

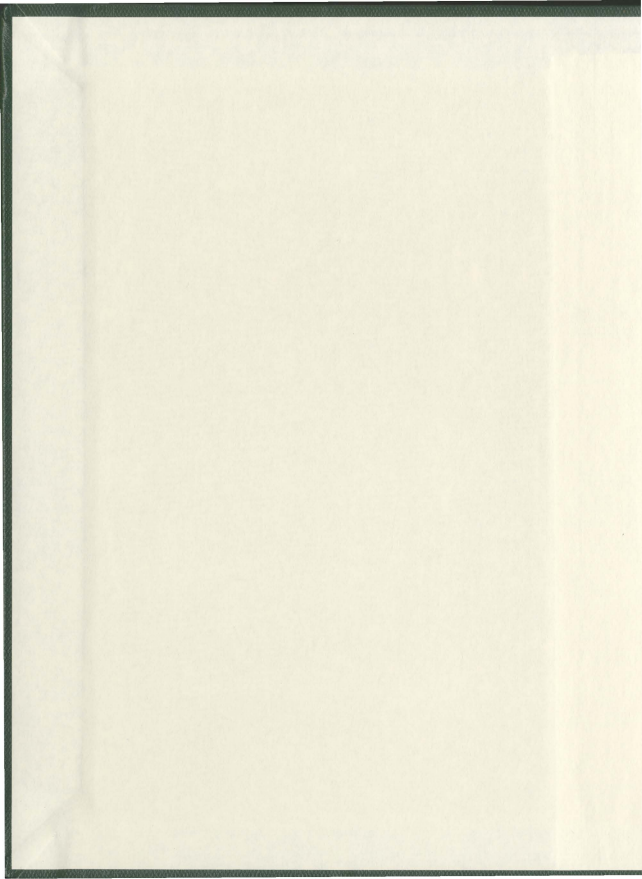
A STUDY OF PROFESSIONAL DEVELOPMENT  
OF PART-TIME FACULTY AT  
EASTERN COMMUNITY COLLEGE

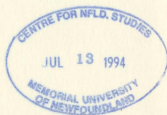
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A Study of  
Professional Development of Part-Time  
Faculty at Eastern Community College

by  
Ronald Broderick, B.A., B.Ed.

A Thesis Presented to  
the Faculty of Education  
Memorial University of Newfoundland

In Partial Fulfilment of the  
Requirements for the Degree of  
Master of Education

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## ABSTRACT

This study focused on the professional development of part-time faculty at the Bonavista, Burin and Clarenville campuses of Eastern Community College. Specifically, the study investigated the occurrence of pre- and in- service professional development for part-time faculty, their satisfaction with and importance which they attributed to it.

The sample consisted of 215 part-time instructors who taught at Eastern Community College during the period September 1987 to June 1991. The study concentrated on two major areas of professional development: pre-service orientation and in-service development.

Data were collected using the mail-back questionnaire technique. The instrument contained specific questions about certain components of pre- and in-service as well as open ended questions to allow respondents to think freely, offer suggestions and clarify their points of view.

The researcher found that there was a need to provide more extensive professional development to part-time faculty and to improve presentation in many areas. Regarding pre-service orientation, it was found that, overall, instructors who responded to the survey were satisfied with their pre-service orientation. Certain professional development components occurred for less than 50% of the instructors. In the section on "conditions of employment", for example, explanation of evaluation procedures occurred for only 30.3% of the respondents. Much improvement was needed in the area of " policies and procedures" because three of the eight areas surveyed had an occurrence rate of less than 20%. Findings from the section on "the college and its students" showed an occurrence rate of less than 50% in five of the six items and exactly 50% in the other item.

Considering the importance that instructors gave to these items, extensive work in this area would seem prudent.

The college fared better on the "in-service development" component of the questionnaire, however, in the section "support for teaching", three of the seven items showed a positive response for more than 80% of the participants. The section on "professional work environment" also showed promise with only two of the seven items indicating less than 50% in occurrence. The category where the college really needed to improve was "professional growth opportunities" where five of the eight items occurred for less than 50% of the respondents.

The study resulted in a number of recommendations to deal with the deficiencies in an effort to bring about some real improvement in the professional development of all part-time faculty at Eastern Community College.

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## Chapter 1

### Introduction

Providing quality instruction ought to be the primary goal of all community college instructors. The provision of high-quality instruction may be problematic for part-time instructors in light of the limitations often placed on these instructors. Limitations include low status, absence of supervision, lack of training in instructional skills, and inadequate professional development (Galbraith, 1990).

Attention and funding for professional development as means to improve instruction is usually provided to full-time faculty and not to part-time faculty. Due to a number of factors, the 1987 reorganization of the post-secondary system being one, many provincial institutions have not yet developed a formal, unified system for providing professional development to staff in general. Too often professional development of part-time faculty appears to be superficial at best and totally lacking at worst. Furthermore, part-time faculty have often been hired at the last minute, and left to fend for themselves, without orientation to the college and the job requirements.

Newfoundland's economic conditions will necessitate fiscal restraint. Demands for part-time training, through contract training and continuing education efforts, are escalating. These factors alone will likely result in the hiring of fewer

full-time and more part-time faculty. Thus, the professional development problems that currently exist with part-time faculty may be even greater unless solutions are identified and implemented. One solution that might help alleviate this problem is the compilation of a list of recommendations for improved professional development for part-time faculty.

### Background to the Study

Eastern Community College was established in 1987 when the Newfoundland and Labrador post-secondary system was reorganized. Since September 1987, Eastern Community College has undergone two name changes and acquired two additional campuses. As a result of the Colleges Act, 1991, Eastern Community College was renamed Eastern Regional College of Applied Arts, Technology and Continuing Education. The legislation to establish the regional colleges came into force on February 29, 1992. In addition to the three campuses at Bonavista, Burin and Clarenville, Carbonear and Placentia were acquired from Avalon Community College. The name Eastern Regional College was used in the interim; the permanent name of Eastern College of Applied Arts, Technology and Continuing Education was officially adopted in June, 1992.

This study includes only the original campuses of Bonavista, Burin and Clarenville, which will be referred to as Eastern Community College. These

campuses were studied because they were then part of Eastern Community College, which was the principal college prior to the reorganization of 1987. It was decided that the results of the study would be more accurate if one college was included rather than parts of two colleges. It was felt that since the administrative structure of Eastern Community College would now govern an additional two campuses that were previously under a different administration, it would be better to include only the original three campuses. The philosophy of the administration of the annexed campuses could be quite different from that of Eastern Community College and can be the subject of another study.

In the four year period of operation, the college had expanded into the community and established Learning Centres in fourteen communities in its catchment area. These communities were: Port Rexton, Musgravetown, Hickman's Harbour, Little Hearts Ease, Jacques Fontaine, Grand Bank, Arnold's Cove, Lamaline, Terrenceville, Rushoon, St. Lawrence, Swift Current, Southern Harbour and North Harbour. This commitment to community was a priority of Eastern Community College.

The college offered a wide variety of courses including: Adult Basic Education, Basic Literacy, Business Education, Pre-Employment Courses, Apprenticeship Training and Technology Courses. As well, the college also offered

Civil and Architectural Engineering Technology, Computer Studies and Nursing Assistant programs.

A major expansion at Burin Campus in 1989/90 saw the addition of modern laboratories and library facilities which enabled that campus to offer a comprehensive first year university program. Students in the local area were now able to study their first year of university education at home. The superb residence and cafeteria service at Burin Campus also made it possible for students from other areas to attend courses at the local campus.

A wide variety of computer courses was offered in communities throughout the college region facilitated by the acquisition of portable laptop computers. A modular program of entrepreneurial and business studies was offered to aspiring business people to assist them in the development of their business plans. Clarenville Campus, in cooperation with Enterprise Newfoundland, offered consultation, program development and training services for the general public.

Literacy education was offered in all three campuses of Eastern Community College, on a full and part-time basis. The college also helped to train tutors from volunteer groups to teach basic literacy. An Adult Basic Education program offered by Clarenville Campus in partnership with Clarenville Correctional Centre gave inmates the opportunity to upgrade while incarcerated.

Table I provides enrolment statistics for the three campuses by program type for 1989/90. Students sponsored by the Canada Employment Immigration Commission, Social Services and Workman's Compensation made up 14 percent

Table 1

Enrolment April 1, 1989 - March 31, 1990

Eastern Community College

PROGRAM	BONAVISTA CAMPUS		BURIN CAMPUS		CLARENVILLE CAMPUS		TOTAL CAMPUS REGION	
	NUMBER ENROLED	PERCENT	NUMBER ENROLED	PERCENT	NUMBER ENROLED	PERCENT	NUMBER ENROLED	PERCENT
TRADES/VOCATIONAL	100	8.0%	299	18.2%	164	12.1%	563	13.2%
APPRENTICESHIP	0	0.0%	78	4.7%	95	7.0%	173	4.1%
TECHNOLOGY	0	0.0%	24	1.5%	31	2.3%	55	1.3%
MEMORIAL UNIVERSITY	0	0.0%	219	13.3%	0	0.0%	219	5.2%
PARTNERSHIP TRAINING	105	8.4%	283	17.2%	216	15.9%	604	14.2%
PRE-VOCATIONAL	564	45.4%	0	0.0%	0	0.0%	564	13.3%
COMMUNITY EDUCATION	474	38.1%	744	45.2%	854	62.8%	2 072	48.8%
TOTAL	1 243	100.0%	1 647	100.0%	1 360	100.0%	4 250	100.0%

Note. From " Annual report: April 1, 1989 - March 31, 1990 " by Board of Governors, Eastern Community College, 1990.

of college clients, while part-time evening courses made up 49 percent. Regular trade programs, such as electrical, carpentry and millwright, represented 31 percent of enrolments. Memorial University students comprised 5 percent of college clients. The part-time evening courses, at 49 percent, indicated the strong

commitment to community based education. This commitment to community based education distinguished this system from the previous vocational system.

The total enrolment participation for fiscal year 1988 was as follows:

Post-Secondary	700
Partnership Training	450
Prevocational	720
Community Education	<u>1 600</u>
TOTAL	3 470

During 1989, the prevocational offering at Clarendville Campus was transferred to the School Board, thus decreasing College enrolments. A comparison of fiscal 1989 enrolments to fiscal 1988 enrolments indicated a growth in adult participation of 34 percent during fiscal 1989 (Board of Governors, Eastern Community College, 1990, p.13).

Table 2 provides enrolment statistics for the three campuses for 1990. Partnerships (Canada Employment Immigration Commission, Social Services and Workman's Compensation) represented 14.6 percent of college clients, while part-time evening courses accounted for 36.7 percent. Traditional type trades programs, apprenticeship and technology courses, represented 27 percent of college registrations, while Memorial University enrolments accounted for 7.3 percent.



Prevocational courses at Bonavista Campus accounted for 14.3 percent of college clients.

Table 2

Enrolment April 1, 1990 - March 31, 1991

Eastern Community College

PROGRAM	BONAVISTA CAMPUS		BURIN CAMPUS		CLARENVILLE CAMPUS		TOTAL CAMPUS REGION	
	NUMBER ENROLED	PERCENT	NUMBER ENROLED	PERCENT	NUMBER ENROLED	PERCENT	NUMBER ENROLED	PERCENT
TRADES/ VOCATIONAL	106	10.1%	397	27.4%	197	15.5%	700	18.6%
APPRENTICESHIP	0	0.0%	120	8.3%	135	10.6%	255	6.8%
TECHNOLOGY	0	0.0%	36	2.5%	28	2.2%	64	1.7%
MEMORIAL UNIVERSITY	0	0.0%	273	18.9%	0	0.0%	273	7.3%
PARTNERSHIP TRAINING	68	6.5%	286	19.8%	195	15.4%	549	14.6%
PRE-VOCATIONAL	539	51.6%	0	0.0%	0	0.0%	539	14.3%
COMMUNITY EDUCATION	332	31.8%	336	23.2%	714	56.3%	1 382	36.7%
TOTAL	1 045	100.0%	1 448	100.0%	1 269	100.0%	3 762	100.0%

Note. From " Annual report: April 1, 1990 - March 31, 1991." by Board of Governors, Eastern Community College, 1991.

In 1988 a total of 3470 students attended Eastern Community College. In 1989 student enrolment rose to 4250 and in 1990 declined to 3762. During the life of Eastern Community College, a total of 11,482 students enroled in a variety of programs of different duration.

### Purpose of the Study

The major purpose of this study was to investigate the occurrence of pre- and in-service professional development for part-time faculty, their satisfaction with, and importance which they attributed to it. More specifically, the study attempted to:

1. Examine the extent and type of pre-service and in-service professional development opportunities available for part-time faculty at Eastern Community College.
2. Examine the level of satisfaction of part-time faculty with the professional development offered to them at Eastern Community College.
3. Examine the importance which faculty members attributed to professional development.
4. Ascertain, through a needs assessment, the types of professional development required for part-time faculty, and
5. Compile a list of recommendations for part-time faculty professional development based on findings of the study.

### Research Questions

The research questions were as follows:

1. Did Eastern Community College provide its part-time faculty with pre-service and in-service professional development? If so, what types of professional development were provided?
2. How important did part-time faculty perceive pre-service orientation and in-service development?
3. To what extent were faculty satisfied with the pre-service orientation and in-service professional development they received?
4. What types of professional development did part-time instructors perceive they needed to improve their instruction?

### Significance of the Study

This study will be significant for Eastern Community College because it focused on professional development for part-time faculty and its growing importance for individual and organizational effectiveness in the 1990's. Assessment of the occurrence of professional development for part-time faculty, and the significance and importance attributed to professional development by part-time staff generated recommendations for such activities at Eastern

Community College.

### Delimitations of the Study

This study dealt only with the professional development activities for part-time faculty. Further, it dealt only with the part-time faculty of Eastern Community College which consisted of Bonavista, Burin, and Clarenville campuses.

### Limitations of the Study

The following were recognized as limitations of this study:

1. The findings of this study may be applicable only to Eastern Community College; however, the recommendations made as a result of those findings may be generalizable to other colleges as well as the new Eastern College of Applied Arts, Technology and Continuing Education.
2. The questionnaire asked instructors for their opinions regarding the strengths and weaknesses of existing professional development. It is acknowledged that some instructors may have been reluctant to honestly answer some of these questions.
3. The fact that the study was dependent on mailed questionnaires was also a limitation.

## Definitions

Campus: Jarvis (1990) defines campus as "the site of a school, college, university, or other educational establishment" (p. 48). Eastern Community College had three campuses: Bonavista, Burin, and Clarendville.

Community College: An institution for post-secondary and adult education, especially for training in particular occupations and skills. Community Colleges offer certificate and diploma programs in many trades and also have courses for the personal interest of people in the community (Avis, Drysdale, Gregg, Neufeldt, & Scargill, 1983, p. 236).

In-Service: Ryan (1987) defines in-service as "those activities planned for and/or by teachers designed to assist them in more efficiently and effectively planning and attaining designated educational purposes" (p. 3).

Full-Time Faculty: Employees contracted on a full-time basis to teach a full load, perform other duties assigned, receive fringe benefits, and have a right to permanent status as stipulated by legal statutes.

Part-Time Temporary Faculty: Anyone teaching less than a full-time load or having a one-time contract that is renewable but contingent upon need and prior performance.

Pre-Service: Activities that take place, or information that is given to part-time faculty prior to their actual teaching.

Professional Development: According to Barda (1980), professional development is defined as " those activities designed to enhance the talent, expand the interest, improve the competence, and otherwise facilitate the professional and personal growth of faculty members, particularly in their roles as classroom instructors" (p.4). The term staff development is used interchangeably with professional development.

### Organization of the Thesis

Chapter 1 provides an introduction to the study, by giving background information, stating the purpose of the study, providing the definition of terms, recognizing the limitations inherent in the study and acknowledging its delimitations. Chapter 2 reviews the related literature on professional development. The design of the study, including the time frame followed and the instrumentation and statistics used, is presented in Chapter 3. Chapter 4 presents the findings of the study, while Chapter 5 lists the conclusions, provides a summary, and makes recommendations for professional development of part-time faculty.

## Chapter 2

### Review of Related Literature

#### Introduction

The community college is one of the few institutions of higher education with the mission of providing exclusively educational services. It has no obligation to provide research services as do other senior institutions and, as a result, has been free to focus on the improvement of learning and teaching (Knowles, 1977). Unlike the majority of the other sectors of higher education, community colleges have consistently had half their enrolment in the part-time student body (U.S. Bureau of Census, 1989). As with most part-time students, community college students are traditionally over 24 years of age and have full-time personal and professional commitments outside college (Hazlewood, 1984). They are, for the most part, adults seeking education that is "closely related to the world of work" (Centre for Education Statistics, 1984, p. 5).

Confronted with an increased number of part-time adult students and course offerings, as well as diminishing resources, community colleges continue to hire more part-time instructors to meet increased educational demand. Although part-time faculty enhance flexibility of coping with sudden shifts in enrolment and

course offerings, they have earned fewer graduate degrees or credits and have less teaching experience than full-time instructors (Conrad & Hammond, 1982). Past evaluation results indicate that part-time teachers often lack an understanding of the sequencing and important concepts of the curriculum that is more fully grasped by the full-time faculty. Another criticism has been that part-time instructors are less vigorous in the standards they set for student performance (Miller, 1984).

Although community college faculty are commonly involved in instructing adult learners, few of them have training in adult education. This appears to hold true even among those who consider themselves adult educators. According to the Learning Resources Network (LERN) survey, "The typical practising adult educator is new to the position, has little or no course work in adult education, is likely to leave it in five years, and works very hard" (Hartman, 1983/84, p. 4). Survey results also revealed that at least 65 percent of the respondents held their degrees in fields other than education. A full 43 percent had not taken a single academic course in the field of adult education. Knox (1986, p. xi) suggests that most instructors "in adult education programs are expert in the content they teach, but they usually have little preparation in the process of helping adults learn."

A recent study on professional development needs in a community college, indicated that two of every three faculty members employed were part-time



(Shedd, 1989). In addition, over 53 percent of the part-time faculty had no training in adult education; 63 percent had no formal teacher training of any kind; and 53 percent had less than five years of teaching in higher education. Among the responding faculty 44 percent had no training in adult education; 53 percent had no formal teacher training ; 30 percent were trained to teach in higher education only; and 17 percent were trained to teach in public schools. Galbraith and Sanders (1987) noted similar findings and reported that community college instructors used styles of teaching which matched their personal styles of learning, regardless of the areas in which they taught. Basically, community college instructors were teaching the way they wished to learn themselves or the way they had been taught, without regard for appropriate instructional strategies or consideration for the diversity of the adult learner. The authors encouraged instructors to engage in professional development activities that would enhance their instructional knowledge base, skills, and proficiencies.

Building skill and proficiency in community college instructors, whether part-time or full-time, is of paramount importance if the institution is to be an effective contributor to the teaching and learning process. With the increase in adult learner enrolment and the realization that instructors are confronted with

teaching adults more frequently, the need to be more effective in the instructional role becomes even more apparent.

### Part-time Faculty Barriers

A barrier to improved teaching effectiveness has been that a great majority of the part-time faculty have full employment outside the college (Hazlewood, 1984). This outside allegiance has often been a stumbling block to full collegiality within the college and a point of contention among those who teach full-time. In referring to part-time faculty, Maguire (1984) suggests that the goals of a program should clearly be to elicit more commitment from the part-time instructors, to bridge the gap between part-time and full-time faculty, and to fortify the college as a whole.

Albert and Watson (1978) argue that, "We must begin to regard part-time faculty members as professional educators, even if their primary allegiance is another profession" (p. 11). Landers (1979) argues, "When an instructor is paid only for his/her physical presence in the classroom, it negates professional growth, class preparation and defines them as worthless" (p. 8).

This is the age of accountability when great demands are being placed on all educational institutions. The clamour for achievement of all students is loud and clear. Teachers cannot afford to sidestep this challenge. Nevertheless, the

challenge may require skills and knowledge the teachers do not possess. This places a great responsibility on the shoulders of personnel administrators. Research shows that by means of a well-organized, ongoing staff development program teachers can acquire the expertise necessary to implement any innovation that is deemed to be effective in improving student learning.

### Toward a Working Definition

Many people professionally connected with teaching will claim to know the essence of a professional development program. This "knowing" quite often equates with what has been experienced in the name of professional development; therefore, the defining of 'a staff development program', has led to many varied definitions. To add to the confusion, the body of relevant literature purports numerous synonyms for professional development - professional renewal programs, in-service teacher education, human resources development, on-the-job staff training, and in-service (Webb, Greer, Montello and Watson, 1987; Ryan, 1987). Some synonyms, by frequency of use, seem to be more acceptable than others; with the combination term in-service staff development receiving considerable popularity. The term itself, of course, is not really important but there must be consensus as to what professional development is before such programs can be developed.

No one definition is likely to be satisfactory, but an analysis of several, leads to the identification of the kinds of concepts the term connotes. The National Education Association (1966) defines professional development by compiling a list of activities, "...classes and courses, conferences, workshops, staff meetings, committee work, professional associations, field trips, travels, work experience, research, community organization work" (p. 79). Cawelti (1980) prefers to define a professional or staff development program as "that which provides in-service based on teachers' and learners' needs and/or knowledge of how adults learn" (p. 236).

Cooley and Thompson (1984) report professional development as "planned activities for the instructional improvement of professional staff" (p. 4). Similarly Vaughan (1983) defines professional development as "a means by which some of the elements of educational practices can ultimately be improved and provided to students, teachers and other education participants" (p. 33).

It can be concluded from the variety of definitions given in the literature that a staff development program is an on-going and well structured program consisting of a number of components or facts, all of which must be attended to if the professional development program is to be effective and lead to student achievement. These necessary components are:

1. administrative support coupled with a commitment from the staff that a professional development program is necessary;
2. funding for the program;
3. needs assessment;
4. well-organized activities for workshop sessions;
5. follow-up; and,
6. evaluation.

In recent years, a considerable amount of time has gone into researching and determining the basis of an effective professional development program.

### The Characteristics of Successful Professional Development

Several writers including Fullan (1982) have examined the characteristics of successful professional development models and various aspects of educational change. Fullan identifies professional development as the single most crucial factor to change. For change to succeed it is imperative that (1) the innovation represent a real need, (2) the implementation process be supported by the schools, and (3) the teachers have the possibility to interact with each other.

### General Guidelines for Professional Development

Fullan (1982) gives five general guidelines for the professional development process:

- Professional development should focus on job or program related tasks faced by teachers.
- Professional development programs should include theory, demonstrations, practice, feedback, and application with coaching.
- Follow-through is crucial.
- A variety of formal and informal elements should be coordinated. Both teachers and others (e.g., principals and coordinators are significant resources)
- It is essential to recognize the relationship between professional development and implementation of change. Continuous in-service is the link.

Miller and Sellars (1985) discuss theoretical perspectives and practical issues related to curriculum, curriculum development, and curriculum implementations. The authors identify professional development as a critical component of an educational change. Burrelo and Orbaugh (1982, p. 385-388) cite the following characteristics for an effective professional development program:

- In-service education programs should be designed so that programs are integrated into and supported by the organization within which they function.

- In-service education programs should be designed to result in collaborative programs.
- In-service education programs should be grounded in the needs of the participants.
- In-service education programs should be responsive to changing needs.
- In-service education programs should be accessible.
- In-service activities should be evaluated with the underlying philosophy and approach of the district... pp. 385-386.

Korinek and Schmid (1985, p. 33-38) identify the following recommended practices for teacher professional development:

- Effective in-service is usually school-based rather than college based.
- Administrators should be participants in the training and fully support it.
- In-service activity should be offered at convenient times for participants.
- In-service should be voluntary rather than mandatory.
- Rewards and reinforcement should be an integral part of the in-service program.
- In-service should be planned to meet previously assessed needs.
- Activities which are a continuous effort of the school are more effective than "single-shot" presentations.
- Participants should help plan goals and activities of the in-service training.

- Goals and objectives should be clear and specific.
- In-service activity should be directed at changing teacher behaviour rather than student behaviour.
- Individualized activities are usually more effective than the same activities for the entire group.
- Participants should be able to relate the in-service content to their "back home" situations.
- Demonstrations, supervised practice, and specific feedback are more effective than having teachers store ideas for future use.
- Evaluation should be built into in-service activity.

Boylan (1989) describes the Advisory Support Teacher Program which is used to meet the professional development needs of rural teachers in Western Australia. Factors reportedly contributing to the immense success of this program include the following:

- it addresses real educational and personal needs of teachers and children in small remote schools;
- advice given is practical, immediate, relevant to individual needs and backed up by appropriate resources;
- personal and professional attributes of the advisory support teachers engender confidence;
- the advisory support teachers exercise considerable professional discretion about how to carry out their duties.



This program provides for continued in-service professional development of rural teachers and school administrators.

Gleave (1983, p. 15-19) proposes twelve guiding principles to give staff development a positive direction:

- Staff development is successful when commitment and support are shared by all.
- Staff development should acknowledge and reinforce the unique talents and humanness of each individual.
- School systems should have a department whose prime responsibility is staff development.
- Staff development programs should be based on annual needs and interests-assessment data and system priorities.
- Staff development programs should be planned for a whole school year in a systematic and comprehensive manner.
- Staff development programs at the school and system level should be coordinated and articulated.
- Staff development should be closely interrelated and articulated with organization development, curriculum development and developmental supervision.
- Learning is a continuous and dynamic activity. People develop knowledge, skill and values through reflecting on prior and new experiences and through interaction with peers and instructors.
- Educational theories and specific objectives should guide the design, implementation, and evaluation of all staff development activities.

- Interpersonal skills and group dynamics should be effective in both the relationships and the tasks dimensions.
- Each participant should formulate and share proposals for action to guide the application of workshop learning.
- Evaluation should be an integral aspect of the development and implementation of staff development activities.

The emerging view of teaching has a solid grounding in research and while many researchers have contributed to our emerging knowledge about teaching, however, the efforts of Little (1986) and Rosenholtz (1989) have been particularly useful. Taken together, their studies developed a convincing rationale for viewing teaching as collaborative work, characterized by collegueship, openness, and trust.

Huberman's (1990) recent research cautioned that teachers still view themselves as "independent artisans" who derive their satisfaction from independent classroom " tinkering" rather than from large-scale school reforms. Hargreaves (1990), in making the distinction between individuality (which supports initiative and principled dissent) and individualism, reminds us that school reforms have to strike a balance between system-driven collegueship and collaboration and the preservation of teacher individuality.

Policy research has identified another important balance that must be struck: the balance between policy and school context. Policy has long been viewed as

an external initiative that teachers are expected to fit into their existing routines. An alternative position sees policy as "an endless dialogue rather than a series of self-sealing implemented demands" (Clune, 1990, p. 259).

The work of Fullan, Bennett, and Rolheisser-Bennett (1989) supports this new perspective, which looks for the complementary and complex relationship among research, policy and practice. In effect, teachers not only implement policy; more often than not, they critique it, undermine it, construct it, and reconstruct it.

Given the emerging demands and realities of teaching, Fullan (1991, p. 341-343) has generated three major guidelines for effective professional development:

- that facilities and schools should use three interrelated strategies - faculty renewal, program innovation, and knowledge production - to establish their new niche as respected and effective professional schools.
- that learning - in this case of adults - must permeate everything the district and school does; it must be held as equally important for all staff regardless of position; districts and schools must strive to coordinate and integrate staff development.

- that all promoters of professional development should pay attention to two fundamental requirements: (1) incorporating the attributes of successful professional development in as many activities as possible; and (2) ensuring that the ultimate purpose of professional development is less to implement a specific innovation or policy and more to create individual and organizational habits and structures that make continuous learning a valued and endemic part of the culture of school and teaching.

This survey of literature related to staff development programs, documented extensive negativism among researchers and writers in the professional development field. The in-service sessions in particular have been severely criticized. Scriven (1978) says with respect to such sessions that "their ultimate value in terms of teacher development is suspect. Even more suspect is their ultimate effectiveness in terms of improving classroom performance" (p. 4). Smyth (1980) says, quite frankly, that "much in-service activity has been a disaster" (p. 31). Woods and Thompson (1980) state, without a shadow of doubt, that "in-service teacher training, as it is now constituted, is the slum of contemporary education. Most staff development programs are irrelevant and ineffective, a waste of time and money" (p. 375).

It is necessary for staff developers to examine carefully why so much criticism has been levied against previous staff development programs; since if it can be determined why they were unsuccessful, it is possible to avoid making these same mistakes again.

The following general statements drawn from the studies of George and McCallon (1976), Wood and Thompson (1980), and Ryan (1987) make us aware of the main defects of past staff development programs:

- One-shot workshops.
- Poor planning and organization.
- Principles of adult learning not adhered to.
- Activities unrelated to the day-to-day problems of participants.
- Failure to capitalize on internal human resources.
- Unclear objectives.
- Activities not related to learners' interests and needs.
- The lack of follow-up from in-service sessions.
- Unrelated to research-based knowledge that is related to effective teaching.

It is apparent that there is a great need to consider an alternative to current practices in professional development programs.

The key to professional development activities in a college is to ensure that full-time and part-time faculty share development activities. Maguire (1984) suggests that a college may want to establish a faculty development committee comprised of full- and part-time faculty to explore mutual concerns. Programs for professional development have seldom included part-time faculty, even though they have a narrow background, if any, in pedagogy, little understanding of the unique qualities of the community college, and little understanding of the needs of the learners in which they associate (Conrad & Hammond, 1982). With the increased number of part-time faculty, it is very important that they be included in professional development activities provided within community colleges, not only for professional development and improvement, but also to build a sense of belonging and importance. Large numbers of part-time instructors play an important role in personifying an institution to its students (Behrendt & Parsons, 1983).

The use of part-time faculty without an adequate support system can damage the morale as well as the potential for an effective teaching and learning experience for the instructor and learner. The reputation of a community college can also be tarnished if instructors and students voice dissatisfaction with their experience at the college. Instructional effectiveness can be enhanced through a greater

understanding of what constitutes an appropriate teaching and learning educational encounter, particularly in terms of working with adult learners. Given the fact that the community college student body is comprised of adult learners, as well as a somewhat evenly distributed number of part-time and full-time faculty, it seems that an awareness of certain skills, attributes, and knowledge bases is warranted by all instructors who are involved in the process of helping adults learn.

#### Skills and Attributes that are Necessary

In many instances it appears as if teaching assignments in colleges are given to people not equal to the task. The instructor may know the subject but lack teaching skills; the instructor may understand the student but lack information on content; the instructor may be highly successful with full-time, well prepared and highly motivated students but be unable to adapt to part-time adult learners with special needs and concerns. Diversity in students and programs is a part of life in the college setting. Galbraith (1989) suggests three broad categories of attributes and skills that are essential for the instructor of adult learners: interpersonal skills, instructional planning skills, and teaching and learning transaction skills.

Keeping up with advancements in the professional literature is an important aspect of professional development in any field. The rapid growth of a field's

literature and ongoing changes in the way information is made available make staying current with the literature a challenging task. Although changes in technology have resulted in more rapid production and transmission of information, the rate of comprehending information - about three hundred words per minute - has remained relatively constant (Becker, 1986). One manifestation of the information explosion is what Wurman (1989) terms information anxiety: the state of being surrounded by vast amounts of information - but information that does not provide the required knowledge.

The task of keeping up with professional literature in adult education may create information anxiety. Rapid expansion of the field's literature base makes it difficult to keep abreast of the latest publications as well as to evaluate their relevance to any ongoing work. Therefore, the ability to identify, access, select, and use information resources is essential for continuing professional development, as these processes can help individuals make more effective use of the literature. Those who understand how to access such information sources as electronic data bases have a distinct advantage over those who do not. Dealing with information overload requires an awareness of the wide range of possible resources as well as the ability to sort through and evaluate their relevance (Imel, 1990).



### Interpersonal Skills

Galbraith (1989) states that the instructor "must possess personality characteristics and interpersonal skills that engender an image of caring, trust, and encouragement (p. 10). The personality characteristics of the instructor should suggest "a sense of self-confidence, informality, enthusiasm, responsiveness, and creativity" (p. 10). Apps (1981) found that the best qualities for the instructor were those that showed an interest in the students, had the ability to make the subject interesting and were objective in presenting subject matter and in dealing with learners. Instructors also must have understanding, flexibility, patience, humour, practicality, and preparation (Draves, 1984). According to Apps (1981), Brookfield (1986), and Daloz (1986), acquisition and acceptance to these diverse characteristics suggest that an effective instructor of adults must play many roles within the teaching and learning transaction, including role model, counsellor, content resource person, mentor, learning guide, program developer, and institutional representative. In combination with these general characteristics and interpersonal skills, Knox (1986) suggests that a facilitator of adult learning should possess three areas of core knowledge: knowledge of content, knowledge of adult development and learning, and knowledge of instructional methods.

### Instructional Planning Skills

The second category needed is that of instructional planning skills (Galbraith, 1989). The planning process of educational programs for adults is an essential component in the process of helping adults learn. Instructional planning is not a series of independent steps or processes but an interactive and interrelated system. First, community college instructors need to acquire skills in observing the needs of the learners. A needs assessment should identify the gaps between the learner's current and desired proficiencies, as perceived by the learner and by others. Instructors may use a variety of data-collection procedures, such as individual interviews, questionnaires, tests, observation checklists, self-assessment diagnostic instruments, surveys, and performance analysis. Utilizing the findings, the instructor can be more responsive to the adult learner through appropriate selection of topics and materials. It can also enhance the likelihood that the adult learner will persist, learn, and apply what is learned if the program focuses on meeting their needs (Knox, 1986).

Using information from the needs assessment, instructors can identify and select objectives that should receive high priority. The identifying and setting of learning objectives should be a joint venture among the learners and the instructor. Galbraith (1989, p. 11) suggests, "opportunities to modify the objective must be

present as the educational activities unfold, since it is impossible to identify all the unplanned and unanticipated learning needs of the adult learner." Instructors can use those learning objectives to select materials, outline content and decide on the method of teaching.

### Teaching and Learning Transaction Skills

The teaching and learning transaction process involves an understanding of adult learners, instructional planning, and an awareness of the instructor's expertise. To assist in bringing about an effective educational encounter, the instructor must acquire skills in building supportive and active educational climates, as well as provide challenging teaching and learning interaction (Galbraith, 1989). A climate must be created that is supportive, challenging, friendly, informed, open, and spontaneous without being threatening and condescending (Knox, 1986). The next important component is to provide interactions that are active, challenging, and supportive. Instructors can begin to bring this type of teaching and learning process about by caring enough to maintain standards and having high expectations for the adult learners (Daloz, 1986).

Perhaps the most essential component of the teaching and learning transaction process is to develop and organize educational encounters that require the adult learner and the instructor to act and think critically and reflectively

(Brookfield, 1987). Brookfield (1987, p. 1) suggests that this "involves calling into question the assumptions underlying our customary, habitual ways of thinking and acting and then be ready to think and act differently on the basis of this critical questioning." Instructors can use various strategies to assist in the development of critical thinking, such as critical questioning, critical incident exercises, role playing, crisis decision simulations, and discussion (Galbraith, 1990).

### Major Forms of Training

Galbraith and Zelenak (1989) suggest that there are three major forms of training available to community college instructors who are encouraged to gain skill and proficiency in the teaching and learning process. These three major forms are: on-the-job training, in-service training, and graduate education degree programs.

Through on-the-job training instructors can gain needed skills and knowledge through "experience, trial and error, modelling, peer groups, collegial contact, and collaborative efforts, as well as through self-directed study that utilizes human and material resources" (Galbraith & Zelenak, 1989, p. 128). In this focus of training, less experienced part-time instructors will interact with a more experienced instructor who will become a mentor and friend to the new instructor.

In-service training is usually sponsored by the community college and is conducted by a human resource developer whose purpose is to focus on learning that advances the development of job related competencies, behaviours and desired attitudes. Most community colleges provide in-service activities several times a year. A great deal of energy is expended in in-service activity, in the preparation of it, in its delivery, and in participation in it. Over the past decade there have been great advances in knowledge about how adults learn and the contexts conducive to adult learning. One could argue that instructors and their colleges have an obligation to these adults to familiarize themselves with this new knowledge and to utilize it in their classrooms. In-service education is the obvious vehicle for providing this upgrading to instructors. It is important that part-time faculty be invited to partake of this very valuable experience.

Graduate education degree programs are the most formal means by which individual instructors can acquire professional development focusing on the teaching and learning process. Degree programs such as curriculum and instruction, adult education, and instructional design and development can provide the college instructor with a well-rounded curriculum. These programs would assist the instructor in gaining a better understanding about facilitating learning and the aspects that make it effective.

## Conclusion

Part-time faculty play a major role in helping to achieve the mission of any college. In order for the College to experience effectiveness in the processes of teaching and learning, the part-time faculty need to be aware of the means to optimize effective instruction. The necessary skills and opportunities for improving the instructional processes should be available to all part-time faculty. Because of the growing number of adult learners taking advantage of the many course offerings of the community college, it is essential that all faculty be engaged in a professional development plan that takes into account the process of effective facilitation of adult learning. The building of skills and proficiencies in the instructional process will be a tremendous benefit to the college, the instructor and the adult learner.

## Chapter 3

### Design of the Study

A review of the literature provided information to guide this study. Along with the increase in the number of part-time faculty come such problems as lack of teaching experience (Kennedy, 1970), inability to communicate technical knowledge to students (Lolley, 1980), and lack of time commitment to teaching. Perspectives on qualifications by Kuhns (1971), Leslie, Kellams, and Gunne (1982) showed that part-time faculty in vocational-type programs were sometimes qualified only by their work experience. According to Smith (1977), the overall implication that emerged from the literature was that the professional development needs for part-time faculty were often unmet.

Yarrington (1973) reinforced the need for professional development of part-time community college faculty when he stated:

In any staff development program, each college is especially urged to include part-time staff. Such persons tend to be neglected in institutions-wide programs; yet their actual and potential value to the college is often great and could be increased by including them in renewal activities (p. 149).

## Methodology

In order to address the research questions, a survey instrument in the form of a questionnaire was developed and circulated to part-time faculty of Eastern Community College. This questionnaire provided the primary source of data for this study. The instrument utilized a Likert format wherein a number of statements were given and participants were asked to circle the one response which best described their reaction to a particular statement.

## Research Design

The survey utilized the mail-back questionnaire technique. The mail survey was used because it is generally the most efficient and least expensive way to gather data (Raj, 1972).

The dependent variables under consideration were the frequency of occurrence of professional activities for part-time faculty, and the perception of the importance and satisfaction attributed to these activities by the part-time faculty surveyed. Information was gathered and analyzed to determine the extent to which the professional development received was the type needed. The areas considered were pre-service orientation and in-service training. These areas were appropriate since one of the purposes of the study was to develop a set of recommendations



for an improved approach to staff development for part-time faculty. Pre-service orientation included the following factors:

- (1) Conditions of employment
- (2) Policies and procedures
- (3) Professional growth opportunities

In-service training included the following factors:

- (1) Support for teaching
- (2) Professional work environment
- (3) Professional growth opportunities

### Population

The target area for the study was Eastern Community College which consisted of the Bonavista, Burin and Clarendville campuses. The group comprised a total population of 215 part-time instructors who worked at Eastern Community College from September 1987 to June 1991. Table 3 shows the makeup of the population sample used in this study. Instructors were grouped under six broad headings. Adult Basic Education instructors were those who taught students who had at least a grade six reading level. Basic Literacy instructors taught

Table 3

Courses Taught by Part-Time Instructors  
at Eastern Community College

Courses	Number of Instructors
Adult Basic Education	68
Basic Literacy	15
Hobby Courses	51
Business Courses	65
Trades	10
First Aid	6

students who had a reading level below grade six and in many instances could not read at all. In the category of hobby courses, the researcher grouped instructors who taught the following courses: Photography, small craft navigation, microwave cooking, saw filing, christmas crafts, aerobics, quilting, sewing, introduction to guitar, conversational French, crochet, and fly-tying. Business course instructors were those who taught the following courses: Database III, introduction to computers, keyboarding, wordperfect, bookkeeping, accounting, lotus 1-2-3, retail

sales, typing, office automation, income tax preparation and advanced wordperfect.

First Aid instructors were instructors who taught CPR, emergency first aid, and standard first aid. Trade instructors were those who taught hairstyling, small engine repair, basic carpentry, plumbing, interior decorating and welding.

As can be seen from Table 4 the instructor/student ratio varied with the course

Table 4

Ratio of Instructor to Students

at Eastern Community College

Courses	Number of Students per Class
Adult Basic Education	15 - 20 : 1
Basic Literacy	4 - 6 : 1
Hobby Courses	8 - 12 : 1
Business Courses	8 - 12 : 1
First Aid	6 - 10 : 1
Trades	10 - 15 : 1

taught. In the individualized adult basic education courses the ratio varied from 15 to 20 students per instructor. In the basic literacy courses where more one-on-one teaching had to be done the instructor/student ratio was much lower and ranged from 4 to 6 students. The instructor/student ratio in the hobby courses in this sample ranged from 8 to 12 and this ratio was similar in the business courses. The number of students per instructor in the first aid courses ranged from a low of six to a high of ten. The trades areas had an instructor/student ratio ranging from ten to fifteen.

### Instrumentation

The questionnaire used for this study may be found in Appendix A. The format was developed using specific criteria for mail surveys as found in Dillman (1978). Part I of the survey dealt with pre-service orientation for part-time faculty and focused on attitudinal questions relating to conditions of employment, policies and procedures, and the college and its students. Part II provided respondents an opportunity to rate their overall satisfaction with their pre-service orientation and allowed them to provide written responses to open-ended questions. Part III dealt with in-service development and focused on attitudinal questions relating to support for teaching, professional work environment, and professional growth

opportunities. Part IV provided respondents an opportunity to rate their overall satisfaction with in-service professional development and also allowed them to provide written responses to open-ended questions.

Parts I and III of the survey contained specific questions arranged in a Likert-type scale that allowed for a range of responses. Each question asked respondents to indicate whether the pre- or in-service activities had occurred, the importance they attributed to it and the satisfaction they derived from it. The second group of questions were open-ended to allow respondents to formulate their own answers. Such questions were used in Part II and IV of the survey to give respondents "a chance to vent frustrations and state strong opinions" (Dillman, 1978, p. 87). It was anticipated that such open-ended questions would stimulate free thought, solicit suggestions and give respondents an opportunity to clarify their points of view.

### Pilot Study

The questionnaire was piloted with a group of 20-25 part-time instructors, as well as some contract training coordinators, in order to ensure that the questions were clearly worded and appropriate and to ensure that there were no significant omissions. As a result of this input, changes were made before the final

questionnaire was mailed.

### Data Collection

The study was undertaken during the spring of 1993. The first approach was made to the appropriate administrative personnel in order to gain their approval for the study. (See Appendix B-Letter to the Administrator).

Immediately following administrative approval, the names and addresses of the relevant part-time instructors were collected. The questionnaire was mailed early in April with the appropriate letter attached assuring confidentiality to respondents. (See Appendix A). The package also included a stamped, self-addressed envelope.

A follow-up letter (Appendix C) was sent approximately three weeks later to all part-time faculty.

### Analysis of The Data

The data analysis was conducted as follows:

1. Response rates were determined.
2. For Parts I and III of the survey, which included items about pre-service and in-service development, percentages, importance means, and satisfaction means were calculated. To determine importance and

satisfaction, a Likert-type scale was used, with responses ranging from 1 (very unimportant or very dissatisfied) to 4 (very important or very satisfied).

3. Items of least importance and least satisfaction were calculated by summing the percentages obtained through ratings 1 and 2 of the Likert scale.
4. Items of most importance and most satisfaction were calculated by summing the percentages obtained through ratings 3 and 4 of the Likert scale.
5. Ranges of means for occurrence, importance and satisfaction for each classification of question (eg. conditions of employment) were calculated.
6. A summary of percent occurrence, importance means, and satisfaction means for pre-service orientation and in-service development were also calculated.
7. For Parts II and IV of the survey, which asked respondents to rate their overall reaction to pre-service orientation and in-service development, frequencies, percentages, and means were calculated.

## CHAPTER 4

### Analysis of Data

This chapter is divided into three sections. The first section presents the findings regarding pre-service orientation. The second section indicates the findings on in-service development, and the final section describes the overall reaction to pre-service orientation and in-service development.

#### Pre-Service Orientation

This section of the survey contained a total of 18 questions concerned with determining the type of pre-service orientation part-time faculty received. The questions were classified according to conditions of employment, policies and procedures, and the college and its students. In response to each question, respondents were asked to indicate whether the pre-service activity occurred, how important they felt it was, and how satisfied they were with it. The importance and satisfaction ratings ranged from one (very unimportant or very dissatisfied) to four (very important or very satisfied). For each item, the percentage of occurrence, and the means for importance and satisfaction were calculated for each component of the pre-service orientation (conditions of employment, policies and procedures, and the college and its students). The data for pre-service orientation and in-service development are displayed in the same order as they appeared in the



questionnaire.

For conditions of employment (Table 5), which included four items, namely; contractual considerations, job expectations, evaluation procedures and details about teaching assignment, the overall mean occurrence was 66.6%. This meant that two-thirds of the respondents were given information about the conditions of employment. The overall mean for importance was 3.28, while the overall mean for satisfaction was 2.93. The range of percentages for occurrence was 30.3% (explanation about evaluation procedures) to 93.2% (explanation about

Table 5

Pre-Service Orientation: Conditions of Employment

Question	% Occurrence	Importance	Satisfaction
(a) Contractual Considerations	81.7%	3.17	3.10
(b) Job Expectations	61%	3.41	2.71
(c) Evaluation Procedures	30.3%	3.04	2.68
(d) Details about Assignment	93.2%	3.48	3.23
OVERALL AVERAGE	66.6%	3.28	2.93

details of the teaching assignment). The range of means for importance was 3.04 (explanation about evaluation procedures) to 3.48 (explanation about teaching

assignment). On the other hand, the range of means for satisfaction was 2.68 (explanation about student and instructor evaluation procedures) to 3.23 (explanation about details of teaching assignment).

As can be seen from Table 5, the data revealed that an explanation of evaluation procedures occurred for only 30.3% of the respondents. The respondents considered this as fairly important (3.04) with a mean satisfaction of 2.68. The item job expectations was considered very important (3.41), but respondents were less than satisfied as shown by a mean of 2.71. Contractual considerations and details about assignment were considered important and staff were satisfied with these components.

To determine which items related to conditions of employment respondents rated least important, the researcher summed all one and two ratings. To determine which items respondents rated most important, the researcher summed all three and four ratings. This information is presented in Table 6.

The item about conditions of employment rated least important (17.7%) was that of explanation about evaluation procedures. Conversely, the items rated most important (96.4%) dealt with the details about the teaching assignment.

Respondents expressed the least satisfaction (34.8%) for explanations about job expectations. On the other hand, they expressed the most satisfaction (94.5%)

for details about the teaching assignment.

Table 6

Conditions of Employment:

Extremes of Importance and Satisfaction

Question	Least Important	Most Important	Least Satisfaction	Most Satisfaction
1. Contractual Consideration	11.1%	88.9%	7.3%	92.7%
2. Job Expectations	12.3%	87.7%	34.8%	65.2%
3. Evaluation Procedure	17.7%	82.3%	29.6%	70.4%
4. Details About Assignment	3.6%	96.4%	5.5%	94.5%

The second set of questions related to pre-service orientation dealt with policies and procedures (Table 7) and contained eight items, such as: an explanation of grading procedures, the policy for cancellation of classes, safety procedures and procedures for record keeping. The overall rate of occurrence for policy and procedural explanations was 39.9%. The overall mean for the importance attributed to these components was 3.00, while the overall mean for satisfaction was 2.80. The range of percentages for occurrence was 11.9%

Table 7

Pre-service Orientation: Policies and Procedures

Question	Occurrence	Importance	Satisfaction
1. Grading System	44.2%	3.12	2.73
2. Student Attendance Policy	64.4%	3.15	2.88
3. Class Cancellation Policy	53%	2.98	2.90
4. Policy for Instructor Absenteeism	39.3%	2.93	2.82
5. Procedure for Providing On-Site Experiences	17.3%	2.80	2.64
6. Guest Speaker Procedures	11.9%	2.50	2.71
7. Safety Procedures	14.7%	3.14	2.71
8. Record Keeping Procedures	74.6%	3.36	2.98
OVERALL AVERAGE	39.9%	3.00	2.80

(explanation of procedure for guest speakers) to 74.6% (explanation of record keeping procedures). A mean of 2.50 (explanation of procedure for having guest speakers) to 3.36 (explanation of record keeping procedures) represented the range of means for the importance of the eight policy and procedural items. The range

of means for satisfaction was 2.64 (procedure for providing on-site experiences) to 2.98 (explanation of record keeping procedures).

As can be seen from Table 7, the occurrence rate for procedures for guest speakers and on-site experiences were 11.9% and 17.3% respectively. These two items were viewed as relatively low in importance at 2.50 and 2.80 respectively. However, the item on safety procedures was viewed as relatively important (3.14) with a lower level of satisfaction (2.71). Respondents indicated a discrepancy between the importance they attached to pre-service orientation to safety procedures and the satisfaction they received from it.

The item rated least important was explanation of procedure for having guest speakers (47.1%). The item rated most important was the explanation of record keeping procedures (94.3%). This information is presented in Table 8.

The least satisfaction (40.9%) was expressed for the provision of on-site experiences. The most satisfaction (85.2%) was expressed for explanation of policy for cancellation of classes.

Table 8

Policies and Procedures:Extremes of Importance and Satisfaction

Question	Least Important	Most Important	Least Satisfaction	Most Satisfaction
1. Grading System	21.9%	78.1%	35.1%	64.9%
2. Student Attendance	10.9%	89.1%	19.0%	81.0%
3. Class Cancellation	19.3%	80.7%	14.8%	85.2%
4. Instructor Absenteeism	23.4%	76.6%	16.2%	83.8%
5. On-Site Experiences	35.1%	64.9%	40.9%	59.1%
6. Guest Speakers	47.1%	52.9%	27.1%	72.9%
7. Safety Procedures	20.2%	79.8%	37.9%	62.1%
8. Record Keeping	5.7%	94.3%	19.6%	80.4%

The six questions about the college and its students represented the last grouping of items related to pre-service orientation. This information is presented in Table 9. These questions focused on such areas as the mission of the college, student profiles and part-time orientation meetings. The overall rate of occurrence for the orientation to the college and its students was 34.6%, which was the lowest of all three sets of questions relating to pre-service orientation. The overall mean for the importance attributed to these six questions was 3.13, while the overall satisfaction mean was 2.83. The range of percentages for occurrence of the

orientation was 10.3% (the explanation of the legal rights of students) to 50% (explanation of the mission and philosophy of college). The means for importance ranged from 2.97 explanation of mission and philosophy of college to 3.30 (profile of students). The means for satisfaction ranged from 2.77 (explanation of legal rights of students) to 2.91 (profile of students).

The lowest mean occurrence for respondents (10.3%) was for explanation of the legal rights of students (mean importance = 3.00 and mean satisfaction = 2.77). The next item that occurred very infrequently was information about special students at 16.2%. This component was viewed by instructors as being important (3.20) but they were less than satisfied with the explanation (2.78).

The item, part-time orientation meeting, was reported as occurring for only 40.2% of the respondents. This item was viewed as relatively important with a mean of 3.21. However, this component was perceived as being less than satisfactory with a mean of 2.87.

Information about the college's academic standards was given to 41.6% of the instructors and it was viewed as important with a mean of 3.07. This particular item had a mean for satisfaction of 2.78.

The final component occurring for less than half (49.6%) of the instructors was the profile of students. This component was viewed as the most important

with a mean of 3.30 and viewed with less satisfaction at a mean of 2.91.

Unfortunately, the component that occurred most frequently at 50% was the item that held the least importance at 2.97. This item was an explanation of the mission and philosophy of the college.

Table 9

Pre-service orientation: The College and its Students

Question	Occurrence	Importance	Satisfaction
1. Mission & Philosophy of College	50%	2.97	2.87
2. Profile of Students	49.6%	3.30	2.91
3. Explanation of Legal Rights	10.3%	3.00	2.77
4. Information About "Special" Students	16.2%	3.20	2.78
5. Information About College's Academic Standards	41.6%	3.07	2.78
6. Part-Time Orientation Meeting	40.2%	3.21	2.87
OVERALL AVERAGE	34.6%	3.13	2.83

Again, as can be seen from Table 10, the item about the college and its students respondents felt was least important (22.3%) was explanation of the mission and philosophy of the college. Information about student profiles was



rated as most important at 92.3%.

Table 10

College and its Students:

Extremes of Importance and Satisfaction

Question	Least Important	Most Important	Least Satisfaction	Most Satisfaction
1. Mission of College	22.3%	77.7%	20.5%	79.5%
2. Student Profiles	7.7%	92.3%	21.3%	78.8%
3. Explanation of Legal Rights	17.6%	82.4%	31.8%	68.2%
4. Special Students	13.5%	86.5%	30.4%	69.6%
5. Academic Standards	17.3%	82.7%	29.4%	70.6%
6. Part-Time Orientation Meeting	13.7%	86.3%	32.4%	67.6%

The least satisfaction was derived from the part-time orientation meeting (32.4%). Satisfaction was expressed most frequently for the explanation of the mission and philosophy of the college (79.5%), which was the item that the respondents viewed as least important.

After the percent occurrence as well as mean for importance and satisfaction had been calculated for each question, the means for all three groups of pre-service

questions, (conditions of employment, policies and procedures, the college and its students) were also calculated. The results are displayed in Table 11, which shows the percent occurrence, mean importance and mean satisfaction for all pre-service orientation questions. For these three parts of the survey, information was provided to less than half (47%) of the part-time faculty who assigned it a mean importance of 3.14 and a mean satisfaction of 2.85.

Table 11

Summary of Pre-service Orientation

Classification of Questions	% Occurrence	Importance Mean	Satisfaction Mean
Conditions of Employment	66.6%	3.28	2.93
Policies and Procedures	39.9%	3.00	2.80
The College and its Students	34.6%	3.13	2.83
Overall Pre-Service Orientation	47%	3.14	2.85

In-Service Development

This section of the survey contained twenty-two questions, and dealt with in-service development given to part-time instructors after they were employed.

The three classifications of questions were support for teaching, professional work environment, and professional growth opportunities. In response to each question, respondents were asked to indicate whether the various in-service events or activities had occurred, how important instructors considered them, and how satisfied they were with them. Importance and satisfaction ratings ranged from one (very unimportant or very dissatisfied) to four (very important or very satisfied). For each item, the percentage of occurrence as well as the mean for importance and the mean for satisfaction were recorded. In addition, the overall percentage of occurrence, the mean for importance, and the mean for satisfaction were calculated for each of the three in-service components.

The seven questions related to support for teaching (Table 12), included such items as provision of office space, availability of support services, and availability of a part-time faculty information sheet. The overall rate of occurrence for these seven items was 58%. The overall mean for importance was 3.25 while the overall satisfaction mean was 3.00. The rate of occurrence for these seven items ranged from 13.4% (availability of part-time faculty information sheet) to 91.2% (availability of support services). The means for importance ranged from 2.71 (availability of office space) to 3.57 (availability of support services). The means for satisfaction ranged from 2.69 (availability of part-time faculty information

sheet) to 3.29 (availability of support services).

Table 12

In-service Development: Support for Teaching

Question	Occurrence	Importance	Satisfaction
1. Office Space	45.6%	2.71	3.06
2. Class Visits by Supervisor and Feedback	41.1%	2.98	2.89
3. Support Services	91.2%	3.57	3.29
4. Classroom Conducive to Teaching	80.9%	3.49	3.24
5. Availability of Course Materials	81.7%	3.56	2.96
6. Course Requirements	51.9%	3.32	2.87
7. Availability of Part-Time Faculty Information Sheets	13.4%	3.09	2.69
OVERALL AVERAGE	58%	3.25	3.00

The lowest rating on occurrence in the section support for teaching was given for the availability of a part-time faculty information sheet/booklet (13.4%). This particular component had an importance mean of 3.09 and a satisfaction mean of 2.69.

The next item that occurred for less than half the faculty was class visits by supervisor (41.1%). This component had an importance mean of 2.98 and a

satisfaction mean of just slightly lower at 2.89.

The last item that occurred for less than half of the faculty was the availability of office space (45.6%). This item was viewed as the least important component of this section at a mean of 2.71.

Another component of support for teaching worth noting is the explanation of course requirements which occurred for slightly over half of the faculty (51.9%). Faculty viewed this as important with a mean of 3.32 and were less than satisfied with the explanation they received with a mean of 2.87.

A very surprising component in this section was the availability of course materials. Although this component occurred for 81.7% of the faculty and was viewed as very important at 3.56, the faculty were slightly less than satisfied at 2.96.

The last two components in the section, support for teaching, were conduciveness of classrooms for teaching and the availability of support services. These occurred at the rate of 80.9% and 91.2% respectively. Both of these components were rated very important at 3.49 and 3.57 with a mean satisfaction of 3.24 and 3.29.

To determine which items related to support for teaching, respondents rated least important, the researcher summed all one and two ratings. To determine

which items were rated most important, the researcher summed all three and four ratings. The results are displayed in Table 13. Availability of office space was the item rated least important (41.2%). The item rated most important was the availability of support services (99%).

Table 13

Support for Teaching:

Extremes of Importance and Satisfaction

Question	Least Important	Most Important	Least Satisfaction	Most Satisfaction
1. Office Space	41.2%	58.8%	8.2%	91.8%
2. Supervisor Visits	28.3%	71.7%	19.7%	80.3%
3. Support Services	1%	99%	7.1%	92.9%
4. Classroom Conducive to Teaching	2.1%	97.9%	9.1%	90.9%
5. Course Material Availability	3.8%	96.2%	22%	78%
6. Course Requirements	8.4%	91.6%	18.8%	81.2%
7. Part-Time Faculty Information Sheets	9.4%	90.6%	33.3%	67.7%

While respondents rated availability of support services as the most important of the seven items, they also rated it as the item they were most satisfied with (92.9%). Respondents found that the availability of office space to be least

important and the availability of a part-time faculty information sheet or booklet to be the least satisfactory (33.3%).

The seven items that related to the professional work environment (Table 14)

Table 14

In-service Development: Professional Work Environment

Question	Occurrence	Importance	Satisfaction
1. Availability of Supervision	88.1%	3.46	3.27
2. Rapport with Full-Time Faculty	42.9%	2.91	3.06
3. Rapport with Part-Time Faculty	55.2%	2.90	2.99
4. Contact with Administration	67.2%	2.93	3.03
5. Contact with Support Personnel	39%	3.04	3.03
6. Assistance from Supervisors	84.7%	3.43	3.30
7. Written Communication	50%	3.08	2.92
OVERALL AVERAGE	61 %	3.11	3.09

included questions about such areas as availability of supervision, rapport with full-time faculty, and assistance from supervisors. The overall rate of occurrence

for these seven items was 61%. The overall mean for importance was 3.11, which was only slightly higher than the overall mean for satisfaction which was 3.09. Percentages of occurrence on the seven items ranged from 39% (contact with support personnel) to 88.1% (availability of supervisor). The range of means for importance was 2.90 (rapport with part-time faculty) to 3.46 (availability of supervisor). The means for satisfaction ranged from 2.92 (receipt of written communications) to 3.30 (assistance from supervisors).

In the area of professional work environment, two components were occurring for less than half of the respondents: Contact with support personnel (39%) and rapport with full-time faculty (42.9%). Regarding contact with support personnel, instructors assigned an importance mean of 3.04 and a rating of 3.03 on satisfaction. Rapport with full-time faculty was given a rating of 2.91 for importance and 3.06 for satisfaction.

With regard to the component regarding the receipt of written communications the respondents said that this occurred for only 50% and it was viewed as important with a mean of 3.08 and less than satisfactory at 2.92.

The two components that occurred most frequently were the availability of supervisor and the assistance given by the supervisor. These components occurred for approximately 86% of the instructors who assigned a mean for importance of



3.46 and 3.43 respectively and a mean for satisfaction of 3.27 and 3.30 respectively.

The item rated least important was rapport with full-time faculty at 23.5%. The most important item, according to respondents, was assistance from supervisor

Table 15

Professional Work Environment:

Extremes of Importance and Satisfaction

Question	Least Important	Most Important	Least Satisfaction	Most Satisfaction
1. Supervisor Availability	5.5%	94.5%	11.1%	88.9%
2. Rapport with Full-Time Faculty	23.5%	76.5%	8.2%	91.8%
3. Rapport with Part-Time Faculty	19.4%	80.6%	13.4%	86.6%
4. Contact with Administration	18.1%	81.9%	8.9%	91.1%
5. Contact with Support Personnel	15.8%	84.2%	17.6%	82.4%
6. Assistance from Supervisor	3.7%	96.3%	6.1%	93.9%
7. Written Communication	12.6%	87.4%	20.5%	79.5%

at (96.3%). This information is displayed in Table 15.

Respondents felt that the least satisfaction came from the receipt of written

communications, at 20.5%. In contrast, they were most satisfied (93.9%) by the assistance from supervisor, which was the item rated most important.

Professional growth opportunities (Table 16) included eight items that dealt

Table 16

In-service Development: Professional

Growth Opportunities

Question	Occurrence	Importance	Satisfaction
1. Travel Funds	45.8%	3.04	3.08
2. Participate in College Activities	46.7%	2.66	3.01
3. Attend On-Campus Workshops	50%	3.28	2.90
4. Access to Professional Literature	55.8%	3.22	2.88
5. Involved in Special Projects	32.2%	3.11	2.78
6. Participates in Staff Meetings	34.7%	2.81	2.79
7. Involved in Decision Making	55.9%	3.25	3.08
8. Participate on Committees	15%	2.65	2.94
OVERALL AVERAGE	42%	3.00	2.93

with such areas as the availability of travel funds, access to professional literature and participation in staff meetings. The overall rate of occurrence for these eight items was (42%). The overall importance mean was 3.00. The overall satisfaction mean was slightly lower at 2.93. The range of percentages for

occurrence was 15% (participation on committees) to 55.9% (involvement in decision making). The range of means for importance was 2.65 (participation on committees) to 3.28 (opportunity to attend on-campus workshops). The satisfaction means ranged from 2.78 (involvement in special projects) to 3.08 (involvement in decision making and availability of travel funds).

In the category professional growth opportunities, there were five items on the survey reported as occurring for less than half of the respondents. The item participation on committees was reported to be occurring for 15% of the respondents. This item was also rated the lowest in importance at a mean of 2.65 and the level of satisfaction was reported at 2.94.

Another two components that occurred for less than half of the faculty were involvement in special projects (32.2%) and participation in staff meetings (34.7%). The combined importance mean for these two components was 2.96 and the satisfaction mean was 2.79.

The other two components that occurred for less than half the part-time faculty were the availability of travel funds (45.8%) and participation in college activities (46.7%). The importance means attached to these were 3.04 and 2.66 respectively. Instructors viewed the availability of travel funds to be relatively important. They were fairly satisfied at a mean for satisfaction of 3.08. With

regard to participation in college sponsored activities, respondents found this to be less important than most items in this section and, for the most part, they were satisfied (3.01).

Attendance at on-campus workshops occurred for exactly one-half of the faculty who responded. This item was rated the most important of all items in this section at 3.28. Respondents recorded a mean satisfaction of 2.90 on this component. Another component that was rated high in importance was access to professional literature at 3.22 with a mean satisfaction of 2.88.

The item in this section that occurred the most was involvement in decision making (55.9%). Involvement in decision making was rated relatively high in importance at 3.25 and respondents were satisfied with this involvement at a mean of 3.08.

Participation on committees was the item rated least important (35.7%), while access to professional literature was rated most important (92.5%). This information is displayed in Table 17.

Participation in on campus workshops (e.g., improvement of teaching, time management, etc.) was rated as least satisfactory (28.6%). Respondents expressed the most satisfaction (90.1%) from participation in college activities (e.g., social events, guest speakers, etc.).

After calculating the percent occurrence as well as means for importance and satisfaction for each question in the three components (support for teaching, professional work environment, and professional growth opportunities), the

Table 17

Professional Growth Opportunities:

Extremes of Importance and Satisfaction

Question	Least Important	Most Important	Least Satisfaction	Most Satisfaction
1. Travel	16%	84%	12.2%	87.8%
2. College Activities	33.7%	66.3%	9.9%	90.1%
3. On-Campus Workshops	10%	90%	28.6%	71.4%
4. Professional Literature	7.5%	92.5%	19.8%	80.2%
5. Special Projects	17.3%	82.7%	18.3%	81.7%
6. Staff Meetings	26.3%	73.7%	24.2%	75.8%
7. Decision Making	7.8%	92.2%	15.4%	84.6%
8. Committees	35.7%	64.3%	13.0%	87.0%

mean for all three groups of questions was calculated and is reported in Table 18.

This table shows the percent occurrence, mean importance and mean satisfaction for all three components of in-service development. Just over half (53.7%) of

instructors were receiving in-service development related to these three components. The overall mean for importance was 3.12, while the overall mean for satisfaction was 3.01.

Table 18

Summary of In-service Development

Question	% Occurrence	Importance	Satisfaction
1. Support for Teaching	58%	3.25	3.00
2. Professional Work Environment	61%	3.11	3.09
3. Professional Growth Opportunities	42%	3.00	2.93
OVERALL IN-SERVICE DEVELOPMENT	53.7%	3.12	3.01

Overall Reaction to Pre-Service and In-Service

In Parts II and IV of the survey, in addition to the specific questions asked in Parts I and III, respondents were asked to rate on the same four point scale their overall evaluation of the pre-service orientation and in-service development. The mean for the pre-service was 2.57; the mean for their in-service development was 2.56 (Tables 19 and 20). These means contrasted with those reported in Part I of the survey (mean = 2.85) for pre-service and Part III of the survey (mean = 3.01) for in-service.

Table 19

Overall Reaction to Pre-service

Reaction	Frequency	Percent
1. Very Dissatisfied	11	9.2%
2. Dissatisfied	27	22.5%
3. Satisfied	55	45.8%
4. Very Satisfied	6	5.0%
5. Missing Data	21	17.5%

57% Response Rate      Mean = 2.57

Table 20

Overall Reaction to In-service Development

Reaction	Frequency	Percent
1. Very Dissatisfied	10	8.3%
2. Dissatisfied	21	17.5%
3. Satisfied	43	35.8%
4. Very Satisfied	6	5.0%
5. Missing Data	40	33.3%

Mean = 2.56

## CHAPTER 5

### Summary, Conclusions and Recommendations

This chapter summarizes the major findings relevant to the problem under investigation, reports the conclusions reached in the study and offers some recommendations for action and future investigation.

#### Summary

Community colleges have always employed large numbers of part-time faculty. Because of the increase in the number of part-time students, the employment of part-time staff will continue to increase. Despite this fact, little was done to assure that part-time instructors were given proper pre-service orientation and in-service development. This research addressed these problems, through a review of the literature on part-time faculty and a survey focusing on part-time faculty at Eastern Community College. The following research questions were addressed in the study:

1. Did Eastern College provide its part-time faculty with pre-service and in-service professional development?
2. How important did part-time faculty perceive pre-service orientation and in-



service professional development?

3. To what extent was part-time faculty satisfied with the pre-service orientation and in-service professional development they received?
4. What types of professional development did part-time instructors perceive they needed to be able to do a better job?

The questionnaire designed for this study was used with a population sample of 215 part-time instructors who taught at Eastern Community College from September 1987 to June 1991. These part-time instructors taught a variety of courses which were grouped under the following six broad headings: Adult Basic Education, Hobby Courses, Business Courses, First Aid and Trades. The response rate was 57 percent. The questionnaire concentrated on pre-service orientation and in-service training.

The findings of this study were important to Eastern Community College, and could have significant implications for all community colleges that hire large numbers of part-time faculty.

#### Conclusions: Pre-Service Orientation

This portion of the survey contained 18 questions classified under the following headings: conditions of employment, policies and procedures, and the

college and its students. Responses were based on a four point scale (1 = very unimportant or very dissatisfied to 4 = very important or very satisfied). Given that three on the four point scale represented a response of important or satisfied, the conclusion reached is that, overall, instructors who responded to the survey were satisfied with their pre-service orientation.

Despite this, there were certain areas of pre-service that were indicated as occurring for less than 50% of the respondents. For the area of "conditions of employment", Eastern Community College seemed to be doing a good job except for the explanation of student and instructor evaluation procedures. An analysis of the data leads to the conclusion that evaluation procedures should have been better explained to the part-time faculty, judging from the low level of satisfaction derived from the explanation. All other areas of conditions of employment were considered important and the faculty were satisfied.

Concerning questions about policies and procedures, several conclusions can be drawn. The procedures for having guest speakers and for providing on-site experiences were viewed as relatively low in importance, leading to the conclusion that instructors did not view them as important components of their pre-service orientation. In contrast, the explanation of safety procedures was viewed as important and instructors were less than satisfied with the explanation. This leads

to the conclusion that either instructors felt that more time should be spent during pre-service orientation on introducing them to safety procedures or that the actual orientation itself should have been improved upon.

Regarding the questions relating to the college and its students, the conclusion that can be drawn was that Eastern Community College might spend more time on pre-service and improve the quality of the explanation in five of the six areas. The sixth item which occurred most frequently, at 50 percent, was the item that was viewed as least important. Therefore, it can be concluded that instructors were not as interested in the philosophy and mission of the college as they were in the other questions in this section. It appears that the explanation of philosophy and mission was satisfactory except that it probably should have been better explained to the faculty.

#### Conclusions: In-Service Development

There were twenty-two questions in this portion of the survey. They were classified under one of the following headings: support for teaching, professional work environment, and professional growth opportunities. The overall conclusion drawn in this area was that instructors were satisfied with their in-service development, but there were still areas which needed to be improved.

In the area of support for teaching, the availability of a part-time faculty information sheet/booklet was viewed as important and the instructors who responded were less than satisfied with this component. Therefore, a part-time faculty booklet should have been supplied to all instructors and the information in the handbook should have been improved.

An analysis of the data in the area of support for teaching leads to the conclusion that visits by the supervisor were viewed as important, and an explanation of course requirements was also viewed by faculty as important. However, because of the lower level of satisfaction expressed, these components should have been improved.

Faculty surveyed did not consider the availability of office space as very important and the part-time faculty who did have offices were satisfied with them. One of the most important components of support for teaching expressed by the faculty was the availability of course materials. The conclusion drawn in this area was that because of the importance attributed to this component, the quality of the material provided should definitely have been improved or changed.

In the areas of conduciveness of classrooms for teaching and the availability of support services, Eastern Community College seemed to be doing a good job. Faculty were satisfied with these two components and there was no

perceived need for any changes.

In the area of professional work environment, two components were occurring for less than half of the respondents: contact with support personnel and rapport with full-time faculty. Based on the importance faculty assigned these components, it was shown that the instructors were relatively satisfied with the in-service. The receipt of written communications was considered important but faculty expressed the view that the quality of the written communications should have been improved.

The two areas in this section where Eastern Community College was doing a good job were the availability of the supervisor and the assistance given by the supervisor. Supervisors of the part-time programs were viewed as important and staff were satisfied with their helpfulness. The written comments also bear out this conclusion. Overall, faculty were satisfied with their supervisors.

The last in-service component was the category called professional growth opportunities where there were five items on the survey reported as occurring for less than half of the respondents. It might be concluded that part-time faculty, generally, did not participate on committees and when they did, they were less than satisfied with the value of that participation.

Two other items that occurred for less than half of the faculty were

involvement in special projects and participation in staff meetings. Both of these components were viewed as relatively important but the faculty were less than satisfied with their level of involvement.

The other two items in this section that occurred for less than half the part-time faculty were the availability of travel funds and participation in college activities. Overall, faculty who participated appeared satisfied with availability of travel funds and participation in college activities, however, it is noteworthy that they occurred for less than half of the instructors. The same conclusion can be drawn for attendance at on-campus workshops.

Another component of professional growth opportunities rated high in importance was access to professional literature. The data analysis led to the conclusion that instructors viewed access to professional literature as being important but were less than satisfied with the quality of the professional literature they were reviewing.

The item in this section that occurred most was involvement in decision making. Faculty considered this component as being important and the staff getting a chance to participate were satisfied with their involvement.

The conclusions that can be drawn, based on the data about pre-service orientation and in-service development, suggested that while there were areas that

needed improvement, overall part-time faculty were generally satisfied. On Parts II and IV of the survey, respondents were asked to rate their overall satisfaction with their pre-service orientation and in-service development. They were also asked to make written comments (Appendix D). The results are displayed below.

Table 21

Mean Satisfaction in Response to Specified  
Questions and to Overall Evaluation

Response	Mean Satisfaction
Pre-Service and Questions	2.85
Pre-Service Overall	2.57
In-Service and Questions	3.01
In-Service Overall	2.56

As can be noted from the table, there were some differences in the mean satisfactions. The researcher can only speculate on the reasons for these differences. It may be possible that in responding to specific questions in the first and third parts of the survey, respondents may have disassociated the overall terms of pre- and in-service. They may have been responding to specific questions and not to the overall classification of pre- and in-service. In contrast, when the respondents completed Parts II and IV, they focused on the terms pre- and in-

service and not on specific items. Therefore, their overall responses, may have resulted in a lower expression of satisfaction than might have otherwise occurred.

### Recommendations

Since the trend was for Eastern Community College to hire large numbers of part-time instructors, and because of the findings of this survey, there are implications for Eastern Community College. It could be assumed that the deficiencies in the professional development of part-time faculty may well have existed when the two additional campuses Carbonear and Placentia became part of Eastern Community College. Thus, the implied and more specific recommendations which follow are based on that assumption.

Firstly, campus administration, headquarters administration and full-time instructors could have contributed more to the improvement of pre-service orientation and in-service development for part-time faculty. The part-time instructors would have benefited greatly from the advice and experience of these groups of people.

It was found, though, that Eastern Community College was successful in orienting part-time faculty to the conditions of employment, especially in the areas of contractual considerations, details about assignment and, to a lesser extent, job



expectations. The one area in the conditions of employment section that needed to be improved was the procedure for evaluations, both student and staff. Further, the college should have clarified, during the pre-service orientation, the evaluation procedures that would be used. Such clarification was evident for only 30.3% of the part-time faculty who indicated that they were less than satisfied.

There was also a need at the College to devote more pre-service orientation time to explanation of policies and procedures, especially those relating to cancellation of classes, instructor absenteeism, procedure for on-site experiences, guest speakers, safety and the evaluation system.

With regard to orientation to the college, these matters were perceived as important and, yet, each had a lower than average level of satisfaction. Therefore, the overall recommendation would be for the College to provide its part-time faculty with a more comprehensive orientation to the college and its students. All items in this section would need more emphasis in any pre-service orientation.

The last recommendation with regard to pre-service was that Eastern Community College should perceive the need for an overall pre-service orientation for all part-time faculty. Such a pre-service meeting should allow enough time for instructors to meet with supervisors and fellow instructors teaching similar courses. The most repeated response in the written comments about the pre-service

orientation was that part-time instructors found the opportunity to meet and talk to peers about similar class experiences very valuable.

Based on the data, several recommendations can be made to improve in-service development. In the section support for teachers, availability of support services and conduciveness of classrooms for teaching seemed to occur quite frequently and respondents reported a high degree of satisfaction. The occurrence of other items such as the availability of a part-time faculty information booklet, was only evident for about 13% of faculty and this was viewed as a deficiency. Hence, it is obviously desirable for Eastern Community College to develop an information booklet for all its part-time instructors.

In the area of support for teaching, since less than half of the respondents were getting feedback about their teaching performance, the need for coordinators to visit classrooms more often and give instructors feedback based on those visits is strongly emphasized.

As to the professional work environment, it appeared that the supervisors were successful in being available and helpful, but there were other areas of concern. It was reported that contact with support personnel and rapport with full-time faculty was less than desirable with less than 50% of the respondents indicating a satisfactory level of contact. Therefore, full-time faculty and support

personnel need to be encouraged to try to build a better rapport with part-time faculty and to try and treat them more like equal partners. Building a better rapport would eliminate the feeling of alienation felt by part-time instructors.

The lowest occurrence rates of any item was found for professional growth opportunities. This pointed to the need for increased professional development opportunities for all faculty. It was deemed important that part-time faculty be encouraged to participate in college activities, and have access to professional literature along with encouragement to attend on-campus workshops. The administration needs to facilitate this process by providing workshops at times favourable to part-time staff and to budget for expenses associated therewith.

In summary, the focus of this study was on the pre-service orientation and in-service development of part-time instructors at the Bonavista, Burin, and Clarendville campuses of Eastern Community College. It has become obvious since this study began that other related areas could also be examined by way of further research:

1. A study of the differences which have evolved as a result of the addition of Carbonear and Placentia to Eastern Community College would be useful. Has this had a positive or a negative effect on the ways faculty perceive professional development?

2. A similar study to the one conducted, would be useful in providing data to compare the perceptions of faculty in the new Eastern College to those of the original Eastern Community College.

3. A study of full-time faculty determining their perceptions of part-time faculty might also be worthwhile.

4. Finally, it is recommended, that a similar study be repeated at other colleges in the province, with a view to providing data for the overall use of the Community College system.

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## Appendix A



# Eastern College

of Applied Arts, Technology and Continuing Education

Burin Campus

P.O. Box 369  
Burin  
Newfoundland  
A0E 1E0

Tel: (709) 891-1253  
Fax: (709) 891-2256

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Dear (Name of Part-time Instructor)

Part-time instructors were a very important component of Eastern Community College. The success of our part-time students depended to a great extent on the quality of instruction. The question is, were part-time instructors receiving the type of training and support that would help them be effective instructors?

In partial fulfilment of the requirements for the degree of Masters of Education, I will be conducting a study during the spring regarding professional development for part-time faculty at Eastern Community College from September, 1987 to June, 1991. The thesis proposal has been approved by Dr. George Hickman, supervisor of my thesis committee. The research also meets the ethics guidelines of the Faculty of Education. The administration of this institution has endorsed this investigation. Your opinions and insights on this topic will be most helpful for the successful completion of the study. More specifically, the survey will help determine the type of pre-and in-service professional development you have received, the importance you attributed to it, and your satisfaction with it. Results of the survey could have future professional development implications for part-time instructors. All four parts of the survey are important so please complete all of them. You will also have the opportunity to make written comments.

Base your response to the survey on the entire durations of your teaching, not just the last or most recent semester. While the groups results of the survey will be shared with your institutions, your individual response will remain confidential, and no individuals will be identified. Please take a few minutes now to complete this survey and register your view on this important topic. Please return your completed survey to me within a week after you receive it. For your convenience, included is a self-addressed, stamped envelope. Should you have any questions you can contact me at 891-2802. Thank you for participating.

Yours sincerely,

Ronald Broderick

Directions: The survey is comprised of four parts.

Part I focuses on pre-service, defined here as activities that took place or information that was given to you prior to your actual classroom teaching.

Part II focuses on your overall reaction to your pre-service orientation.

Part III focuses on in-service, defined here as activities that took place or information that was given during the time you were actually teaching. Each question in Parts I and III has the following three components:

1. Occurrence: Based on whether the information or activity occurred, answer yes or no.
2. Importance: Regardless of whether you answered yes or no to occurrence, rate on the 1 to 4 scale how important the information or activity was or would have been to you.
3. Satisfaction: Answer only if you responded yes to occurrence. Rate on a 1 to 4 scale how satisfied you were with the information or activity.

Part IV focuses on your overall reaction to your in-service training.

EASTERN COMMUNITY COLLEGE  
Part-Time Faculty Survey

PART I: Pre-Service

	<u>Occurrence</u>		<u>Importance</u>				<u>Satisfaction</u>			
	Yes 1	No 2	Very Unim- portant 1	Un- Important 2	Im- portant 3	Very Important 4	Very Dis- Satisfied 1	Dis- Satisfied 2	Satisfied 3	Very Satisfied 4
<b>1. CONDITIONS OF EMPLOYMENT</b>										
a. Were contractual consider- ations explained to you? (e.g., salary, time and method of pay- ment, etc.)	1	2	1	2	3	4	1	2	3	4
b. Were job expectations ex- plained to you? (e.g., lesson plans, attendance, etc.)	1	2	1	2	3	4	1	2	3	4
c. Were you told about eval- uation procedures for part- time staff (student eval- uations, supervisory evaluations)?	1	2	1	2	3	4	1	2	3	4
d. Were you given details about your teaching assignment?(e.g., class, time, location, etc.)	1	2	1	2	3	4	1	2	3	4
<b>2. POLICIES AND PROCEDURES</b>										
a. Was the grading system explained?	1	2	1	2	3	4	1	2	3	4
b. Was the policy for student attendance explained?	1	2	1	2	3	4	1	2	3	4



	Occurrence		Importance				Satisfaction			
	Yes 1	No 2	Very Unim- portant 1	Un- Important 2	Im- portant 3	Very Important 4	Very Dis- Satisfied 1	Dis- Satisfied 2	Satisfied 3	Very Satisfied 4
c. Was the policy for cancell- ation of classes explained?	1	2	1	2	3	4	1	2	3	4
d. Was the policy for instructor absenteeism explained?	1	2	1	2	3	4	1	2	3	4
e. Was the procedure for providing on-site exper- iences explained?	1	2	1	2	3	4	1	2	3	4
f. Was the procedure for having guest speakers explained?	1	2	1	2	3	4	1	2	3	4
g. Were safety procedures explained? (e.g., evacuation of building, first aid, etc.)	1	2	1	2	3	4	1	2	3	4
h. Were record keeping pro- cedures explained? (e.g., student progress reports, attendance, etc.)	1	2	1	2	3	4	1	2	3	4
<b>3. THE COLLEGE AND ITS STUDENTS</b>										
a. Were the mission and philosophy of the college explained to you?	1	2	1	2	3	4	1	2	3	4
b. Were you given a profile of the students? (e.g., age, academic background, etc.)	1	2	1	2	3	4	1	2	3	4

Occurrence			Importance			Satisfaction				
Yes	No		Very Unim- portant	Un- important	Im- portant	Very Im- portant	Very Dis- satisfied	Dis- satisfied	Satisfied	Very Satisfied
1	2		1	2	3	4	1	2	3	4
c. Were you given an explanation of the legal rights of students? (e.g., privacy, non-harassment, etc.)										
1	2		1	2	3	4	1	2	3	4
d. Were you given information about "special" students? (e.g., handicapped, learning/hearing impaired, disabled, etc.)										
1	2		1	2	3	4	1	2	3	4
e. Were you given information about the college's academic standards?										
1	2		1	2	3	4	1	2	3	4
f. Did you have a part-time orientation meeting that provided you with information about the college?										
1	2		1	2	3	4	1	2	3	4

PART II: Overall Reaction and Written Comments

Rate your overall reaction to the pre-service orientation you received.

- |                   |   |   |
|-------------------|---|---|
| Very Dissatisfied | = | 1 |
| Dissatisfied      | = | 2 |
| Satisfied         | = | 3 |
| Very Satisfied    | = | 4 |

1. In your opinion, what were the strengths of the pre-service activities and information which were made available to you?

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2. In your opinion, what were the weaknesses of the pre-service activities and information which were made available to you?

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3. What pre-service activities and information were not available to you that you wish would have been?

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Occurrence			Importance			Satisfaction					
Yes	No	Very Unim- portant	Un- important	Im- portant	Very Im- portant	Very Dis- satisfied	Satisfied	Very Satisfied			
1	2	1	2	3	4	1	2	3	4		
1. SUPPORT FOR TEACHING											
a.	Were you provided office space?	1	2	1	2	3	4	1	2	3	4
b.	Did your supervisor visit your class and give you feedback based on his or her class visit?	1	2	1	2	3	4	1	2	3	4
d.	Did you receive support services such as a library, duplicating, and audio visual?	1	2	1	2	3	4	1	2	3	4
e.	Was your classroom conducive to teaching? (e.g., chalk, overhead projector, etc.)	1	2	1	2	3	4	1	2	3	4
f.	Were you given course materials? (e.g., texts, outlines, etc.)	1	2	1	2	3	4	1	2	3	4
g.	Were you given course requirements? (e.g., number of assignments, department standards, etc.)	1	2	1	2	3	4	1	2	3	4
h.	Did you receive a part-time faculty information sheet/booklet?	1	2	1	2	3	4	1	2	3	4

	Occurrence		Importance				Satisfaction			
	Yes 1	No 2	Very Unim- portant 1	Un- Important 2	Im- portant 3	Very Important 4	Very Dis- Satisfied 1	Dis- Satisfied 2	Satisfied 3	Very Satisfied 4
<b>2. PROFESSIONAL WORK ENVIRONMENT</b>										
a. Was your supervisor avail- able when you needed to see him or her?	1	2	1	2	3	4	1	2	3	4
b. Did you have the opportunity to develop rapport with full-time faculty?	1	2	1	2	3	4	1	2	3	4
c. Did you have the opportunity to develop rapport with other part-time faculty?	1	2	1	2	3	4	1	2	3	4
d. Did you get to know admin- istrators at the college?	1	2	1	2	3	4	1	2	3	4
e. Did you get to know support personnel? (e.g., counsellors, librarians, etc.)	1	2	1	2	3	4	1	2	3	4
f. Did you receive assistance from your supervisor?	1	2	1	2	3	4	1	2	3	4
g. Did you receive written communications about the college? (e.g., newsletters, memorandums, etc.)	1	2	1	2	3	4	1	2	3	4



Occurrence		Importance			Satisfaction		
Yes	No	Very Unim- portant	Unim- portant	Im- portant	Very Im- portant	Very Dis- satisfied	Very Satisfied
1	2	1	2	3	4	1	4
g. Were you involved in decision-making? (e.g., test selection, course requirements, etc.)							
1	2	1	2	3	4	1	4
h. Did you participate on committees?							
1	2	1	2	3	4	1	4
						2	3

# PART IV: Overall Reaction and Written Comments

Rate your overall reaction to the in-service orientation you received.

Very Dissatisfied	=	1
Dissatisfied	=	2
Satisfied	=	3
Very Satisfied	=	4

1. In your opinion, what were the strengths of the in-service activities and information which were made available to you?

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2. In your opinion, what were the weaknesses of the in-service activities and information which were made available to you?

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3. What in-service activities and information were not available to you that you wish would have been?

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4. How would you describe the overall attitude toward part-time instructors at your college?

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Your contribution to this effort is greatly appreciated. If you would like a summary of the results, print your name and address on the back of the return envelope (NOT the questionnaire), and I will see that you get it. Again, please return the completed survey to me within a week after you receive it. THANK YOU



## Appendix B



## Eastern College

of Applied Arts, Technology and Continuing Education

Dear (Name of Administrator:)

As previously discussed with you, I plan to conduct a study on the professional development of part-time faculty of Eastern Community College. To do this, I plan to carry out a survey of the part-time faculty who were employed by the College between September 1987 to June 1991. This study is being conducted in partial fulfilment of the requirements for the degree of Masters of Education, Memorial University of Newfoundland. The thesis proposal has been approved by Dr. George Hickman, supervisor of my thesis committee. This research also meets the ethical guidelines of the Faculty of Education.

I will be gathering data about the pre- and in-service professional development which part-time faculty have received. More specifically, I will investigate not only the type of professional development they have received, but also how important it is to them and how satisfied they were with it. The survey will focus on such issues as support for teaching, conditions of employment, policies and procedures, orientation to the college and its students, work environment, and professional growth opportunities. Results of this survey will be shared with the College.

I will require the names and address of the part-time instructors who were employed during this period (September 1987 to June 1991). I thank you in advance for any assistance which you can provide. Should you have any questions, feel free to call me at 891-2802.

Yours sincerely,

Ronald Broderick

## Appendix C



# Eastern College

of Applied Arts, Technology and Continuing Education

Burin Campus

P.O. Box 369  
Burin  
Newfoundland  
A0E 1E0

Tel: (709) 891-1253  
Fax: (709) 891-2256

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Dear (Name of Part-time Instructor:)

During the first week in April 1993 you were forwarded a questionnaire regarding professional development for part-time faculty. The responses to these questions are being used in a study which I am conducting this spring as partial requirement for the Masters of Education degree. Results of the survey could have future professional development implications for part-time instructors.

Would you kindly take a few minutes to complete the questionnaire and return it in the envelope provided, if you have not already done so. I am fully aware of your busy schedule, and I thank you most sincerely for your co-operation.

Yours sincerely,

Ronald Broderick

## Appendix D

## SUMMARY OF WRITTEN COMMENTS

Strengths of Pre-Service Orientation

1. To be better able to plan the course taught.
2. Clarification of job expectations.
3. Given student profiles.
4. Staff and management quite helpful.
5. Assistance readily available.
6. Workshops held to familiarize instructors with the courses.
7. Information on record keeping, cancellation of classes for weather was provided.
8. Contact person was available and approachable.
9. Good feedback from supervisors and co-workers on options available/teaching methods, materials, etc.
10. Made to feel welcome and free to ask for help.
11. Meeting with other instructors.
12. Workshops with other instructors in crafts before starting class.
13. Availability of library resources explained.
14. Clear job description.

Weaknesses of Pre-Service Orientation

1. No set course outline.
2. Student evaluation not explained.
3. Grading system not explained.
4. Safety procedures not explained.
5. Was not informed about salary until after course started.
6. Texts and tests not available.
7. Not enough information on programs and no time provided for development.
8. Not long enough - only couple of hours at initial workshop. Just bare bones. No updating during year.
9. Not given actual or specific course parameters.
10. Usual orientation to a new job was lacking.
11. Lack of information on policies and procedures of the college.
12. Felt like you were not a part of the college.
13. Lesson planning not explained.
14. College standards not explained.
15. Responsibilities not explained.
16. Not enough time given to prepare the course.
17. Little information provided relating to student rights, absenteeism.

### Strengths of In-Service Development

1. Copy machine available.
2. Attitude good towards part-time instructors.
3. Good coordinator - excellent service.
4. Great effort made to introduce me to the college philosophy.
5. Easy accessibility of principal and supervisor of instruction.
6. Good information given on profile of students in SED program.
7. The sharing of ideas with other instructors.
8. Excellent attitude on part of other staff.
9. Outline of course and assignment/quizzes were good.

### Weaknesses of In-Service Development

1. Distance from main campus.
2. More information about subject I was teaching.
3. The length of time it took to get the material once it was requested.
4. Little or no input from community education coordinator, once courses started.
5. Not enough supervisor/faculty interaction.
6. Not enough emphasis on part-time programs which have the best potential for enrolment.



7. Lack of materials to do the course.
8. No policy on cancellation of classes because of weather.
9. Not enough time to cover course material properly.
10. Not enough workshops made available to part-time instructors.
11. More literature on topic being taught should be made available.
12. Too rushed.
13. Delays in getting books and materials for teaching.
14. Only one in-service. More should be provided so instructors could share ideas and/or problems encountered.
15. Felt isolated from rest of college (not included with full-time staff). Better received by other part-time staff.
16. Absolutely no consideration of quality with regard to evening program courses, quality of instruction varies tremendously.
17. Lack of communication with local coordinator.
18. Student-teacher ratio too high.
19. No office space provided.



