item of "Identifying, locating, and obtaining necessary supplies, equipment, and teaching aids" in the classroom/student management category, the mean response for the respondents was M=2.96 approaching the "some"

help level while the mean response for the nonrespondents was M=3.71 also signifying that "some" help was needed. This situation was similar for the remaining three items.

The Mann-Whitney test, designed to evaluate the difference between two populations where the data is considered to be ordinal or rank ordered, was also used to determine if any significant differences existed in the three summated scales in the survey instrument. In identical fashion to the independent t-test, no significant differences existed among the respondents and nonrespondents for the scales measuring the perceived level of importance of the benefits of hiring part-time faculty or the frequency of occurrence of currently offered professional development activities. However, the same four items in the scale measuring the level of needed teaching skills for part-time faculty showed a significant difference existed between respondents and nonrespondents.

The possibility that, using the independent t-test, a significant difference between the mean scores of respondents and nonrespondents for the four items occurred as a result of Type I errors at an alpha level of .05 was considered. With alpha=.05, a 5% or 1 in 20 chance exists of making a Type I error or rejecting the null hypothesis when it is actually true and no significance exists. Thus, for every 20 hypothesis tests conducted, one Type I error should be considered as a real possibility. It was decided to conduct an independent t-test on all 58 items as, although they are all related to teaching skills, they could also be considered to stand alone as skills that are not necessarily associated with each other. For instance, the ability to adopt or

demonstrate one teaching skill would not inherently be related to learning or possessing a need to acquire a different teaching skill. In other words, the teaching skills included in this section of the survey instrument were not considered hierarchical or conditional for the purposes of employing the t-test methodology. In the case of administering a t-test on all 58 items in the teaching skill needs summated scale, the *testwise* alpha level for each item remains uninflated, however, the *experimentwise* alpha level becomes the total probability of a Type I error accumulated from all 58 separate t-tests (Gravetter & Wallnau, 2000). As such, at least three items could be expected to demonstrate a significant difference between respondents and nonrespondents based on Type I errors. Although the possibility still exists that one or more of the four items with significant differences between the respondents and nonrespondents could be the result of a Type I error, the results of the Mann-Whitney test tend to confirm that real differences probably do exists but do not affect the ability to generalize the data collected from the respondents to the entire study population for the reasons discussed below.

The results of the independent t-test and Mann-Whitney test led to the following conceptual interpretation of whether the data obtained in this study can be generalized to the entire target population. Although an empirical difference existed in 4 of the 58 items in the teaching skills section of the survey instrument, it was determined that a conceptual and intuitive one did not. That is to say, since the mean response of the nonrespondents for the four items showing a significant difference only indicated that they perceived more help was needed by part-time faculty in these areas

than that indicated by the respondents, it was determined that the findings for these items can still be used to describe the perceptions of the entire population. In other words, the nonrespondents simply expressed the opinion that, in regard to the teaching skills represented by the four items, part-time faculty need a slightly higher degree of help. Based on the results and interpretation of both parametric and nonparametric tests for the items included in the three summated scales used in the survey instrument, it was determined that the data collected from the respondents used to generate the findings of this study can be generalized to the target population.

Data Analysis

Responses to the questionnaire were coded into a personal computer and analyzed using SPSS for Windows (Statistical Package for the Social Science, 10.0). The analysis was conducted to summarize the data collected from the target population. The following statistical analysis were performed to help answer the research objectives:

1. Describe the perceptions concerning the instructional professional development needs of part-time occupational and technical program faculty as identified by respondents and summarize the data using descriptive statistics. The analysis will include frequencies, percentages, modes, means, and standard deviations.

2. Describe the professional development activities currently provided to part-time occupational and technical program faculty as identified by respondents and

summarize using descriptive statistics. The analysis will include frequencies, percentages, modes, means, and standard deviations.

3. Describe the perception concerning the appropriate methods of delivering professional development activities to part-time occupational and technical program faculty as identified by respondents and summarize using descriptive statistics. The analysis will include frequencies and percentages.

CHAPTER 4

FINDINGS

The purpose of this study was to identify and quantify the types and frequency of occurrence of professional development activities provided to part-time occupational and technical faculty, and assess the perceptions of occupational education officers concerning the part-time faculty instructional professional development needs and their most effective method of delivery within the community colleges in the United States. The findings of the study were organized by the objectives stated in Chapter 1.

Perceived Instructional Professional Development Needs

Tables 4.1 - 4.9 present the frequencies, modes, means, and standard deviations obtained from data collected for 58 items which quantify the responses of occupational education officers concerning the amount of help which part-time faculty members were perceived to need in relation to six categories of teaching skills. The six categories of teaching skills were: (a) course planning, (b) instructional skills, (c) classroom/student management, (d) implementation of media, (e) evaluation, and

(f) interaction skills. Each category has been presented in a separate table along with a summated mean to describe how the responses to items within a category contributed to an overall attitude of the respondents for that category. Although the six categories were related to teaching skills and each of the 58 items contributed to each category, a grand or summated mean for all 58 items was not calculated. The 58 items nor the six categories were not purported by this research to represent the entire domain of teaching skills, rather, only those teaching skills that were deemed relevant to the professional development of part-time community college faculty as revealed by the review of related literature, validated by the panel of experts review, and tested for reliability using a pilot test were included in the survey instrument. As such, a summated mean for the entire set of 58 teaching skills did not lend a greater understanding to these findings nor assist in meeting any of the research objectives. Degrees of help which occupational education officers perceived were needed by part-time faculty were categorized using a five point anchored Likert-type scale with the following categories: 1 = Need No Help; 2 = Need Slight Help; 3 = Need Some Help; 4 = Need Moderate Help, and; 5 = Need Much Help. An additional category of "Does Not Apply" with a value of "6" was included to more fully understand the responses of the survey participants, however, it was not deemed to necessarily represent an attitude of how much instructional skills help part-time faculty need. As such, the "Does Not Apply" response item was not used to compute any item means and corresponding standard deviations. Each of the six teaching skill categories also contained a response

item labeled "other (please specify)" with additional space for an open-ended statement or clarifying remarks. This was done to encourage responses to the survey questionnaire as well as give the opportunity to more thoroughly explore the potential domain of items related to instructional skills not actually provided on the survey instrument. Tables 4.1 - 4.9 do not contain the "other" response item within the table format since only three additional comments were provided by respondents for the entire set of 58 items in the six teaching skill categories. The three comments that were received will be discussed as part of the dialogue for the tables in which the "other" item was selected.

The perceptions of occupational education officers of the needed teaching skills for part-time faculty related to course planning is provided in Table 4.1. There were 11 items in this category. The only item to achieve a mean score above 4.00, corresponding to a part-time faculty member's need for "moderate" help, was the item of identifying the learning characteristics of the student population for which the instruction will be developed (M=4.26, SD=.90). The remaining 10 items had means less than 4.00 indicating that it was perceived that part-time faculty only needed "some" help in developing teaching skills related to course planning in the areas represented by these items. All of the items in this category received at least one response that they did not apply to the professional development instructional needs of part-time faculty. Preparing course objectives received the most at 9% (n=4) while six others received 4% (n=2) and the remaining four received 2% (n=1). The "other" item

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
A. Course Planning	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	Mean	SD
Identifying the learning characteristics of the students for which instruction will be developed	0 (0)	3 (6.5)	3 (6.5)	**22*** (47)	17 (36)	2 (4)	4.26	.90
Identifying appropriate ways to teach	0 (0)	4 (8)	12 (26)	**17** (36)	13 (28)	1 (2)	3.89	.98
Aligning instruction/course materials with other instructors of corresponding courses/programs	1 (2)	5 (11)	10 (21)	**17** (36)	12 (26)	2 (4)	3.85	1.12
Identifying individual students needs	1 (2)	4 (9)	13 (28)	**15** (32)	13 (27)	1 (2)	3.81	1.08
Identifying information/activities to supplement instruction	2 (4)	2 (4)	**17** (36)	12 (26)	13 (28)	1 (2)	3.74	1.11
Preparing course objectives	2 (4)	7 (15)	10 (21)	**17** (36)	7 (15)	4 (9)	3.68	1.27
Selecting appropriate instructional materials	0 (0)	7 (15)	**17** (36)	15 (32)	6 (13)	2 (4)	3.55	1.04

Table 4.1: Perceptions of Needed Pedagogical Skills for Part-Time Faculty - Course Planning (*N*=47)

continued

Table 4.1 continued

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
A. Course Planning (cont.)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	Mean	SD
Organizing what is to be learned in the course	2 (4)	8 (17)	10 (21)	**20** (43)	6 (13)	1 (2)	3.49	1.12
Dividing the course into instructional units	1 (2)	10 (21)	14 (30)	**16** (34)	4 (9)	2 (4)	3.38	1.11
Sequencing the instructional units of a course	1 (2)	10 (21)	**16** (34)	15 (32)	3 (7)	2 (4)	3.32	1.09
Understanding the difference between adult vocational and other adult educational programs	6 (13)	7 (15)	**14** (28)	12 (27)	6 (13)	2 (4)	3.26	1.34

Note: 1 = Need No Help (NH); 2 = Need Slight Help (SlH); 3 = Need Some Help (SoH); 4 = Need Moderate Help (MoH); 5 = Need Much Help (MH); 6 = Does Not Apply (DNA)

summated M=3.66, SD=.84

*bolded figures indicate modes

in the teaching skills category was selected by two respondents. One respondent stipulated that, "Identifying learning outcomes that guide content" was a teaching skill in which part-time faculty need "much" help in developing. The other respondent revealed that part-time faculty need "moderate" help in, "Integrating other workplace skills." The summated mean for respondents' perceptions toward part-time faculty professional development needs related to course planning was 3.66 (SD=.84) indicating that "some" help was perceived to be needed in the area of course planning.

Table 4.2 provides data on occupational education officers' perceptions of needed pedagogical skills for part-time faculty specific to 10 items related to the category of instructional skills. Only the item of alternating teaching methods to accommodate different learning styles had a mean over 4.00 (M=4.13, SD=.97) indicating that part-time faculty were perceived to need "moderate" help in developing this skill. The item of adjusting instruction to accommodate for students with different paces of learning had the second highest mean of 3.89 with a standard deviation of 1.05. The next seven items had means above 3.00 demonstrating that the occupational education officers felt that part-time faculty only needed "some" help in the following instructional skills: (a) employing simulation techniques using likenesses, models, or mock-ups of what students will find in the work of work (M=3.53, SD=1.14); (b) directing students in applying problem solving techniques (M=3.51, SD=1.12); (c) providing positive feedback to students (M=3.47, SD=1.04); (d) directing

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
B. Instructional Skills	N %	N %	N %	N %	N %	N %	Mean	SD
Alternating teaching methods to accommodate different learning styles	1 (2)	2 (4)	7 (15)	17 (36)	**20*** (43)	0 (0)	4.13	.97
Adjusting instruction to accommodate for students with different paces of learning	2 (4.5)	2 (4.5)	10 (21)	**18** (38)	15 (32)	0 (0)	3.89	1.05
Employing simulations/models to demonstrate what students will find in the world of work	4 (9)	2 (4)	**16** (34)	15 (32)	10 (21)	0 (0)	3.53	1.14
Directing students in applying problem solving techniques	2 (4)	8 (17)	10 (21)	**18** (39)	9 (19)	0 (0)	3.51	1.12
Employing means of providing positive feedback to students	1 (2)	8 (17)	14 (30)	**16** (34)	8 (17)	0 (0)	3.47	1.04
Directing individualizing instruction through the use of learning packets, modules, etc.	5 (11)	6 (13)	**13** (28)	11 (23)	11 (23)	1 (2)	3.44	1.33
Directing students on how and what to study	5 (11)	6 (13)	**19** (40)	10 (21)	7 (15)	0 (0)	3.17	1.17

Table 4.2: Perceptions of Needed Pedagogical Skills for Part-Time Faculty - Instructional Skills (*N*=47)

continued

Table 4.2 continued

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
B. Instructional Skills (cont.)	N %	N %	N %	N %	N %	N %	Mean	SD
Conducting group or panel discussions	6 (13)	7 (15)	**16** (34)	11 (23)	5 (11)	2 (4)	3.17	1.31
Planning and directing individual or group field trips	8 (17)	8 (17)	**15** (32)	6 (13)	4 (8)	6 (13)	3.17	1.58
Directing student shop or laboratory experiences	4 (9)	10 (21)	**22** (47)	9 (19)	2 (4)	0 (0)	2.89	.96
Directing students in the initiation/completion of projects	5 (11)	9 (19)	**22** (47)	9 (19)	2 (4)	0 (0)	2.87	.99
Assisting students to make immediate on-the-job application of what they have learned	6 (13)	8 (17)	**24** (51)	6 (13)	3 (6)	0 (0)	2.83	1.03
Demonstrating a concept or principle to be learned	7 (15)	8 (17)	**23** (49)	6 (13)	3 (6)	0 (0)	2.79	1.06

continued

Table 4.2 continued

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
B. Instructional Skills (cont.)	N %	N %	N %	N %	N %	N %	Mean	SD
Summarizing a lesson	7 (15)	9 (19)	**22** (47)	8 (17)	1 (2)	0 (0)	2.72	.99
Introducing a lesson	7 (15)	13 (28)	**18** (38)	8 (17)	1 (2)	0 (0)	2.64	1.01
Demonstrating how to do a task, step by step	9 (19)	11 (24)	**18** (38)	7 (15)	2 (4)	0 (0)	2.62	1.09
Relating classroom instruction to the job experiences of adult students	9 (19)	11 (23)	**19** (40)	8 (17)	0 (0)	0 (0)	2.54	.99
Presenting information by bring in a subject matter expert as a resource person	8 (17)	15 (32)	**18** (38)	4 (9)	1 (2)	1 (2)	2.52	1.08

Note: 1 = Need No Help (NH); 2 = Need Slight Help (SlH); 3 = Need Some Help (SoH); 4 = Need Moderate Help (MoH); 5 = Need Much Help (MH); 6 = Does Not Apply (DNA)

summated M=3.10, SD=.74

*bolded figures indicate modes

individualized instruction through the use of learning packets, modules, etc. (M=3.44, SD=1.33); (e) directing students on how and what to study (M=3.17, SD=1.17); (f) conducting group or panel discussions (M=3.17, SD=1.31) and, (g) planning and directing individual or group field trips (M=3.17, SD=1.58). The remaining nine factors in the instructional skills category had average response rates less than 3.00 indicating that it was perceived that part-time faculty only needed "slight" help in these areas. Thirteen percent (*n*=6) of the respondents also felt that the instructional skill of planning and directing individual and group field trips does not apply to the professional development needs of part-time community college faculty. No respondents selected the "other" item in this category. The summated mean for this category was 3.10 (SD=.74) showing that the respondents had an overall attitude that "some" help should be provided to part-time faculty in the area of specific instructional skills.

Data addressing the perceived level of need of part-time faculty for teaching skills related to classroom and student management is presented in Table 4.3. This teaching skills category contained five items. The items of familiarity with student conduct rules and policies (M=3.32, SD=1.22), identifying appropriate ways of monitoring student progress (M=3.30, SD=1.25) and, establishing and maintaining a filing/record keeping system for grades and attendance (M=3.30, SD=1.32) received response rates which indicate part-time faculty were perceived to need "some" help in these areas. Only "slight" help was believed to be needed for the part-time faculty in

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
C. Classroom/Student Management Skills	N %	N %	N %	N %	N %	N %	Mean	SD
Familiarity with student conduct rules and policies	3 (6)	10 (21)	**13*** (28)	11 (24)	10 (21)	0 (0)	3.32	1.22
Identifying and using appropriate ways of monitoring student progress	6 (13)	4 (8)	**16** (34)	12 (26)	9 (19)	0 (0)	3.30	1.25
Establishing and maintaining a filing/record keeping system (e.g., grades, attendance, etc.)	4 (9)	**12** (25)	8 (17)	**12** (25)	11 (24)	0 (0)	3.30	1.32
Identifying, locating, and obtaining necessary supplies, equipment, and teaching aids	4 (8)	14 (30)	**16** (34)	6 (13)	7 (15)	0 (0)	2.96	1.18
Providing a safe and healthy classroom/lab environment	10 (21)	**17** (36)	9 (19)	7 (15)	4 (9)	0 (0)	2.53	1.23

Note: 1 = Need No Help (NH); 2 = Need Slight Help (SlH); 3 = Need Some Help (SoH); 4 = Need Moderate Help (MoH); 5 = Need Much Help (MH); 6 = Does Not Apply (DNA)

summated M=3.08, SD=1.00

*bolded figures indicate modes

Table 4.3: Perceptions of Needed Pedagogical Skills for Part-Time Faculty - Classroom/Student Management Skills (*N*=47)

the remaining two items of identifying, locating, and obtaining necessary supplies, equipment, and teaching aids (M=2.96, SD=1.18), and providing a safe and healthy classroom/laboratory environment (M=2.53, SD=1.23). None of the survey participants selected the "other" item in this category of teaching skills. A summated perception of the amount of help needed by part-time faculty in the area of classroom/student management skills revealed a mean of 3.08 (SD=1.0).

Table 4.4 discloses the information provided by occupational education officers responding to the perceived needs of part-time faculty for teaching skills related to nine items in the implementation of media category. Respondents perceived that part-time faculty needed at least "moderate" help in the two items of participation in web-based instruction (M=4.52, SD=.85) and participation in distance learning (M=4.20, SD=.92). The following four items received response rates indicating that "some" help was needed by part-time faculty: (a) using the Internet for webcasts or on-line discussions (M=3.91, SD=1.20), (b) using multimedia techniques for instruction (e.g., computers, presentation software, etc.) (M=3.74, SD=.99),
(c) locating, ordering, and evaluating audio-visual instructional materials (M=3.48, SD=1.28), and (d) using the Internet for information searches and data base retrieval (M=3.39, SD=1.28). Preparing and presenting information with television and video tape equipment (M=2.98, SD=1.34) and preparing and presenting overhead transparency materials (M=2.87, SD=1.15) achieved average response rates revealing that only "slight" help in these instructional skill areas were needed by part-time

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
D. Implementation of Media	N %	N %	N %	N %	N %	N %	Mean	SD
Participation in web-based instruction	0 (0)	1 (2)	4 (8.5)	15 (32)	**23*** (49)	4 (8.5)	4.52	.85
Participation in distance learning	0 (0)	3 (6)	6 (13)	18 (38)	**19** (41)	1 (2)	4.20	.92
Connecting to the Internet for webcasts or on-line discussions	0 (0)	8 (17)	9 (19)	11 (24)	**17** (36)	2 (4)	3.91	1.20
Using multi-media techniques for instruction (e.g., computers, presentation software, etc.)	1 (2)	4 (9)	12 (26)	**19** (40)	11 (23)	0 (0)	3.74	.99
Locating, ordering, and evaluating audio-visual instructional materials	4 (9)	6 (13)	11 (23)	**18** (38)5	5 (11)	3 (6)	3.48	1.28
Connecting to the Internet for information searches and data base retrieval	3 (7)	11 (23)	9 (19)	**14** (30)	9 (19)	1 (2)	3.39	1.28

Table 4.4: Perceptions of Needed Pedagogical Skills for Part-Time Faculty - Implementation of Media (*N*=47)

continued

Table 4.4 continued

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
D. Implementation of Media (cont.)	N %	N %	N %	N %	N %	N %	Mean	SD
Preparing and presenting information with television and video tape equipment	8 (17)	10 (21)	**12** (26)	9 (19)	8 (17)	0 (0)	2.98	1.34
Preparing and presenting overhead transparency materials	5 (10)	14 (30)	**15** (32)	8 (17)	5 (11)	0 (0)	2.87	1.15
Presenting information using chalk or dry erase boards or flip charts	**20** (43)	16 (34)	6 (13)	4 (8)	1 (2)	0 (0)	1.94	1.05

Note: 1 = Need No Help (NH); 2 = Need Slight Help (SlH); 3 = Need Some Help (SoH); 4 = Need Moderate Help (MoH); 5 = Need Much Help (MH); 6 = Does Not Apply (DNA)

summated M=3.45, SD=.79

*bolded figures indicate modes

faculty. The item of presenting information using chalk or dry erase boards or flip charts had a mean of 1.94 (SD=1.05) signifying that respondents perceived this to be a pedagogical skill that is either not or only slightly needed by part-time faculty. The "other" item was not chosen by any of the respondents in the implementation of media teaching skills category. A value of 3.45 with a standard deviation of .79 was obtained for the summated mean of the responses to the factors of teaching skills pertaining to the implementation and use of media.

Information collected concerning the five items in the evaluation category of the perceived needed teaching skills of part-time community college faculty is displayed in Table 4.5. No items achieved means above 3.44 or the perception that anything more than "some" help was needed by part-time faculty concerning teaching skills focused on evaluation. Developing objective criteria to evaluate lab performance (M=3.44, SD=1.12), evaluating student performance according to entry level occupational performance standards (M=3.42, SD=.97) and, developing a written test/quiz to determine student knowledge of course materials (M=3.02, SD=1.07) were stipulated by respondents to be areas which part-time faculty need "some" help. However, only "slight" help was perceived to be needed in the measured items of scheduling and using tests/quizzes (M=2.8, SD=1.10) and determining student grades for the course (M=2.57, SD=1.08). One respondent selected the "other" item in this teaching skill category and further indicated that, "Assessing student performance according to learning outcomes" was a skill in which part-time faculty needed "much"

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
E. Evaluation	N %	N %	N %	N %	N %	N %	Mean	SD
Developing objective criteria to evaluate lab performance	3 (6)	6 (13)	14 (30)	**16*** (34)	8 (17)	0 (0)	3.44	1.12
Evaluating student performance according to entry level occupational performance standards	1 (2)	7 (15)	**17** (36)	16 (34)	6 (13)	0 (0)	3.42	.97
Developing a written test/quiz to determine student knowledge of course materials	6 (13)	5 (10)	**21** (45)	12 (26)	3 (6)	0 (0)	3.02	1.07
Scheduling and using tests/quizzes	7 (15)	10 (22)	**17** (36)	11 (23)	2 (4)	0 (0)	2.80	1.10
Determining student grades for the course	8 (17)	**15** (32)	**15** (32)	7 (15)	2 (4)	0 (0)	2.57	1.08

Note: 1 = Need No Help (NH); 2 = Need Slight Help (SlH); 3 = Need Some Help (SoH); 4 = Need Moderate Help (MoH); 5 = Need Much Help (MH); 6 = Does Not Apply (DNA)
summated M=3.05, SD=.94
*bolded figures indicate modes

Table 4.5: Perceptions of Needed Pedagogical Skills for Part-Time Faculty - Evaluation (*N*=47)

help. Concerning the evaluation category of teaching skills perceived to be needed by part-time faculty, a summated mean of the data yielded a value of 3.05 (SD=.94) indicating that the respondents felt that part-time faculty need at least "some" help in evaluation.

Table 4.6 presents the figures for the average perceptions of respondents concerning the perceived degree of need of part-time community college faculty for teaching skills related to 10 items in the category of interaction skills. None of the item averages exceed 3.55 indicating that it was perceived that only "some" help or less was needed for part-time instructors in this category. By referring to Table 4.6, it can be seen that understanding what motivates students to participate (M=3.55, SD=1.06), understanding the effects of past educational successes or failures upon learners (M=3.53, SD=1.02), identifying and using appropriate ways of interaction to assist students (M=3.22, SD=1.10) and, understanding the conditions and forces, cultural, social, and economic, which influences student learning (M=3.21, SD=1.02) are teaching skills which part-time faculty are perceived to need "some" help in developing. The remaining six interaction skills have average response rates which indicate that only "slight" help (M<=2.87) is needed by the part-time faculty and none of these items present notable response percentages in any of the six response scales. Respondents did not select the "other" response item for this teaching skills category. The summated mean for the perceptions of the respondents addressing interaction

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
F. Interaction Skills	N %	N %	N %	N %	N %	N %	Mean	SD
Understanding what motivates students to participate	3 (6.5)	3 (6.5)	14 (30)	**19*** (40)	8 (17)	0 (0)	3.55	1.06
Understanding the effects of past educational successes or failures upon learners	2 (4)	4 (9)	16 (34)	**17** (36)	8 (17)	0 (0)	3.53	1.02
Identifying and using appropriate ways of interaction to assist students	5 (10)	5 (10)	16 (34)	**17** (37)	4 (9)	0 (0)	3.22	1.10
Understanding the conditions and forces, cultural, social and economic, which influence student learning	4 (9)	5 (11)	**18** (38)	17 (36)	3 (6)	0 (0)	3.21	1.02
Maintaining an open mind concerning the ideas and opinions of student	5 (11)	**14** (30)	13 (28)	12 (25)	3 (6)	0 (0)	2.87	1.12
Understanding the importance of teacher enthusiasm and support	8 (17)	9 (19)	**17** (36)	11 (24)	2 (4)	0 (0)	2.79	1.12

Table 4.6: Perceptions of Needed Pedagogical Skills for Part-Time Faculty - Interaction Skills (*N*=47)

continued

Table 4.6 continued

Perceptions of Needed Teaching Skills	NH	SlH	SoH	MoH	MH	DNA		
F. Interaction Skills (cont.)	N %	N %	N %	N %	N %	N %	Mean	SD
Identifying positive and negative student verbal and non-verbal reactions to instruction	7 (15)	8 (17)	**23** (49)	7 (15)	2 (4)	0 (0)	2.77	1.03
Understanding the importance of establishing respect between teacher and student	8 (17)	11 (23)	**14** (30)	12 (26)	2 (4)	0 (0)	2.77	1.15
Applying non-verbal communication such as gestures, facial expressions, and silence	8 (17)	13 (28)	**16** (34)	7 (15)	2 (4)	1 (2)	2.67	1.18
Respecting each students' feelings and ideas	7 (15)	13 (28)	**17** 36	9 (19)	1 (2)	0 (0)	2.66	1.03

Note: 1 = Need No Help (NH); 2 = Need Slight Help (SlH); 3 = Need Some Help (SoH); 4 = Need Moderate Help (MoH); 5 = Need Much Help (MH); 6 = Does Not Apply (DNA)

summated M=3.00, SD=.89

*bolded figures indicate modes

skills was 3.00 (SD=.89) signifying that part-time faculty need "some" help in this category of teaching skills.

Professional Development Activity Frequency of Occurrence and Required Status

Table 4.7 reveals the information collected about the amount or level of occurrence of part-time faculty professional development activities offered by the community colleges of the respondents. The table also provides data expressing whether or not part-time faculty were required to participate by the respondent's college in any of the 12 listed professional development categories. The current level of professional development provided by the respondent's college were categorized using a five point anchored Likert-type scale with the following categories: 1 = Rarely/Never (only if requested or mandated); 2 = Occasionally (only as need and opportunity correspond); 3 = Sometimes (at least once a quarter or semester); 4 = Often (twice or more each quarter or semester); 5 = Regularly (consistently scheduled activities). Only four items attained responses high enough to indicate that, on average, the professional development activity was offered "sometimes" or at least once a quarter or semester. No item means were found to reach the "often" (twice or more each quarter or semester) or "regularly" (consistently scheduled activities) level. Orientation to the policies and procedures of the college/dept. (M=3.36, SD=1.28), introduction to other college faculty/staff (M=3.13, SD=1.34), orientation to the course/classroom facilities (M=3.11, SD=1.32) and, assistance in meeting administrative requirements (e.g., hiring procedures, payroll, etc.) (M=3.02, SD=1.39)

Professional Development Activities	R/N N %	Occ N %	Som N %	Oft N %	Reg N %	Mean	SD	Required* Yes *f*	Yes %	No *f*	No %
Orientation to the policies and procedures of the college/department	4 (9)	9 (20)	9 (20)	**13**^ (29)	10 (22)	3.36	1.28	9	20	36	80
Introduction to other college faculty/staff	6 (13)	9 (20)	**13** (29)	7 (16)	10 (22)	3.13	1.34	5	11	40	89
Orientation to the course/classroom facilities	6 (13)	10 (22)	10 (22)	**11** (25)	8 (18)	3.11	1.32	5	11	40	89
Assistance in meeting administrative requirements (e.g., hiring procedures, etc.)	6 (14)	**13** (30)	9 (21)	6 (13)	10 (22)	3.02	1.39	5	11	39	89
Evaluation	8 (18)	**16** (36)	7 (15)	5 (11)	9 (20)	2.80	1.41	6	13	39	87
Training to comply with legal mandates (e.g., Americans With Disabilities Act, etc.)	11 (25)	**12** (28)	9 (21)	8 (19)	3 (7)	2.53	1.26	2	5	41	95
Implementation of Media	12 (27)	**15** (34)	6 (14)	9 (21)	2 (4)	2.41	1.23	3	7	41	93

Table 4.7: Level of Occurrence and Required Status of Part-Time Faculty Professional Development Offered by Respondent's Community College (*N*=47)

continued

Table 4.7 continued

Professional Development Activities (cont.)	R/N N %	Occ N %	Som N %	Oft N %	Reg N %	Mean	SD	Required* Yes *f*	 %	 No *f*	 %
Instructional Skills	7 (16)	**18**^ (42)	14 (32)	2 (5)	2 (5)	2.40	.98	1	2	42	98
Classroom/Student Management Skills	9 (20)	**18** (40)	13 (29)	4 (9)	1 (2)	2.33	.98	3	7	42	93
Course Planning	10 (23)	**17** (39)	13 (29)	2 (4.5)	2 (4.5)	2.30	1.02	4	9	40	91
Training in academic misconduct/grading grievance procedures	13 (29)	**17** (39)	10 (23)	2 (4.5)	2 (4.5)	2.16	1.06	2	4	42	96
Interaction Skills	15 (35)	**16** (37)	8 (18)	3 (7)	1 (3)	2.05	1.02	1	2	42	98

Note: 1 = Rarely/Never (R/N - only if requested or mandated); 2 = Occasionally (Occ - only as need and opportunity correspond); 3 = Sometimes (Som - at least once a quarter or semester; 4 = Often (Oft - twice or more each quarter or semester); 5 = Regularly (Reg - consistently scheduled activities)

*frequencies not totaling 47 are due to missing data

^bolded figures indicate modes

all achieved the "sometimes" or at least once a quarter or semester level. The percentage of respondents who indicated that these four activities were "regularly" offered ranged from 18-22%. The only other item receiving responses indicating regular offerings equaling this range would be that of evaluation (20%), however, this item's mean of 2.80 (SD=1.41) only registers in the "occasional" level of occurrence (only as need and opportunity correspond). Concerning whether part-time faculty were required to participate in any of the 12 professional development activities, all the activities were required by at least one (2%) of the respondent's colleges. Of the four items with means above 3.00, 20% (*n*=9) of the respondents indicated that part-time faculty are required to participate in an introduction or orientation to the policies and procedures of the college/dept., while 11% (*n*=5) stipulated that the remaining three items of: (a) introduction to other college faculty/staff, (b) orientation to the course/classroom facilities and, (c) assistance in meeting administrative requirements were also required. The item of evaluation, which had a relatively low mean (M=2.80, SD=1.41) but the second highest percentage of responses (20%) in the "regularly" offered response category, showed that 13% (*n*=6) of the respondents indicated that this is a required professional development activity for part-time faculty.

Perceptions of Professional Development Method(s) of Delivery

Information collected to address objective three of this research project to determine the perceptions of occupational education officers concerning the most

effective method(s) of delivering professional development activities to part-time occupational and technical program faculty is presented in Table 4.8. Perceptions concerning the delivery of professional development were obtained using nine questions. The data pertaining to the perceptions of respondents of part-time faculty members' willingness to participate in professional development activities showed that a high of 44% (*n*=20) of the respondents felt that part-time faculty would be willing to participate in at least one professional development activity per semester or quarter. The next notable response of 41% (*n*=19) indicated that part-time faculty would be willing to participate in *only one* professional development activity per academic year. The remaining three items of willingness to participate in more than one activity per semester or quarter (7%, *n*=3), not willing to participate in any professional development activity (4%, *n*=2) and, part-time faculty are required to participate when activities are offered (4%, *n*=2) were chosen by only 15% of the respondents. Survey participants were asked to signify how part-time faculty members would most like to learn. Rate of responses for the five items were: (a) seminar discussions at 79% (*n*=37), (b) group classroom activities with 62% (*n*=29) indicating this choice, (c) computer assisted instruction or multi-media interaction at 55% (*n*=26), (d) 30% (*n*=14) felt that self-study materials such as pre-recorded learning modules or units would be preferable and, (e) 4% (*n*=2) of those surveyed indicated that lecture format with outside reading/homework would be most desirable. Occupational education

Item	*f*	%
Perceptions of part-time faculty members willingness to participate in professional development activities[a]*		
They would be willing to participate in at least one activity *per semester or quarter*	20	44
They would be willing to participate in *one* professional development activity per academic year only	19	41
They would be willing participate in more than one activity per semester or quarter	3	7
They would not be willing to participate in any professional development activities	2	4
Part-time faculty are required to participate in professional development activities when offered	2	4
Perceptions of how part-time faculty members would most like to learn[b]		
Seminar discussions	37	79
Group classroom activities	29	62
Computer assisted instruction or multi-media interaction	26	55
Self-study materials such as pre-recorded learning modules or units	14	30
Lecture format with outside reading/homework	2	4

Table 4.8: Perceptions of Part-Time Faculty Professional Development Delivery Preferences (*N*=47)

continued

Table 4.8 continued

Item	*f*	%
Perceptions of the time(s) which part-time faculty would prefer to attend a professional development activity[b]		
Evening/night	32	68
Late afternoon	21	45
During a regular workday (i.e., 8 a.m. - 5 p.m)	16	34
Weekend	11	23
Not important	0	0
Perception of the time of year part-time faculty would prefer to attend a professional development activity[a]		
Fall	25	53
Not important	13	28
Spring	7	15
Summer	1	2
Winter	1	2
Distance/travel time is an important factor the decision to participate in a professional development activity		
Yes	43	92
No	4	8

continued

Table 4.8 continued

Item	*f*	%
Manner in which part-time faculty professional development needs are met in respondent's college[b]		
School staff at the program or division level	41	87
School staff at the institutional level	25	53
Needs not currently being met	11	23
Self-study programs	6	13
Teacher educators from college(s)/university(s)	5	11
Instructors from private sources	3	6
Not aware of any needs	1	2
Perceived part-time faculty member compensation for participating in professional development activities[b]		
Per diem and travel expenses	32	68
Personal growth	23	49
Clock hour credit toward certification/licensure	19	40
Incentive pay raise	16	34
College credit	12	26
Paid time-off	7	15

continued

Table 4.8 continued

Item	*f*	%
Perceived interference with part-time faculty member participation in professional development activities[b]		
Other job commitments	47	100
Distance to travel	34	72
Remuneration issues	32	68
Personal motivation	25	53
Experience or inexperience as a teacher	17	36

[a]Respondents were instructed to choose only one
[b]Respondents were instructed to choose all that apply
*frequencies not totaling 47 are due to missing data

officers' perceptions of the time(s) which part-time faculty would prefer to attend a professional development activity showed that 68% (*n*=32) felt that evening/night would be the best time followed by late afternoon at 45% (*n*=21), during a regular weekday at 34% (*n*=34), and finally 23% (*n*=11) responded that weekends would be best. Regarding the time of year which part-time faculty would prefer to attend a professional development activity, over half (53%, *n*=25) of the respondents indicated that Fall would be the best time of year for them to participate while 15% (*n*=7) selected Spring as the right time and lastly 2% (*n*=1) stated that either Summer or Winter would be preferred. Thirteen (28%) respondents expressed their perception that the time of year is not an important factor in determining if part-time faculty would attend a professional development activity. Ninety-two percent (*n*=43) of those who responded to the survey signified that distance and/or time of travel was an important factor in the decision of part-time faculty to participate in a professional development activity while the remaining four (8%) respondents indicated that this factor was not important. Concerning the information gathered to determine the manner in which part-time faculty professional development needs have been met by a respondent's community college, 87% (*n*=41) stipulated that such activities are delivered by school staff at the program or division level. Over half (53%, *n*=25) indicated that professional development is provided by school staff at the institutional level while almost one-quarter (23%, *n*=11) of the occupational educators surveyed felt that the part-time faculty professional development needs were not currently being met by their

institution. Less than 15 of the respondents revealed that professional development needs were met via self-study programs (13%, *n*=6), teacher educators from college(s)/university(s) (11%, *n*=5) and, instructors from private sources (6%, *n*=3). One respondent (2%) indicated that they were not aware that any part-time faculty professional development needs existed in their particular situation. An "other" response item with space for an open ended statement was supplied with the other seven possible responses for this question on the questionnaire. Only one survey participant selected and expressed additional thoughts concerning how part-time faculty professional development needs were being met by their colleges. The person stated that, "Outside seminars funded by the college" was used by their college. Responses from the study participants concerning how part-time faculty should be compensated for participating in professional development activities is organized as follows in descending order of response rate: (a) 68% (*n*=32) perceived that per diem and travel expenses would be adequate compensation, (b) 49% (*n*=23) said part-time faculty should participate for personal growth, (c) 19 respondents or 40% stated that clock hour credit toward certification and/or licensure is appropriate remuneration, (d) incentive pay raise was selected by 34% (*n*=16), (e) 26% (*n*=12) indicated that college credit should be given to participants and finally, (f) 15% (*n*=7) of the respondents signified part-time faculty should receive paid time-off for participating in professional development activities. Lastly, the information concerning the perceptions of potential factors which may interfere with a part-time faculty member's participation

in professional development activities is provided at the bottom of Table 4.8. All of the respondents (100%, *n*=47) expressed the opinion that other job commitments intervene with a part-time faculty member's ability to participate, while almost three-quarters (72%, *n*=34) of the survey respondents stated that travel distance may interfere. The factor of remuneration or compensation was selected by 68% (*n*=32) of those surveyed, 53% (*n*=25) chose personal motivation as a barrier to participation, and 36% (*n*=17) occupational education officers selected the item of experience or inexperience as a teacher to have possible intervening effects. An "other" response item with space for an open ended statement provided with this question on the survey instrument was selected by only one respondent who stated, "Attitude of full-time faculty and interference with part-time participation" was an additional factor which may effect a part-time faculty member's participation in professional development activities.

Finally in regard to collecting information to help understand the delivery of professional development activities to part-time faculty, Table 4.9 reveals the perceived rank order of the level of importance of three categories of teacher knowledge which respondents thought should be provided in any part-time professional development activity or program. Both instructional skills/classroom management and technical competency in area of teaching specialty were chosen by 39% (*n*=17) of the study constituents as being most important while only 23% (*n*=11) selected the policies and procedure of the college as the most important topic for professional development.

Categories of Teacher Knowledge	Importance		
	Most	Undec.	Least
	N (%)	N (%)	N (%)
Instructional skills/classroom management	17 (39)	**22*** (50)	5 (11)
Technical competency in area of teaching specialty	**17** (39)	12 (27)	15 (34)
Policies and procedures of the college	10 (23)	10 (23)	**24** (54)

Note: Most = Most Important; Undec. = Undecided; Least = Least Important

Table 4.9: Perceived Rank Order of the Level of Importance of Three Categories of Teacher Knowledge Which Should Be Provided in Part-Time Faculty Member Professional Development Activities/Programs (*N*=47)
*bolded figures indicate mode

Half of those surveyed (50%, *n*=24) indicated that part-time teacher knowledge of instructional skills and classroom management were of lesser importance while over half (54%, *n*=24) revealed that the policies and procedures of the college were the least important area of teacher knowledge which should be included in a part-time faculty professional development activity or program.

The survey instrument was constructed to provide the opportunity for respondents to contribute additional comments about the instructional professional development needs, activities, and method(s) of delivery for part-time occupational and technical community college faculty. Three individuals provided supplementary remarks. The following discussion expresses the salient points of these comments. One respondent

stated that pedagogy was their speciality and even though this was only their second year as instructional dean, they had already begun a regular series of seminar workshops for part-time faculty. The individual indicated that the seminars had been well received but attendance was low as the time of day for the workshops could never accommodate everyone's schedule. This year, the respondent decided to include regular full-time faculty in the seminars which has led to much richer dialogue and the part-time faculty feel validated by the inclusive strategy. The respondent stated that departmental culture was strong as a result of the community college being fairly isolated and the fact that many part-time faculty have taught at the college for some time. However, the respondent went on to say that new faculty need to be integrated quickly and the college/department is enhancing their orientation process beginning next year. The second individual expressed that, "This is an area we do not spend enough time on. We must get better as we use more and more adjuncts." The third person to provide additional comments stated that professional development of part-time faculty becomes a budget issue as they (the college or department) are required to pay adjunct faculty to participate in any activities outside or in addition to the hours they are paid to teach or be in the classroom.

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

Summary

This study described the professional development activities and their frequency of occurrence provided to part-time occupational and technical program faculty. It also assessed the perceptions of occupational education officers concerning the instructional professional development needs and their appropriate method(s) of delivery for these faculty members. The study was initiated with the intent to develop a better understanding of part-time faculty professional development within the community colleges in the U.S. To conduct this study, a questionnaire was constructed to collect data related to part-time community college faculty characteristics, the amounts and types of professional development which part-time faculty receive, the perceptions of occupational educational officers concerning how much instructional professional development part-time faculty need and, the best method(s) for delivering such activities. The questionnaire was administered to a population of occupational education officers and the resulting data, which satisfied the purpose and objectives of

this research, were analyzed and summarized. Conclusions and recommendations were made relevant to answering the problem statement for this study, and recommendations for practice and further research related to the findings of this research project were developed.

Purpose and Objectives

To accomplish the purpose of this study, the following objectives guided the overall research effort, instrument development, data collection, and data analysis effort:

1. To determine the perceptions of occupational education officers concerning the instructional professional development needs of part-time occupational and technical program faculty in the community colleges in the United States.

2. To identify professional development activities and their frequency of occurrence provided to part-time occupational and technical program faculty in the community colleges in the United States.

3. To determine the perceptions of occupational education officers concerning the most effective method(s) of delivering professional development activities to part-time occupational and technical program faculty in the community colleges in the United States.

Methodology

The type of research methodology used to address the objectives of this study was descriptive survey research. The research study was designed to collect data from a specific population at a single point in time using a researcher developed questionnaire, assessed for validity and reliability, to gather the information sought.

The target population for this study were the occupational education officers at community colleges in the 50 states of the U.S. The frame for the study was the American Association of Community Colleges' (AACC) list of community college occupational education officers found in their 2001 membership directory. The accessible population was comprised of 101 individuals. The study included the entire population of interest as a census with no sampling techniques utilized.

Measurement error was controlled by selecting as current a frame as possible and by using a valid and reliable survey instrument as provided by a panel of experts review and a pilot test. Non-response error was controlled by randomly surveying non-respondents to determine if any significant differences existed between the response set provided by respondents and non-respondents.

In an effort to establish the content and face validity of the survey instrument, the comments and input of an 11 member panel of experts were reviewed, addressed, and incorporated into the final version of the questionnaire. A pilot test was conducted to establish the reliability of the summated scales used in the instrument. Thirty-two occupational education officers or their equivalents were selected from the National

Council for Occupational Education's 2000 membership directory to participate in the pilot study. Measurement of internal consistency, ensuring that all items are contributing to the same domain, was established using Cronbach's coefficient alpha for the summated scales. A reliability coefficient of .70 was set *a priori* for this study. Cronbach's coefficient alpha for the three Likert-type scales used in the questionnaire were: (a) concerning the perceptions of the benefits of hiring part-time faculty, the coefficient was .73, (b) regarding the 58 items related to the perceived level of needed teaching skills, the coefficient was .94 and, (c) the items related to the amount of formal professional development offered by respondents' colleges, the coefficient was .85. Recommendations of satisfactory levels of reliability provided by Nunnally (1967), and Ary et al. (1990), led to the determination that the instrument was reliable based on the results of the pilot test.

The collection of data needed to help answer the research question, address the problem statement, and satisfy the purpose and objectives of this research was accomplished using a survey instrument developed by the researcher (Appendix I). The questionnaire format and content were based on the review of related literature, the personal experience of the researcher as a part-time instructor in a welding technology program at an area community college in New Mexico, the review of a panel of experts to establish a valid instrument, and the result of the pilot test for reliability.

The questionnaire consisted of four parts with a total of 93 questions. Part I addressed basic descriptive information about the part-time instructional faculty that

were managed by, or which interacted with, the survey population. In addition to two questions addressing the amount and percent turnover of part-time faculty in a respondent's college, a five point Likert-type scale concerning the perceptions of the level of importance of the benefits of hiring part-time faculty was used. This information helped describe certain characteristics of the part-time faculty and place the perceived instructional needs, professional development activities, and most appropriate method(s) of delivery into context. Part II of the survey instrument consisted of 58 classroom teaching skills that occupational education officers perceived that part-time occupational and technical program faculty may need to develop. An anchored five point Likert-type scale with a sixth category of "Does Not Apply" was used to assess the degree of perceived instructional professional development needed by part-time faculty. These items were designed to gather information about the teaching skills that occupational education officer's believed are important enough to be included as professional development activities or in a comprehensive professional development program. Part III of the survey instrument asked occupational education officers to indicate the amount of professional development activities currently provided to part-time faculty at their institution and, if such activities were required by their college. An anchored five point Likert-type attitudinal scale was used to gather the data for this section. An additional response column was provided so that respondents could mark if part-time faculty member attendance at professional development activities was required. The items were designed to gather information

about the frequency of occurrence of part-time professional development activities currently provided at the respondents' schools. Part III also asked respondents to rank order three categories of teacher knowledge which they perceived should be provided in any professional development program or activity. Part IV of the survey instrument collected information on the methods of delivery occupational education officers would like to see used or which would be preferred by part-time faculty when professional development activities were provided.

Data collection was conducted in accordance with the five elements of Dillman's Tailored Design Method (TDM) as the basic structural features around which the implementation process was designed. Participation in the survey was strictly voluntary and the use of human subjects in research for this project complied with the protocol of the Human Subjects Review Office at the Research Foundation at The Ohio State University. Control of nonresponse error was accomplished using the "double dipping" method in which data obtained from a sample of nonrespondents were compared with the data received from the respondents. Data from a random sample of 29% of the nonrespondents was obtained to determine if any significant differences existed between the respondents and the non-respondents. The results and corresponding conceptual interpretation of both parametric and nonparametric tests for the items included in the three summated scales used in the survey instrument indicated that the data collected from the respondents could be generalized to the entire target population.

Response data were coded, entered into a personal computer and analyzed using SPSS for Windows (Statistical Package for the Social Science, 10.0). The following statistics were used to evaluate and describe the data: descriptive statistics, percentages, modes, means, and standard deviations.

Major Findings

The major findings of this research study were presented by objective. The following information summarizes the relevant findings.

Perceived Instructional Professional Development Needs

The amount of help part-time faculty members were perceived to need in relation to six categories of teaching skills were measured by 58 items. Discussion of the major findings will be presented in order of the following six categories:
(a) course planning, (b) instructional skills, (c) classroom/student management, (d) implementation of media, (e) evaluation, and (f) interaction skills.

Concerning the course planning category, identifying the learning characteristics of students was the only item to achieve a response level indicating that "moderate" help (M=4.26) was needed by part-time instructors in this area. Identifying appropriate ways to teach had a mean of 3.89 signifying that "some" help was perceived to be needed by part-time faculty but the rate of response does approach the "moderately" needed help level. The other 10 items in this category had means signifying that only

"some" help would be needed by part-time faculty for these course planning elements. The summated mean of 3.66 for all 11 items does demonstrate that, as a whole, occupational education officers felt that part-time faculty do need "some" help in the area of course planning. However, 2% or more of the respondents also selected the "does not apply" response category for each of the 11 items indicating that, for some, not all of the items either contribute to the domain of course planning teaching skills or, not all of the items are related to part-time faculty professional development needs. For example, in the case of preparing course objectives, 9% (*n*= 4) of the respondents indicated that this item "does not apply" to the teaching skill needs of part-time faculty.

Alternating teaching methods to accommodate different learning styles was the only item in the instructional skills category with a mean (M=4.13) signifying that "moderate" help was perceived to be needed by part-time faculty. The item of adjusting instruction to accommodate for students with different paces of learning had a mean of 3.89 which approached the "moderate" help level. The summated mean (M=3.10) for the instructional skills category showed that, as a cumulative attitude for the 18 items, respondents revealed that "some" help is needed by part-time faculty in this area.

Five items were measured to determine respondents' attitudes toward the category of classroom/student management teaching skills. A summated mean (M=3.08) for this category signified that part-time faculty were thought to only need "some" help in this

area of their pedagogical skills. All respondents felt that the five items were relevant as no one selected the "does not apply" response. The three items of:
(a) familiarity with student conduct and rules (M=3.32), (b) identifying and using appropriate ways of monitoring student progress (M=3.30) and, (c) establishing and maintaining a filing/record keeping system (M=3.30) had means signifying that "some" help was perceived to be needed. One item, identifying, locating, and obtaining necessary supplies, equipment, and teaching aids, almost reached the "some" help level with a mean of 2.96. The remaining item of providing a safe and healthy classroom/lab environment had a mean of 2.53 with over one-half (57%, *n*=25) of the respondents indicating that "no" to only "slight" help was needed by part-time faculty in this area.

The nine teaching skills associated with the implementation of media had two items with means in the "moderate" help range (participation in web-based instruction (M=4.52) and participation in distance learning (M=4.20)) with one item almost achieving the "moderate" help attitude (using the Internet for webcasts or on-line discussions (M=3.91)). The item with the lowest mean in this category, teaching using chalk or dry erase boards or flip charts (M=1.94), revealed that teaching or communicating with students using this method was perceived as a skill which part-time faculty need "no" or only "slight" help in developing. A summated mean of 3.45 revealed that respondents felt part-time faculty need "some" help in this category of teaching skills.

Three of the five items in the evaluation category of teaching skills attained means showing that respondents felt that "some" help was needed by part-time faculty in the areas of: (a) developing objective criteria to evaluate lab performance (M=3.44), (b) evaluating student performance according to entry level occupational performance standards (M=3.42), and; (c) developing a written test/quiz to determine student knowledge of course materials (M=3.02). The remaining two items of scheduling and using tests/quizzes (M=2.80) and determining student grades for the course (M=2.57) had means revealing that only "slight" help was perceived to be needed by part-time faculty. The summated mean for the five items of 3.05 demonstrates that, by assuming that all of the items contribute to the idea of evaluation teaching skills, the respondents felt that only "some" help was needed in the area of evaluation by part-time faculty.

Four of the 10 interaction skills had means above 3.00 meaning that "some" help was believed to be needed by part-time faculty members. The item of highest response was understanding what motivates students to participate (M=3.55) followed closely by understanding the effects of past educational successes or failures upon learners (M=3.53). The remaining six items had means ranging from a high of 2.87, keeping an open mind about student ideas and opinions, to a low of 2.66, respecting each students' feelings and ideas. Only "slight" help in these areas was perceived appropriate for part-time faculty members. No response categories received notable response rates except the item of applying non-verbal communication. Two percent of the respondents indicated that this topic "does not apply" to the teaching skill needs of part-time

faculty. The summated mean for this category was 3.00 which means that part-time faculty need "some" help according to the opinions provided by the occupational education officers involved in this study.

Professional Development Activity Occurrence and Required Status

Twelve factors related to the amount of professional development activities provided to part-time faculty were used to determine the level of occurrence of these activities as well as whether or not part-time faculty were required to participate. Introduction to the policies and procedures of the college and/or department had the highest mean of 3.36 indicating that this activity was provided at least once a quarter or semester. Additionally, this item received the highest indication (20%) that this activity was required by their college and, 22% (*n*=10) of the respondents indicated that this activity was offered on a "regular" basis as a consistently scheduled activity. The next three items: (a) introduction to other college faculty/staff (M=3.13), (b) orientation to the course/classroom (M=3.11) and, (c) help in meeting administrative requirements (M=3.02) also achieved means above 3.00 showing that these activities occurred at least once a quarter or semester. In all three cases, 11% (*n*=5) of the respondents revealed that attendance or participation in these activities by part-time faculty were required. Moreover, 18% to 22% of the survey participants expressed that these activities were "regularly" scheduled professional development activities at their college. Evaluation, with a of mean of 2.80 coinciding with activities

provided on an "occasional" basis (only as need and opportunity correspond), had the second highest response rate (13%, *n*=6) concerning whether or not part-time faculty presence in this professional development activity was required. Although the mean response signifies that this item was only "occasionally" provided, it was notable that 20% (*n*=9) of the respondents still indicated that this activity occurred on a regular basis. The remaining seven items had means indicating that these activities only occurred on an "occasional" basis when need and opportunity correspond. The item of interaction skills with a mean of 2.05 did have a notable response rate (35%, *n*=16) indicating that this activity "rarely or never" (only if requested or mandated) occurred in respondents' colleges.

Perceived Professional Development Method(s) of Delivery

Nine questions were used to gather information addressing the ways in which professional development should be delivered to part-time faculty. Concerning the perceived willingness of part-time faculty to participate in professional development activities if and when they are provided, 44% (*n*=21) of the respondents indicated that they would be willing to participate in *at least one* activity per semester or quarter. Forty-one percent of the respondents stated that part-time faculty would only be willing to participate in one professional development activity *per academic year*.

Perceptions of how part-time faculty would most like to learn were divided into five methods. Seminar discussions, group classroom activities, and computer assisted

instruction or multi-media interaction had response rates over 50% (79% (*n*=37), 62% (*n*=29) , and 55% (*n*=26) respectively). Almost one-third (30%, *n*=14)) of the respondents indicated that self-study materials would be preferred while a lecture format with outside reading and homework was only selected by 4% of the respondents.

An evening/night format was stipulated by 68% (*n*=32) of the occupational education officers as the best time of day to provide part-time professional development activities while less than one-half (45%, *n*=21) indicated late afternoon. During the hours of 8:00 a.m. - 5:00 p.m. of a regular workday received 34% (*n*=16) and the weekend was chosen by 23% (*n*=11) as the best time. All of the respondents (100%) felt that the time of delivery was an important facet of providing part-time faculty professional development as no respondent selected the "not important" category for this question.

The best time of year for providing professional development activities yielded a 53% (*n*=25) response rate indicating that Fall was most desirable. Over one-quarter (28%, *n*=13) stipulated that time of year was "not important" while the remaining times of Spring, Summer, and Winter were selected by 15% (*n*=7) or less of the survey participants. An overwhelming 92% (*n*=43) of the respondents stated that distance and/or travel time would be an important factor in the decision of part-time faculty to participate in a professional development activity.

The manner in which part-time faculty professional development needs are currently being delivered in the respondents' community college showed that 87% (*n*=41) were using school staff at the program or division level while just over one-half (53%, *n*=25) were utilizing school staff at the institutional level. Self-study programs, teacher educators from colleges/universities and instructors from private sources were chosen less often (13% (*n*=6), 11% (*n*=5), and 6% (*n*=3) respectively). Eleven percent (*n*=5) felt that the professional development needs of part-time faculty were not currently being met by their community college and 2% or one respondent stated that they were not aware that part-time faculty had any professional development needs.

Per diem and travel expenses was the top choice (68%, *n*=32) concerning the types of compensation which should be provided to part-time faculty for participation in professional development activities with just under one-half (49%, *n*=23) signifying that personal growth should be the reward. Clock hour credit toward certification/licensure was selected by 40% (*n*=19) of the respondents while an incentive pay raise collected one-third or 34% (*n*=16) of the responses. College credit as remuneration was chosen by one-quarter (26%, *n*=12) of the survey participants and providing paid time off or equitable "comp" time for amounts spent engaged in professional development was selected by 15% (*n*=7) of the respondents.

All of the respondents (100%) indicated that other job commitments would be a factor which might interfere with part-time faculty member participation in a professional development activity. Almost three-quarters (72%, *n*=34) indicated

distance to travel would be a barrier to participation while slightly less than this (68%, *n*=32) stated that remuneration issues would be an important interfering factor. Over one-half (53%, *n*=25) of the respondents provided the opinion that personal motivation of part-time faculty members may interfere with their decision to participate and lastly, 36% (*n*=17) or just over one-third gave responses that a part-time faculty member's experience or inexperience as a teacher may influence their decision to participate.

Finally, regarding the data collected to better understand the delivery of professional development to part-time community college faculty, respondents were asked to rank three categories of teacher knowledge which they thought should be provided in a professional development activity or program. The categories of instructional skills/classroom management and technical competency in area of teaching specialty were both selected as the most important teaching skills by 39% (*n*=18) of the respondents. Policies and procedures of the college was ranked most important by 23% (*n*=11) of the respondents. The other notable finding concerning this survey question was the 54% (*n*=25) response rate indicating that policies and procedures of the college was the least important category of teacher knowledge which should be provided in a part-time faculty professional development activity or program.

Conclusions and Implications of the Study

1. The number and rate of turnover of part-time faculty demonstrate the importance and complexity of designing and providing professional development programs and activities for these teachers. Based on the number of part-time faculty in the colleges of those who responded, part-time faculty are an important and, in some cases, a substantial part of the community college instructional workforce. In addition, the 19% average rate of turnover discovered in this study carries with it important administrative considerations. For instance, in the case of the respondent's college with only nine part-time faculty members, only two or less part-time faculty members would need to be replaced each academic year. This may or may not place an administrative burden on a college to recruit and replace just a few part-time faculty members, assuming that other factors do not intervene which make part-time faculty replacement difficult. For example, the possible rural nature of some colleges only provide a limited pool of potential qualified part-time applicants, the specialized nature of the course or curriculum for which the part-time faculty are needed cannot necessarily be supplied by the local community. However, in the case of the community college which employs 800 part-time faculty members per academic year, a 19% average turnover would require the replacement of 152 part-time instructors each year. This may be more than a simple administrative inconvenience and could place challenges upon both the academic program in which the instructors are needed as well as the college staff who must process the hiring of so many temporary employees.

2. Part-time faculty members' ability to teach flexible hours including nights and weekends, to provide opportunities for the college to offer specialized courses, to provide current work practices and/or skills required in their occupation and, the reduced costs associated with hiring a part-time employee were notable benefits of hiring part-time faculty. Regarding the first two items, part-time faculty willingness to teach at times when full-time faculty either can't or won't including nights and weekends along with a college or program's ability to offer specialized courses, would be essential for the uniquely formatted courses often the trademark of community colleges. For example, with regard to community education courses which offer instruction in specialized subjects in a variety of time formats to a typically non-traditional and non-credit or degree seeking student, the part-time teacher becomes a desirable choice. A part-time faculty member's ability to bring relevance into the classroom from the world of work would also help individuals and/or programs receive the industry or occupational accreditation/certification so necessary in today's standards and performance driven educational environment. As Olson (1991) stated, "Industrial/business experience continues to be seen as essential" (p.346). Concerning the cost savings created by hiring a part-time versus a full-time faculty member, the use of part-time faculty may provide administrators with the flexibility to reduce the overloading of full-time faculty. This can subsequently reduce the direct costs of paying overtime as well as provide additional staffing during abnormally high enrollment peaks or to teach extra sections of courses which experience unanticipated

enrollment bulges (Bender & Hammons, 1972). Also, since part-time faculty member responsibilities are usually limited to teaching, they are paid on the basis of semester or credit hours and do not receive fringe benefits, submit additional budget item requests, nor do they require additional office space, a telephone, etc.

3. The summated means for the six teaching skills categories indicate that attention should be given to designing professional development programs and activities in course planning, instructional skills, classroom/student management, implementation of media, evaluation, and interaction skills. Special emphasis should be placed on professional development which addresses teaching and learning styles, teaching methods, and distance learning using the Internet and web-based technology. Identifying the learning characteristics of students and identifying appropriate ways to teach were important course planning skills whereas preparing course objectives was perceived to not apply to the course planning skill needs of part-time faculty. Corroborating evidence was discovered during the pilot test in regard to the conclusion that part-time faculty do not need professional development concerning preparing course objectives. An item labeled "providing flexibility in program planning" included on the survey instrument in the section meant to discover the importance of the benefits of hiring part-time faculty was deleted after examining the results of the pilot test. This item did not achieve the established *a priori* reliability coefficient value of .70. It appears that the idea of involving part-time faculty in program planning and preparing course objectives was either something that occupational education officers feel was

not needed or perhaps was not appropriate. Finally, based on the summated mean for all 11 items in the course planning skills category, any part-time faculty professional development program should provide assistance in course planning.

Alternating teaching methods to accommodate different learning styles and adjusting instruction to accommodate for students with different paces of learning were areas deemed important in addressing part-time faculty instructional skill needs. These two items, along with the previously discussed item of identifying learning characteristics of students in the course planning category, appear to be related in that they address student learning styles. In the opinions of the respondents, identifying student learning styles, and subsequently employing and adjusting what is known to both the pace and style of teaching, were topics in which part-time instructors need assistance. This finding is similar to research conducted by Galbraith & Shedd (1990) who indicated that part-time teachers often lack an understanding of the concepts of the science of pedagogy such as teaching and learning styles. Additionally, Penner and Price (as cited in Pucel, Walsh, & Ross, 1978) included teaching and/or learning styles as one of the seven categories used in their survey instrument to identify teaching habits or patterns considered characteristics of effective vocational teachers.

Part-time faculty were thought to need "some" help in the category of classroom/student management skills. Referring to the response levels for the five items in this category of teaching skills shows that perhaps they are viewed by the respondents as important teaching skills as they contribute to the collective idea of

managing the logistics of teaching a course but, providing a professional development activity focused on any single item may not be needed or advantageous.

Concerning factors addressing the implementation of media skills, part-time faculty were indicated to need assistance to the greatest extent with participation in web-based instruction, distance learning and, using the Internet for webcasts or on-line discussions. These three items were related to distance learning technology, an endeavor which has received increased attention throughout secondary and postsecondary educational arenas. Perhaps an even greater emphasis on distance education exists in community colleges where non-traditional learning populations, flexible course schedules, high school graduation equivalencies, community and continuing education opportunities, workforce re-education, unique curriculum designs and, student separation from the college/classroom, among many other things, are some of the foundations upon which the community college philosophy rests. Based on the perceptions of the respondents in this study, providing distance education professional development opportunities to part-time faculty members is a need which deserves more attention. Teaching using chalk or dry erase boards or flip charts revealed that teaching or communicating with students using this method was perceived as a skill which part-time faculty need "no" or only "slight" help in developing. The perceived low need could indicate that occupational education officers feel that part-time faculty don't need this skill as writing or drawing on a chalkboard or flip chart could be quickly learned during one's first attempt at using them, a part-time faculty

member should already possess this skill or, perhaps good teaching is not dependent upon knowing how to use a chalkboard or flip chart.

In the area of evaluation teaching skills, the perceived level of needed part-time faculty professional development focused on three items. Developing objective criteria to evaluate lab performance, evaluating student performance according to entry level occupational performance standards and, developing a written test/quiz to determine student knowledge of course materials were items where "some" help was perceived to be needed by part-time faculty. Although the summated mean for this category demonstrated that "some" help was needed by part-time faculty concerning evaluation teaching skills, the response levels for each of the five items indicated that no single item should receive singular attention. Rather, evaluation skills might be a topic which could be considered as a unified professional development concept.

The summated mean for the interaction skills category signified that, according to the perceptions of the occupational education officers involved in this study, part-time faculty need "some" help in this area. No items in this category provided levels of response worthy of singular recognition. Once again, the response levels for the 10 items in this category of skills may signify that, although they are viewed in the aggregate as important teaching skills by the survey participants, providing a professional development activity focused on any single item may not be necessary or warranted.

4. Those professional development activities identified to occur at least once a quarter or semester focused on orientation to the policies and procedures of the college and/or department and the course/classroom, introduction to other college faculty/staff, and compliance with administrative requirements. Information collected addressing the amount of professional development activities provided to part-time faculty as well as whether or not part-time faculty were required to participate showed that introduction to the policies and procedures of the college and/or department was provided at least once a quarter or semester. This item also received the highest indication that this activity was required by the respondents' college. Three additional items of: (a) introduction to other college faculty/staff, (b) orientation to the course/classroom and, (c) help in meeting administrative requirements also occurred at least once a quarter or semester. Over 10% of the respondents revealed that attendance or participation in these activities by part-time faculty were required. The item of evaluation was provided only on an "occasional" basis (only as need and opportunity correspond) but had the second highest response rate that this was a required professional development activity for part-time faculty. It appears that current part-time professional development activities in the colleges of those who responded tend to focus on organizational requirements rather than instructional needs. The four items indicated to occur at least once a quarter or semester deal to a greater extent with a part-time faculty member's role and responsibilities within the institution rather than in their capacity as an instructor or with their interaction with students. The item of evaluation,

while only indicated to be occasionally provided, is an area which was viewed important enough by some colleges to require part-time faculty attendance when the activity was offered. However, as the explanation provided by Brown (2000) states concerning the professional development practices and activities which are most appropriate or effective for a division or college, it depends on many factors, e.g., personal and professional goals, school mission, administrative policies and procedures, and the business community.

5. Regarding the ways in which professional development should be delivered to part-time faculty, respondents felt that part-time faculty would be willing to participate in *at least one* activity per quarter or semester. This corresponded to the four items discussed in the previous paragraph addressing the amount of professional development activities provided to part-time faculty. Willingness to participate in one professional development activity *per academic year* was the second most frequent choice of respondents. Providing at least one part-time faculty professional development activity per academic year, and perhaps making attendance mandatory, should be the minimum goal of community colleges. Providing a part-time faculty professional development activity each quarter or semester would far better demonstrate a college's commitment to striving to improve the quality of the part-time faculty resource, student outcomes, and institutional effectiveness.

6. Occupational education officers perceived that part-time faculty would most like to learn using seminar discussions and group classroom activities. The response

rates for these two items suggest that respondents perceive that part-time faculty would most like to learn in some type of group formatted activity. Logistically, providing professional development activities in a collective format would likely be more cost effective as well as facilitate beneficial interaction among part-time and perhaps even full-time faculty. Group orientation and local conferences centered around group activities were two of the five low cost delivery methods identified as used most frequently in the research of Hoerner, Clowes, and Impara (1991). Also, in the LOEO's (2001) study identifying 14 characteristics of effective professional development, those activities considered most effective were those which provided peer-to-peer engagement and group collaboration. Practices such as one-shot lectures with little or no opportunities to reflect on the information were found to be less effective professional development practices. Computer assisted instruction or multi-media interaction as the preferred method of learning being chosen by more than one-half of the respondents may give, intuitively at least, an indication that the delivery of professional development information could be done using Internet connections, web-based delivery methods, or even interactive CD ROM techniques. In suggesting in-service training techniques that could be used to assist part-time faculty, Goetsch (1978) recommended computer-based instruction and the use of widespread as well as new and evolving distance education techniques available from both educational institutions and business and industry training centers. This would be one way in which a community college may alleviate or avoid the barrier that distance and/or travel time

may present to part-time faculty members concerning their decision as well as their ability to participate in professional development activities.

7. Delivery of professional development activities for part-time faculty were perceived to be best scheduled to occur in the evening or at night, during the Fall of the year, and in consideration of the distance and travel times which part-time faculty may encounter when choosing to participate. An evening/night format was revealed as the best time of day to provide part-time professional development activities while late afternoon, during the hours of 8:00 a.m. - 5:00 p.m. of a regular workday and, the weekend were chosen by less than one-half of the respondents. These response levels make intuitive sense as these latter times would most likely be less popular or even inaccessible for many part-time faculty. For example, commitments of full-time regular employment, family care, or other responsibilities may either require or obligate part-time faculty to only be available during the evening/night. A conflict may also arise with some evenings and/or nights as it is at these time when many of the part-time faculty may actually teach their courses. All of the respondents felt that the time of delivery was an important facet of providing part-time faculty professional development as no one selected the "not important" category for this question.

8. The Fall was chosen as the best time of year for providing professional development activities. The Fall may be perceived as the best time to conduct professional development activities as that is when most academic years begin, the

staff are generally most motivated, enrollments are highest, and both returning as well as new part-time faculty members have just started their teaching responsibilities.

9. Distance and/or travel time was perceived as an important factor in the decision of part-time faculty to participate in a professional development activity. This finding is discussed further in an ensuing paragraph addressing the factors which might interfere with part-time faculty member participation in a professional development activity.

10. School staff at the program, division, or institutional level were indicated to most often provide part-time faculty professional development. School staff at the program or division level were most often delivering the part-time professional development activities in respondents' community colleges while just over one-half of the colleges were utilizing school staff at the institutional level. Self-study programs, teacher educators from colleges/universities, and instructors from private sources were used only minimally. Certainly it would make sense both financially and organizationally to provide professional development for part-time and full-time faculty as well as staff members using persons at the program, division, or institutional level. However, other sources of professional development delivery may be necessary and appropriate depending on the topic and the level of expertise required. For instance, teacher educators from other colleges and/or universities may be better able to provide professional development concerning the previously identified need of addressing student learning styles or other pedagogical issues. Additionally, business and industry often have the latest information concerning workforce trends, occupational

requirements, and new innovations. They are often times the best and only source of current information pertaining to the demand for technical competency in a faculty members' area of teaching specialty–especially in fields such as technology.

11. Both intrinsic and extrinsic rewards are important incentives to encourage part-time faculty to attend professional development activities which may help reduce or ameliorate such intervening factors as other job commitments, distance to travel, remuneration, and personal motivation. Concerning the types of compensation part-time faculty members were perceived to want for participating in professional development activities, per diem and travel expenses was selected by two-thirds of the respondents with just under one-half signifying that personal growth should be the reward. Clock hour credit toward certification/licensure, incentive pay raise, and college credit as remuneration were chosen by at least one-quarter of the survey participants. So, similar to the findings provided by Hoerner, Clowes, and Impara (1991), the rewards for involvement in professional development activities can be both intrinsic or extrinsic. The extrinsic reward of providing per diem and travel expenses probably is remuneration which many full-time faculty, and possibly administration and staff members, consider as the minimum compensation for their own participation in professional development activities and as such should also be provided to part-time faculty. Additionally, reality most likely dictates that institutions will continue rely on intrinsic rewards to promote and maintain participation in both full and part-time faculty professional development programs or activities. Individual faculty member

commitment to improve their knowledge and skills as well as dedication to their specific discipline or the profession of teaching may be the only reward in many circumstances–similar to what Watters and Weeks (1999) have stated as the notion of personal and professional development in symbiotic relationship with the university.

12. All of the respondents expressed that other job commitments would be a factor which might interfere with part-time faculty member participation in a professional development activity. Distance to travel and remuneration issues were also perceived as barriers to participation. Concerning the opinion that distance of travel may interfere with a part-time faculty member's ability or choice to participate, this finding is corroborated by the previously discussed item in which respondents indicated that distance and/or travel time was an important factor in the decision whether or not to take part in a professional development activity. It seems that the distance and/or time of travel confronted by a part-time faculty member may not only influence their initial decision on whether or not to participate in a professional development activity, but may also actually prevent them from attending even though they have chosen to participate. For example, weather conditions, traffic, excessive fuel use, vehicle undependability, long hours on the road and late return times, etc., may prohibit part-time faculty from taking part in professional development activities even though they would like to attend. This is similar to the conclusions of McKenzie (1996) where "ease of attendance" was one factor which determined whether or not part-time faculty would attend a professional development activity. The opinion that

personal motivation of part-time faculty may interfere with their decision to participate was held by over one-half of the respondents and lastly, just over one-third gave responses that a part-time faculty member's experience or inexperience as a teacher may influence their decision to participate. This perhaps relates to an either real or imagined fear that, during or because of their participation in a professional development activity, their part-time peers or their full-time counterparts may judge them critically for their apparent lack of teaching experience. In a like manner, the research conducted by Kelly (1991) discovered that part-time faculty felt embarrassed to seek out help from their division dean because they believed since they were principally hired to teach, then they should already know how to teach.

13. Finally, concerning the rank order of three categories of teacher knowledge which the respondents thought should be provided in a professional development activity or program, the categories of instructional skills/classroom management and technical competency in area of teaching specialty were both equally selected as the most important. Policies and procedures of the college was ranked as the least important category of teacher knowledge which should be provided in a part-time faculty professional development activity or program. This is in direct contrast to information previously discussed which revealed that introduction to the policies and procedures of the college or department was regularly offered at 22% of respondent's colleges and 20% stated that part-time faculty were required to participate. Overall, introduction to the policies and procedures of the college or department was indicated

by the entire survey population to occur at least once a quarter or semester. So, although this professional development activity may be offered on a consistent basis in the community colleges of the respondents and in some cases it is a requirement imposed upon the part-time faculty cohort, it may not necessarily be the most important teacher knowledge needed by these faculty members. Technical competency in their area of expertise and instructional skills/classroom management are apparently deemed to be more important part-time faculty member professional development topics.

Recommendations

The following recommendations are based upon the findings and conclusions of the study. The practical application of the findings and conclusions are the framework for these recommendations.

Recommendations for Practice

1. A long-term and meaningful commitment of time, money, and personnel should be the first step to developing and designing professional development programs and activities which meet the needs of part-time community college faculty. Although this recommendation may conflict with some of the very reasons community colleges use large numbers of part-time faculty, the professional development of part-time faculty is an issue which must be taken seriously by the administration, faculty, students, and stakeholders of community colleges within the U.S.

2. Part-time faculty attributes of being able to teach flexible hours, provide the college with opportunities to provide specialized courses, and to bring current workplace skills and practices into the classroom should be considered when developing curriculum, course and degree and/or certificate requirements, the division of teaching responsibilities, and the hiring or placement of part-time faculty. Community college administrators should strive to remember that, although part-time faculty provide a variety of benefits to a school's teaching portfolio depending on the circumstances, a part-time faculty member's ability to expand opportunities for more diverse course offerings at a variety of times and formats and bringing real-world applications into the classroom are especially important attributes.

3. Professional development activities or programs intended for part-time faculty audiences should give special attention to providing information and training on identifying the learning characteristics of students, recognizing and applying different teaching methods to accommodate student learning styles and paces of learning, and web-based instruction, distance learning techniques, and use of the Internet for webcasts or on-line discussions. Regarding all six of the teaching skill categories, the overall attitude of respondents reveal that some professional development would be beneficial in each instructional skill area.

4. Community college administrators responsible for the design and delivery of part-time faculty professional development activities should review the current part-time professional development activities provided by their college and consider

adapting, modifying, or completely re-designing them to include the teaching skills and methods of delivery recommendations developed by this research. Introduction to the policies and procedures of the college and/or department and other college faculty/staff, orientation to the course/classroom and, help in meeting administrative requirements were professional development activities occurring most frequently in the community colleges of the respondent population. Although orientation to the policies and procedures of the college and department might be provided to the greatest extent in the community colleges included in this survey, this topic might not be the most important facet of teacher knowledge. This is not to say that orientation activities should be eliminated from the professional development programs of community colleges. Some type of orientation is probably essential to ensure that part-time faculty get the proper payroll forms submitted, they become informed of their responsibilities under the Americans With Disabilities Act, etc. However, it may be prudent to develop professional development activities with as much or greater emphasis on training in instructional skills, classroom management, and technical competency in the occupational disciplines as that provided in orientation to the college/department.

5. Community college administrators responsible for the design and delivery of part-time faculty professional development activities should provide at least one activity each academic year and attempts should be made to offer at least one activity per semester or quarter. Professional development activities should be formatted around a collective setting where direct communication is employed and, multi-media or

computer-based delivery when distance technology techniques are more appropriate. Evenings and nights are the best time to schedule part-time faculty professional development activities and efforts should be made to provide professional development activities in the Fall when most, if not all, academic terms begin. Since distance and time of travel are considered barriers to both the decision to participate as well as interventions to actually attending professional development opportunities, community colleges should consider strategies to lessen this barrier/intervention. For instance, providing professional development activities which are repeated within a semester or quarter, developing technology based distance education materials and, off-campus or "satellite" delivery of professional development would be viable considerations to address the issue of time and distance of travel.

6. Staff at the school or division level should continue to be utilized in delivering professional development activities with some consideration of how outside expertise may enrich the professional development of both part and full-time faculty. Both intrinsic and extrinsic reward systems should be assessed for their effectiveness in providing incentives for part-time faculty attendance at professional development activities. Faculty member commitments to their discipline and the teaching profession should be nurtured as well as ensuring that cost recovery mechanisms are in place to reduce or eliminate personal "out of pocket" expenses for faculty. The design and delivery of professional development programs and activities should consider the part-

time faculty characteristics of other job commitments, travel distance, compensation, personal motivation, and level of teaching experience.

7. Community college administrators should establish a minimum standard of "help" which they think part-time faculty need in order to perform triage on which teaching skills should be provided in a professional development program.

8. Community college administrators should assess the disparities and similarities between what professional development activities they currently provide and the recommendations provided in this research to determine if changes are warranted and/or appropriate. Professional development activities which address instructional/classroom management skills and a faculty member's level of technical competency in their personal area of expertise may need to be developed in equal consideration with activities designed to introduce part-time faculty to the policies and procedures of the college and/or department.

9. Community colleges should evaluate the findings of this research concerning the appropriate methods of delivery of professional development activities. Attempts should be made to discover if similar circumstances exist in their individual situations which merit the development of delivery mechanisms to both ameliorate the barriers and/or facilitate incentives.

Recommendations for Further Research

1. Replication of this study would be appropriate using population frames provided by the National Dissemination Center for Career and Technical Education at The Ohio State University. Additional information about the types and level of professional development activities provided to part-time faculty and, the perceptions of occupational education officers or their equivalents concerning the instructional professional development needs of part-time faculty and their most effective method(s) of delivery would help in understanding and addressing the dynamics of this important aspect of community colleges.

2. Community colleges interested in discovering the perceptions of occupational education officers about the part-time faculty instructional professional development needs and their most effective methods of delivery within their own college, or perhaps their state or region, could replicate this study. The survey instrument developed for this research could be used to collect the needed data.

3. Research should be conducted which collects data from part-time community college faculty of a prescribed frame concerning their perceived instructional needs and the best methods of professional development delivery. The literature review for this study found 14 survey instruments intended to gather information from postsecondary faculty members, 10 of which were specifically designed to assess the opinions of part-time faculty.

4. Common factor analysis could be employed to determine if the 58 instructional skills, either as a whole or as divided into the six categories, used in section II of the survey questionnaire yield common factors that are meaningful–that is, factors that are simple and interpretable. Principal components analysis would be used to verify and substantiate the findings of the common factor analysis. It would be useful to know if the observed variable set is actually a linear combination of some underlying factors and thus reduce the dimensionality of the original variable set. Providing for a shorter more parsimonious survey instrument may increase response rates, decrease measurement error, and provide greater opportunity and flexibility for the instrument's use. The derivation of common factors may also facilitate the development of professional development programs which target specific instructional skills as identified by the naming and interpretation of specific common factors. While it is realized that the size of the respondent population may limit or exclude the ability to use common factor analysis with the data set for this research study, the recommendations of Tabachnick and Fidell (1996), Stevens (1996), and Gorsuch (1983) should be used to determine if the minimum guidelines concerning sample size are satisfied.

5. Revisions to the survey instrument (Appendix I), discovered through its use in this research project, should be made prior to any additional future administrations of the questionnaire to gather data. Concerning questions #1 and #2 which asks the number and percent turnover of part-time faculty members a college employs should be clarified to ask the amount and the percent turnover of part-time faculty employed at

either the college *or the division level*. Although no confusion appeared to exist regarding this question in this study, additional clarification would provide more specific data. In conjunction with this clarification, a question which asks how many of the part-time faculty at a survey participant's college are first time employees may help in establishing the level of professional development need or demand. A question which asks the total size of the college of the respondent in terms of student enrollment, number of full-time faculty, or some other indicator would provide a helpful context concerning the number and rate of turnover of their part-time faculty contingent.

In Section II, inquiring about the level of needed teaching skills, the title of this section should be changed from "Course Planning" to "Instructional Planning" to more accurately represent the true nature of the domain of questions in this section. Also in Section II, Level of Needed Teaching Skills, an additional question stating, "Identifying learning outcomes that guide content" should be added to the course planning category. A question stating, "Access to proper equipment/computers" should be added to the implementation of media teaching skill category and, two additional questions, "Assessing student performance according to learning outcomes" and "Developing a variety of assessment tools" should be added to the evaluation category.

Concerning question #86 which asks participants to rank order three categories of teaching knowledge which should be provided in any part-time faculty member professional development program or activity, an additional part of this question should

be included which also asks survey participants to rank order what categories of teacher knowledge are actually provided in their college. This would help to determine if any disparities exist between what is actually delivered (an indication of its importance to the college) and the perceived level of importance of what respondents believe should be provided.

The item of "recognition" should be added as a response to question #92 which seeks to collect information about what occupational education officers perceive part-time faculty members should receive as compensation for participating in professional development activities. This addition is supported by the research of McCright (1983) who found that part-time faculty were interested in being "recognized" for innovative teaching as an incentive to participate in professional development activities. An additional response item of "Attitude of full-time faculty and staff" should be added to question #93 which asks participants to indicate the type(s) of factors which they feel may interfere with a part-time faculty members' participation in professional development activities.

APPENDICES

APPENDIX A

Panel of Experts

Yvonne P. Bergland
San Diego Mesa College
San Diego, CA

David Burgos
Hopkinsville Community College
Hopkinsville, KY

Stephen Davis
Hocking College
Nelsonville, OH

Ray Denton
Pittsburg State University
Pittsburg, KS

Jim Everett
Metropolitan Community Colleges
Kansas City, MO

Andy Rezin
Columbus State Community College
Columbus, OH

Sue S. Rummel
SUNY Canton College of Technology
Canton, NY

Frank Samuels
Middlesex Community-Technical College
Middletown, CT

Carol J. Spencer
Cedar Valley College
Lancaster, TX

Dennis Tyson
Central Community College
Grand Island, NE

Paul Unger
Owens Community College
Toledo, OH

APPENDIX B

Pilot Test Participants

Robert Andera
Southeast Technical Institute
Sioux Falls, SD

Monica Baker
Coconino County Community College–Flagstaff
Flagstaff, AZ

Carol E. Ballantyne
St. Charles Community College
Saint Peters, MO

Peggy Barker
Southwest Virginia College
Richlands, VA

Wayne C. Boekes
Bismark State College
Bismark, ND

Kay Chitwood
Fox Valley Technical College
Appleton, WI

Carolyn Collins
Black River Technical College
Pocahontas, AR

Norma Cottrell
Ivy Tech State College–Terre Haute Campus
Terre Haute, IN

Elsie L. Doser
Truckee Meadows Community College
Reno, NV

Sandra Gordon
Aiken Technical College
Aiken, SC

Tom Howard
Central Piedmont Community College
Charlotte, NC

Kathy Hughes
Flathead Valley Community College
Kalispell, MT

Judy Jozaitis
Moraine Valley Community College
Palos Hills, IL

Harry T. Kawamura
Hawaii Community College–University of Hawaii Community Colleges
Hilo, HI

Mary Kleber
Kentucky Community and Technical College
Lexington, KY

Cathy Livingston
Quinsigamond Community College
Worcester, MA

Amy Mangan
Central Florida Community College
Ocala, FL

Cheryl L. Markwell
Rogue Community College
Grants Pass, OR

Jay M. May, Dean
Motlow State Community College
Tullahoma, TN

Peter L. Mora
Atlantic Cape Community College–City Center
Atlantic City, NJ

John Nelson
South Texas Community College
McAllen, TX

Chester Platt
Coastline Community College
Fountain Valley, CA

Willie Quindt
Western Nebraska Community College
Scottsbuff, NE

Judith Savolskis
Community College of Allegheny County–Boyce Campus
Monroeville, PA

Joe Small
Walla Walla Community College
Walla Walla, WA

James C. Sones
Pearl River Community College
Poplarville, MS

Robin L. Spaid
Hagerstown Community College
Hagerstown, MD

Judy Staggs
Northwest-Shoals Community College–Muscle Shoals
Muscle Shoals, AL

George W. Wells, Jr.
Tulsa Community College
Tulsa, OK

Karen Wells
Sinclair Community College
Dayton, OH

Lisa Wyatt-Diaz
Nassau Community College
Garden City, NY

Ben Yohe
Red Rocks Community College
Lakewood, CO

APPENDIX C

First Contact - Pre-Notice Letter

Date

Recipient
Address
City, State ZIP

Dear Mr./Miss/ Ms. Recipient:

A few days from now you will receive in the mail a request to fill out a brief questionnaire for an important research project being conducted by the National Research Center for Career and Technical Education.

The study seeks to discover your perceptions of the current activities, needs for, and methods of delivery of professional development opportunities for the part-time occupational and technical program faculty in your college with whom you interact.

We are writing to you in advance because we have found many people prefer to know ahead of time that they will be contacted concerning their possible participation in a research study. This research effort is an important one in that it will collect information which will help to address issues important to the management and role of part-time faculty in the nation's community colleges.

Thank you in advance for your time and consideration. It's only with the generous and committed help of people like you that our research can be successful and provide meaningful information for career and technical educators.

Sincerely,

Brian A. Sandford
Principal Investigator

N.L. McCaslin
Co-Investigator

APPENDIX D

Second Contact - Cover Letter for First Questionnaire Mailing

Date

Recipient
Address
City, State ZIP

Dear Mr./Miss/Ms. Recipient:

We are writing to ask your help in a study by the National Research Center for Career and Technical Education meant to gather information concerning issues relevant to part-time faculty members in community colleges in the U.S. The study is part of an effort to learn more about the professional development needs of part-time occupational and technical program faculty, the kinds of professional development activities which they are currently provided, and the best method of delivering such activities.

Results from the survey will help in generating a better understanding of the characteristics and circumstances which part-time faculty experience in relation to their need for, and exposure to, efforts meant to improve their teaching skills. Community colleges and professionals in career and technical education will be able to use the findings of this study to improve the planning, management, and effectiveness of their part-time faculty workforce.

Your answers to this questionnaire are completely confidential and will be released only as summaries in which no individual's answers could possibly be identified. When you return your completed questionnaire, your name will be deleted from the mailing list and never connected to your answers in any way once it is entered into a personal computer for statistical analysis. Survey instruments will be destroyed after the data has been entered.

Of course, participation in this survey is strictly voluntary. However, you can help us very much by taking a few minutes to share your opinions about the issues of part-time faculty professional development in your college. If for some reason you prefer not to respond, please let us know by returning the blank questionnaire in the enclosed stamped envelope. A number has been placed on the questionnaire to aid in facilitating follow-up contacts to those who have not responded. It is not placed on the questionnaire as a means to identify anyone's individual answers.

We have enclosed a small token of appreciation as a way of saying thanks for your help. If you have any questions or comments about this study, we would be happy to talk with you. You can call us using (614) 487-8779, email us at sandford.6@osu.edu, or you can write to us at the address on the letterhead.

Thank you very much for helping with this important study. Your contribution is greatly appreciated.

Sincerely,

Brian A. Sandford
Principal Investigator

N.L. McCaslin
Co-Investigator

APPENDIX E

Third Contact - Postcard Thank You/Reminder

Date

Last week a questionnaire seeking your opinions about certain aspects of part-time faculty professional development in your college was mailed to you.

If you have already completed and returned the questionnaire to us, please accept our sincere thanks. If not, please do so today if possible. We are especially grateful for your help because it is only by asking people like yourself and others to share your experiences that we can better understand the nature of professional development as it relates to part-time community college faculty.

If you did not receive a questionnaire, or if it was misplaced, please call us at (614) 487-8779 or e-mail us at sandford.6@osu.edu and we will get another one in the mail to you today.

Brian Sandford
Principal Investigator

N.L. McCaslin
Co-Investigator

APPENDIX F

Fourth Contact - Cover Letter for Replacement Questionnaire

Date

Recipient Name
Address
City, State ZIP

Dear Mr./Miss/Ms. Recipient:

About three weeks ago we sent a questionnaire to you that asked about your perceptions concerning the professional development needs, activities, and methods of delivery for the part-time faculty at your school. To the best of our knowledge, it has not yet been returned.

The comments of those who have already responded include many new insights into the factors which contribute to the needs, current activities, and best methods of delivering professional development opportunities to part-time community college faculty. We feel that the results are going to be very useful to faculty, administrators, and policy makers in career and technical education.

We are writing to you again because of the importance that your questionnaire has for helping us to obtain the most accurate results possible. Every individual's responses are important to us. Although we have attempted to make our sample as broad as possible, it is only by hearing from everyone that we can be absolutely sure that the results are truly representative.

If you feel that you are not the appropriate person to participate in this research project or we have made an error in our mailing, please let us know on the cover of the questionnaire and return it in the enclosed envelope so we can delete your name from the mailing list.

Lastly, concerning our survey procedures, we are sure you have noticed that we have printed a questionnaire identification number on the front of the questionnaire. This is so we can check your name off of the mailing list when it is returned, the number is not used to track an individual's responses. Once we have entered the questionnaire data into a personal computer for statistical analysis, the list of names is destroyed so that individual names can never be connected to the results in any way. Protecting the confidentiality of people's answers is very important to us as well as the National Research Center.

We hope that you will fill out and return the enclosed questionnaire soon, but if for any reason you prefer not to answer it, please let us know by returning a note or the blank questionnaire in the enclosed stamped envelope.

Sincerely,

Brian A. Sandford
Principal Investigator

N.L. McCaslin
Co-Investigator

P.S. If you have any questions, please feel free to contact us. The number where we can be reached in Columbus, Ohio is (614) 487-8779.

APPENDIX G

Fifth Contact - Final Letter

Date

Recipient
Address
City, State ZIP

Dear Mr./Miss/ Ms. Recipient:

During the last weeks we have sent you several mailings about an important research study we are conducting for the National Research Center for Career and Technical Education. The purpose of the study is to collect information which will help contribute to a better understanding of the factors related to part-time community college faculty professional development.

The data collection phase of the study is drawing to a close and this is the last contact that will be made with those people who we think are in an excellent position to provide their opinions based on their background, experiences, and knowledge of part-time community college faculty.

We are sending this final contact because of our concern that people who have not yet responded may have had different experiences than those that have returned a completed questionnaire. Hearing from everyone in the nationwide sample for this project helps assure that the survey results are as accurate as possible and that the findings reflect actual conditions.

We also want to assure you that your response to this study is voluntary, and if you prefer not to fill out the questionnaire we very much respect your choice. If you feel for some reason you are not the appropriate person to take part in this study, please let us know by returning the blank questionnaire with a note indicating your decision, this would be very helpful to us. If you have already completed and returned the questionnaire to us, please accept our sincere thanks

Finally, we appreciate your willingness to consider our request as we conclude this effort to gather information which will lend greater awareness to the dynamics of the professional development of part-time community college faculty. Thank you very much.

Sincerely,

Brian A. Sandford
Principal Investigator

Dr. N.L. McCaslin
Co-Investigator

APPENDIX H

Letter from Dr. George R. Boggs, President

American Association of Community Colleges

One Dupont Circle, NW
Suite 410
Washington, DC 20036

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March 14, 2002

Dear Colleague:

Enclosed you will find a survey instrument intended to collect information concerning the part-time career and technical education faculty at community colleges across the United States. The questionnaire is part of a national study being conducted by the National Research Center for Career and Technical Education.

The survey is intended to gather important information about the needs, current activities, and best methods of delivering professional development opportunities to part-time community college career and technical education faculty. The American Association of Community Colleges supports this research project as it will help to identify the characteristics of a valuable and often overlooked segment of the community college workforce. The information will be useful on a national, regional, and local basis to help make better planning and policy decisions concerning community colleges and career and technical education.

I encourage you to complete and return the questionnaire as soon as possible. Thank you in advance for your commitment and dedication occupational education and your assistance with this endeavor.

Sincerely,

George R. Boggs
President

APPENDIX I

Survey Instrument

ADMINISTRATIVE PERCEPTIONS OF PART-TIME FACULTY PROFESSIONAL DEVELOPMENT

NO: _____

SECTION I - Descriptive Information

Introduction: The following items are designed to gather information about the characteristics of the part-time faculty in your college. For the purposes of this questionnaire, part-time faculty are defined as those employed by a short-term contract with no guarantee of being rehired for the next academic year or term.

1. How many individuals does your college employ as part-time faculty members during a typical academic year?

   ____ Number of part-time faculty

2. In courses taught on a regular repetitive basis by part-time faculty members in your college, what would you say is the percentage turnover rate per academic year?

   ____ Percent turnover each academic year

3. In your perception, would part-time faculty members be willing to participate in professional development activities if and when they are offered?

   No, they would <u>not</u> be willing to participate in any professional development activities ..... ☐
   Yes, they would be willing to participate in *one* professional development activity per academic year <u>only</u> .... ☐
   Yes, they would be willing to participate in at least one activity *per semester or quarter* ..... ☐
   Yes, they would be willing participate in more than one activity per semester or quarter ..... ☐
   Part-time faculty are required to participate in professional development activities when offered ..... ☐

Considering the roles which part-time faculty fulfill, please rate items 4-9 by marking the number which indicates the level of importance you perceive is associated with the benefits of hiring part-time faculty:

(1) Not Important
(2) Slightly Important
(3) Somewhat Important
(4) Moderately Important
(5) Very Important.

	Not Important	Slightly Important	Somewhat Important	Moderately Important	Very Important
4. Allow opportunities to offer specialized courses	1	2	3	4	5
5. Can teach flexible hours including nights and weekends	1	2	3	4	5
6. Provide cost savings to the school over hiring full-time counterparts	1	2	3	4	5
7. Provide up-to-date work place skills and practices required in their occupation	1	2	3	4	5
8. Relieve full-time faculty of introductory and lower sequenced courses	1	2	3	4	5
9. Improve effectiveness and instructional practices of full-time faculty	1	2	3	4	5

Next Page ⇨

Section II - Level of Needed Teaching Skills

The following is a list of instructional skills that part-time faculty may want or need to develop by participating in professional development activities.

Introduction: We are interested in identifying the skills which you feel part-time faculty in your college need help in developing. Please rate each of the following skills by marking the number which indicates the amount of help you perceive would be needed by the part-time faculty in each skill: (1) Need No Help, (2) Need Slight Help, (3) Need Some Help, (4) Need Moderate Help, (5) Need Much Help and, (6) Does Not Apply (NA).

	1 Need No Help	2 Need Slight Help	3 Need Some Help	4 Need Moderate Help	5 Need Much Help	6 Does Not Apply (NA)
A. Course Planning						
10. Identifying the learning characteristics of the student populations for which instruction will be developed.	1	2	3	4	5	6
11. Understanding the difference between adult vocational and other adult educational programs.	1	2	3	4	5	6
12. Identifying individual students needs.	1	2	3	4	5	6
13. Identifying information/activities to supplement instruction.	1	2	3	4	5	6
14. Organizing what is to be learned in the course.	1	2	3	4	5	6
15. Preparing course objectives.	1	2	3	4	5	6
16. Identifying appropriate ways to teach.	1	2	3	4	5	6
17. Selecting appropriate instructional materials.	1	2	3	4	5	6
18. Dividing the course into instructional units.	1	2	3	4	5	6
19. Sequencing the instructional units of a course.	1	2	3	4	5	6
20. Aligning instruction/course materials with other instructors of corresponding courses or programs.	1	2	3	4	5	6
21. Other (please specify)	1	2	3	4	5	6
B. Instructional Skills						
22. Planning and directing individual or group field trips.	1	2	3	4	5	6
Instructional Skills (cont.)						
23. Conducting group or panel discussions.	1	2	3	4	5	6
24. Employing means of providing positive feedback to students.	1	2	3	4	5	6
25. Adjusting instruction to accommodate for students with different paces of learning.	1	2	3	4	5	6
26. Alternating teaching methods to accommodate different learning styles.	1	2	3	4	5	6
27. Employing simulation techniques using likenesses, models, or mock-ups of what students will find in the world of work.	1	2	3	4	5	6
28. Directing students on how and what to study.	1	2	3	4	5	6
29. Directing student shop or laboratory experiences.	1	2	3	4	5	6
30. Directing students in applying problem solving techniques.	1	2	3	4	5	6
31. Directing students in the initiation/completion of projects.	1	2	3	4	5	6
32. Introducing a lesson.	1	2	3	4	5	6
33. Summarizing a lesson.	1	2	3	4	5	6
34. Demonstrating how to do a task, step by step.	1	2	3	4	5	6
35. Demonstrating a concept or principle to be learned.	1	2	3	4	5	6

Next Page ⇨

	Need No Help	Need Slight Help	Need Some Help	Need Moderate Help	Need Much Help	Does Not Apply (NA)
Instructional Skills (cont.)						
36. Directing individualized instruction through the use of learning packets, modules, etc.	1	2	3	4	5	6
37. Presenting information by bringing in a subject matter expert as a resource person.	1	2	3	4	5	6
38. Relating classroom instruction to the job experiences of adult students.	1	2	3	4	5	6
39. Assisting students to make immediate on-the-job application of what they have learned.	1	2	3	4	5	6
40. Other (please specify)	1	2	3	4	5	6
C. Classroom/Student Management Skills						
41. Establishing and maintaining a filing/record keeping system (e.g., grades, attendance, etc.)	1	2	3	4	5	6
42. Providing a safe and healthy classroom/lab environment.	1	2	3	4	5	6
43. Identifying and using appropriate ways of monitoring student progress.	1	2	3	4	5	6
44. Identifying, locating, and obtaining necessary supplies, equipment, and teaching aids.	1	2	3	4	5	6
45. Familiarity with student conduct rules and policies.	1	2	3	4	5	6
46. Other (please specify)	1	2	3	4	5	6
D. Implementation of Media						
47. Preparing and presenting overhead transparency materials.	1	2	3	4	5	6
48. Preparing and presenting information with television and video tape equipment.	1	2	3	4	5	6
49. Presenting information using chalk or dry erase boards or flip charts.	1	2	3	4	5	6

	Need No Help	Need Slight Help	Need Some Help	Need Moderate Help	Need Much Help	Does Not Apply (NA)
Implementation of Media (cont.)						
50. Connecting to the Internet for information searches and data base retrieval.	1	2	3	4	5	6
51. Connecting to the Internet for webcasts or on-line discussions.	1	2	3	4	5	6
52. Participation in distance learning.	1	2	3	4	5	6
53. Participation in web-based instruction.	1	2	3	4	5	6
54. Using multi-media techniques for instruction (e.g., computers, presentation software, etc.).	1	2	3	4	5	6
55. Locating, ordering, and evaluating audio-visual instructional materials.	1	2	3	4	5	6
56. Other (please specify)	1	2	3	4	5	6
E. Evaluation						
57. Evaluating student performance according to entry level occupational performance standards.	1	2	3	4	5	6
58. Developing objective criteria to evaluate lab performance.	1	2	3	4	5	6
59. Developing a written test/quiz to determine student knowledge of course materials.	1	2	3	4	5	6
60. Scheduling and using tests/quizzes.	1	2	3	4	5	6
61. Determining student grades for the course.	1	2	3	4	5	6
62. Other (please specify)	1	2	3	4	5	6
F. Interaction Skills						
63. Applying non-verbal communication such as gestures, facial expressions, and silence.	1	2	3	4	5	6

Next Page ⇨

	Need No Help	Need Slight Help	Need Some Help	Need Moderate Help	Need Much Help	Does Not Apply (NA)		Need No Help	Need Slight Help	Need Some Help	Need Moderate Help	Need Much Help	Does Not Apply (NA)
Interaction Skills (cont.) 64. Identifying positive and negative student verbal and non-verbal reactions to instruction.	1	2	3	4	5	6	69. Respecting each students' feelings and ideas.	1	2	3	4	5	6
65. Understanding the conditions and forces, cultural, social and economic, which influences student learning.	1	2	3	4	5	6	70. Understanding the importance of teacher enthusiasm and support.	1	2	3	4	5	6
66. Understanding what motivates students to participate.	1	2	3	4	5	6	71. Maintaining an open mind concerning the ideas and opinions of students.	1	2	3	4	5	6
67. Understanding the effects of past educational successes or failures upon learners.	1	2	3	4	5	6	72. Understanding the importance of establishing respect between teacher and student.	1	2	3	4	5	6
68. Identifying and using appropriate ways of interaction to assist students.	1	2	3	4	5	6	73. Other (please specify)	1	2	3	4	5	6

Section III - Current Level of Professional Development Activities

Introduction: Please indicate the amount of formal professional development offered by your community college to part-time faculty by marking the number which best indicates the amount of training provided:

(1) Rarely/Never (only if requested or mandated)
(2) Occasionally (only as need and opportunity correspond)
(3) Sometimes (at least once a quarter or semester)
(4) Often (twice or more each quarter or semester)
(5) Regularly (consistently scheduled activities)

Also, please place a mark in the appropriate box if part-time faculty members are *required* to participate by your community college in any of the categories listed in items 74-85.

	Rarely/Never	Occasionally	Sometimes	Often	Regularly
74. Course Planning	1	2	3	4	5
75. Instructional Skills	1	2	3	4	5
76. Classroom/Student Management Skills	1	2	3	4	5
77. Implementation of Media	1	2	3	4	5
78. Evaluation	1	2	3	4	5
79. Interaction Skills	1	2	3	4	5
80. Orientation to the policies and procedures of the college/dept.	1	2	3	4	5
81. Assistance in meeting administrative requirements (e.g., hiring procedures, payroll, etc.)	1	2	3	4	5
82. Orientation to the course/classroom facilities	1	2	3	4	5
83. Training to comply with legal mandates (e.g., Americans With Disabilities Act, state laws, etc.)	1	2	3	4	5
84. Training in academic misconduct/grading grievance procedures	1	2	3	4	5
85. Introduction to other college faculty/staff	1	2	3	4	5

Next Page ⇨

86. Please rank order from 1 to 3 (1 being most important, 3 being least important) the following three categories of teacher knowledge which you think should be provided in any part-time faculty member professional development activity/program:

Rank Order (1-3)	
	Policies and procedures of the college
	Instructional skills/classroom management
	Technical competency in area of teaching specialty

SECTION IV - Professional Development Delivery Preferences

Introduction: The following items are designed to collect your perceptions about the appropriate methods of delivering professional development activities to part-time faculty members.

87. If part-time faculty members were to participate in a professional development activity, how do you perceive they would most like to learn? (Check all that apply)

Group classroom activities ☐
Seminar discussions ☐
Lecture format with outside reading/homework ☐
Self-study materials such as pre-recorded learning modules or units ☐
Computer assisted instruction or multi-media interaction ☐

88. Indicate the time(s) which you think the part-time faculty at your college would prefer to participate in a professional development activity. (check all that apply)

Weekend ☐
During a regular workday (i.e., 8 a.m. - 5 p.m). ☐
Late afternoon ☐
Evening/night ☐
Not important ☐

89. Please indicate the time of the year you think the part-time faculty would most prefer to participate in a professional development activity. (check one only)

Spring ☐
Summer ☐
Fall ☐
Winter ☐
Not important ☐

90. Do you think that distance/time of travel would be an important factor in the decision of a part-time faculty member to participate in a professional development activity?

Yes ☐
No ☐

Next Page ⇨

91. How are most of the professional development needs of part-time faculty members currently being met by your college? (check all that apply)

School staff at the program or division level ..... ☐
School staff at the institutional level ..... ☐
Self-study programs ..... ☐
Teacher educators from college(s)/university(s) ..... ☐
Instructors from private sources ..... ☐
Needs not currently being met ..... ☐
Not aware of any needs ..... ☐
Other (please specify _____

92. What should part-time faculty members receive for participating in professional development activities? (check all that apply)

Incentive pay raise ..... ☐
Per diem and travel expenses ..... ☐
Clock hour credit toward certification/licensure ..... ☐
College credit ..... ☐
Personal growth ..... ☐
Paid time-off ..... ☐

93. Please indicate the type(s) of factors which you feel might interfere with your part-time faculty members' participation in professional development activities (check all that apply):

Other job commitments ..... ☐
Personal motivation ..... ☐
Distance to travel ..... ☐
Experience or inexperience as a teacher ..... ☐
Remuneration issues ..... ☐
Other (please specify) _____

94. Additional Comments Are Welcome:

THANK YOU!

End

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