Assessment of Professional Development Activities, Instructional Needs, and Delivery Methods of Part-Time Technical and Occupational Faculty in U. S. Community Colleges

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Assessment of Professional Development Activities, Instructional
Needs, and Delivery Methods of Part-Time Technical
and Occupational Faculty in U.S. Community Colleges

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ABSTRACT

This study was designed to describe the frequency of professional development activities provided to part-time occupational and technical program faculty. Additionally, the perceptions of occupational education officers concerning the instructional professional development needs and their appropriate delivery method(s) for these faculty members within the community colleges in the United States were identified. Concerning the factors related to the amount of professional development activities provided to part-time faculty members, introduction to the policies and procedures of the college and/or department, introduction to other college faculty/staff, orientation to the course/classroom, and help in meeting administrative requirements were found to occur at least once a quarter or semester. Staff assistance at the program, division, or institutional level was shown to be the most common method of meeting the part-time faculty professional development needs by the respondents' community colleges. The types of professional development help part-time faculty members were perceived to need most were concentrated in the following areas: (a) identifying the learning characteristics of students, (b) alternating teaching methods to accommodate different learning styles, (c) participation in web-based instruction, and (d) participation in distance learning. Information addressing the ways in which professional development should be delivered to part-time faculty indicated that they were perceived to be willing to participate in *at least 1* activity per semester or quarter. Seminar discussions, group classroom activities, and computer-assisted instruction or multimedia interaction were perceived as the preferred ways part-time faculty would most like to learn. An evening/night format was stipulated as the best time of day, and the fall was indicated as the best time of year for providing professional development activities. Concerning the types of compensation that should be provided to part-time faculty for participation in professional development activities, per diem and travel expenses was selected as the most important, with personal growth being second. Other job commitments, travel distance, remuneration issues, personal motivation, and teaching experience or inexperience were also found to be factors that might interfere with part-time faculty member participation in professional development activities.

INTRODUCTION

Background

In the last 20 years, community colleges have been confronted with an increasing number of part-time adult students and course offerings, along with diminishing budgets (Galbraith & Shedd, 1990; Levine, 2001). In response to these trends as well as other factors, segments of higher education, and especially community colleges, have resorted to utilizing part-time or adjunct faculty to a greater degree (Ostertag, 1991; Gappa & Leslie, 1997; Leslie, 1998). "The modern community college would be hard pressed to meet its comprehensive mission without relying upon a substantial part-time instructional workforce" (Osborn, 1990, p. 17). Higher education's reliance on a part-time workforce, in conjunction with the increased attention to both the quality of teaching and the performance of students, has created a need for policies and practices for employing, managing, and professionally developing part-time, adjunct, and casual faculty members (Watters & Weeks, 1999).

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

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

The use of part-time academic staff has not been a characteristic of the United States system of higher education alone. It has been estimated that more that one half of the faculty in 2-year colleges and nearly one third of the faculty at 4-year colleges and universities in England work part-time (Pollington, 1991). Rajagopal and Farr (1992) reported that more than one third of all Canadian faculty were part-timers, and in certain universities in Australia, part-time academic staff members outnumber full-time faculty 2:1 (Watters & Weeks, 1999). Even in the late 1970s, the trend toward hiring non-teacher-trained yet highly skilled tradespeople was so prevalent in vocational settings that part-time instructors far out numbered full-time faculty (Goetsch, 1978). "While individual part-timers come and go, as a

group they constitute a permanent part of the faculty work force in every type of institution." (Gappa & Leslie, 1997, p. 18).

In fulfilling their missions, and in many cases mandates, of knowledge generation, preservation, and transmission, colleges and universities rely fundamentally upon their faculty. Great institutional energies have been, and still are, focused upon the analysis of faculty needs, criteria, and standards for appointment and advancement, and the processes for recruitment (Rajagopal & Farr, 1992). However, past attention has been typically directed to addressing the faculty resource represented by full-time appointees, with part-time faculty largely overlooked or simply ignored. Although part-time faculty contribute substantially to the teaching load, the expenditure of resources to support them has been trivial (Rajagopal & Farr, 1989). Despite the sometimes-substantial portion of undergraduate instruction being performed by part-time faculty, a caste system has operated to effectively consider part-time faculty so marginal to the academic enterprise that they are segregated almost entirely from even rudimentary training and development in the work that they do—that of teaching. "They are excluded almost totally from those forms of professional development deemed essential by their full-time colleagues to healthy academic professional life and classroom effectiveness" (Rajagopal & Farr, 1992, p. 326).

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

It has become increasingly necessary to address the no-longer-emerging but now well-established part-time faculty phenomenon in a way that considers the needs of both the institution and the part-time faculty member. The often-marginal position of part-time faculty adds to the vulnerability of academic professionals to political and administrative dictate; and a situation has been created where "a relatively powerless proletariat exists in American academic life, centered in employment that is part-time and [often] poorly paid" (Clark, 2001, p. 35).

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

> It will be necessary to come to grips with "the part-timer question" in a way that incorporates in any solution two different perspectives: 1) the perspective of the universities, relating to their economic and curricular objectives, reasons for using part-timers, and mechanisms for managing the part-time workforce, and; 2) the perspective of the part-time faculty members themselves, relating to their reasons for

teaching part-time, their aspirations, and their attitudes toward their work and their role in their universities and place in the collegium. (p. 329)

This study was related to the first perspective concerning the institutional or administrative perspective of the mechanisms that are in place for managing part-time faculty. Developing a profile of the professional development activities, needs, and appropriate methods of delivery for part-time occupational and technical program faculty in the community colleges in the United States was one way to identify the ways in which the paramount issue of pedagogical competency of part-time faculty has been, or could be, addressed in these institutions of higher education. The following specific objectives guided the overall research effort:

1. To determine the perceptions of occupational education officers concerning the instructional professional development needs of part-time occupational and technical program faculty in community colleges in the United States.
2. To identify professional development activities, and their frequency of occurrence, provided to part-time occupational and technical program faculty in the community colleges in the United States.
3. To determine the perceptions of occupational education officers concerning the most effective method(s) of delivering professional development activities to part-time occupational and technical program faculty in the community colleges in the United States.

THE SETTING

Community Colleges

Community colleges, a purely United States innovation, have served the nation for over 100 years—since Joliet Community College in Illinois, the oldest existing public 2-year college, was founded in 1901. At the turn of the 20th century, the lack of academic preparation of many university students led William Rainey Harper, president of the University of Chicago, and other prominent education leaders to advocate the separation of the first 2 years of higher education from the university setting (American Association of Community Colleges (AACC), 1995). In 1947, the President's Commission on Higher Education published the "Higher Education for American Democracy Report," which called for the establishment of a network of public community colleges that would charge little or no tuition and offer comprehensive programs and serve the area where they were located. The publication, popularly known as the Truman Commission Report, popularized the phrase "community college," and since 1901, at least 100 million people have attended community colleges in the United States [AACC, 2001b]. "The community college movement began the great transformation into a learning society in which each person who wishes to do so can study almost any subject in almost any geographical community" (Deegan, 1985, p. vii).

Community colleges have been, and by all indications will continue to be, a prominent and valuable component of the United States postsecondary education system. AACC estimated that as of 1998, there were approximately 1,600 community colleges, including branch campuses, in the United States (Phillippe & Patton, 2000). In the academic school year of 1996–97, over 10.4 million part-time and full-time students (5.4 million credit seeking; 5 million non-credit seeking) were enrolled in community colleges throughout the 50 states, the majority of which were enrolled in workforce training courses (AACC, 2001[a]). Community colleges have educated more than one-half of the nation's undergraduates focused on three types of education programs: college transfer, vocational-technical, and community service (AACC, 1995).

The Part-Time Experience

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

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

only one of them, or perhaps homemakers devoted to raising children or taking care of other friends or relatives (Miller, 1983).

Part-time and adjunct faculty have been a fact of life at virtually all colleges and universities, but particularly and conspicuously so at community colleges (Yantz & Bechtold, 1994). They typically have been used most heavily in short-term, non-traditional, and often noncredit programs (Miller, 1983). The use of contingent or part-time teachers has been particularly attractive in these areas because their use can help the institution develop diverse expertise without having to make long-term employment commitments that often include the additional fiscal and legal aspects of health, and perhaps disability insurance, retirement, vacation and sick leave, office space, etc. Part-time teachers have been a valuable source of instructors for adult evening programs and, since they can be selected from a wide variety of occupations, they bring the latest technology and experience into the classroom (Goetsch, 1978). In this way, they provide flexibility in program planning as well as up-to-date relevance to the courses they teach. Additionally, it has been found that students value the professional experience and credibility of part-time teachers (Watters & Weeks, 1999).

The phrase "contingent work" was first coined in 1985 to refer specifically to conditional and transitory employment arrangements initiated by an employer in need of additional labor. The need for a contingent workforce was usually predicated on an increased demand for a particular service, product, or technology at a particular place and at a specific time (Hipple, 2001). The U.S. Department of Labor (2001) reported that as of February 1999 about 5.6 million workers held contingent jobs or those structured to be short-term or temporary. This contingent workforce has provided educational institutions the flexibility to adjust to enrollment changes, fill temporary vacancies, teach specialized courses, and reduce faculty costs. (Levine, 2001; National Center for Educational Statistics [NCES], 2001b The use of part-time faculty has also helped 2-year institutions keep tuition costs as low as possible which helps fulfill their primary mission of maximizing access to higher educational opportunities (AACC, 1995). NCES (2001[a]) indicated that in 1997, two thirds (64%) of the faculty at public community colleges were part-time employees; this, in contrast to 1992 figures of 42%, demonstrates an increase of 22% in just 5 years.

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

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

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

  The use of part-time faculty has provided benefits for both the individual and the institution. Benefits for the individual have included:

1. Opportunities to establish or remain in contact with professional role models and develop an ongoing dialogue with other members of their disciplinary cohort. Part-time faculty have the chance to keep updated on new developments in their field, foster a wider circle of social and professional contacts, and are provided a measure of prestige and feelings of identification with the larger academic community (Miller, 1983; Tuckman, 1978b). Although teaching part-time has not provided long-term income, job security, or benefits, it does provide intellectual as well as intrinsic rewards from being engaged in the teaching profession. "The notion of personal and professional development in symbiotic relationship with the university provides the integration of part-timers into an academic community" (Watters & Weeks, 1999, p. 9).

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

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

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

Some institutional benefits have been:

1. The use of part-time faculty has provided administrators with the flexibility to reduce the overloading of full-time staff, with the ancillary benefits of reducing direct costs of paying overtime as well as the indirect costs of increased absenteeism and extended sick leaves—often the result of burn out and work

fatigue. Part-time faculty can be used during abnormally high enrollment peaks or to teach extra sections of courses that experience unanticipated enrollment bulges (Bender & Hammons, 1972).

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

3. The increased use of part-time faculty has been a way of infusing new vitality and knowledge into the education setting than otherwise may not occur. In light of changes in both institutional offerings and student demands, part-time teachers have been one way to revitalize existing programs, as well as invigorate the full-time tenured faculty.

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

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

Professional Development

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

Professional development has been recognized as crucial not only to the individual but also to the promotion of effective and efficient organizations (Kydd, 1997). Indeed, professional development has evolved—having moved away from the needs of the individual educator toward a more systemic approach that combines and embraces the needs and commitments of both the organization and those involved in the organization. In short, organizational development will only happen if the individuals within it are being developed (Kisner et al., 1998). Professional development has become less of an individualistic process centered on the needs of the educator and more of an organizational effort where administrators, staff, and outside sources are also involved in the professional development process. It is clear that in order to remain competitive in a world with increasing openness,

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democratization, and economic globalization, organizations must view professional development as an investment, and education is part of the picture (Bassi, Cheney, & Van Buren, 1997). In many ways, professional development has become synonymous with organizational development; and without professional development, education institutions will have difficulty remaining competitive.

The rapid expansion in numbers of part-time teachers in higher education and the recent emphasis on quality in university teaching has created a context in which academic and professional development for part-time faculty cannot be overlooked (McKenzie, 1996). As Kisner et al. (1998) stated, "Vocational teachers must not only be masters of their disciplines, but also versed in related academic knowledge." (pp.1–2) Professional development, in the pedagogical context, has been referred to as the process by which capable teachers achieve higher professional competence within their area of expertise as well as within the teaching discipline, expand their understanding of self, role, context, and career (Duke & Stiggins, 1986).

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

The U.S. Department of Labor (2002) projected that employment was expected to grow faster than average (21–35 %) for postsecondary teachers through 2010. Specifically, welfare-to-work policies and the growing need to regularly update skills in the fast-paced era of technology have created new opportunities for postsecondary teachers at the community college level. A large number of openings were also expected to be due to the retirement of postsecondary faculty hired in the late 1960s and early 1970s to teach the baby boomer generation (U.S. Department of Labor, 2002; Phillippe & Patton, 2000). Increased reliance on part-time faculty to meet potential teacher shortages has elevated the importance of examining the types and quality of training and in-service development that future teachers may receive. "Although the teachers in postsecondary institutions may have a wealth of experience, they may lack a background in pedagogy" (National Center for Research in Vocational Education [NCRVE], 1991, p. 21). Many times, part-time instructors have been those persons who were highly skilled in an occupational area, but have not had the necessary pedagogical training (Phillippe & Patton, 2000). Goetsch (1978) reported that it was very common to hear a part-time teacher tell their colleagues or supervisor that they know how to do it, but not how to teach it.

One of several ways to improve teacher and instructional quality and, concomitantly student performance and achievement, has been to ensure teachers are prepared to teach up front through teacher education programs, licensure, mentoring, or other similar efforts (Legislative Office of Educational Oversight [LOEO], 2001). A second way, and often the only available method in the case of part-time community college faculty, has been through

the professional development of practicing teachers. "This latter approach offers the advantage of working toward improving the instructional capabilities of both new and experienced teachers" (LOEO, 2001, p. 1). University credit courses, non-credit courses, local, state, and national conferences, on-campus workshops, group orientation meetings, sabbaticals, and return-to-industry opportunities are some types of professional development experiences that have helped address the growing concern of ensuring the quality of instruction provided by part-time faculty (NCRVE, 1991). "Building skill and proficiency in community college instructors, whether part- or full-time, is paramount if the institution is to be an effective contributor to the teaching and learning process" (Galbraith & Shedd, 1990, p. 7).

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

Departments and community college faculty that care deeply about teaching and learning seem to foster an atmosphere in which faculty members interact and exchange ideas (Gappa & Leslie, 1997). When part-time faculty have not been engaged and when school practices impede the ability of part-time faculty to do their jobs effectively, institutions can suffer the loss of coherent academic programs as well as damage to the quality and reputation of the college. Pedras (1985) indicated that part-time faculty must be made to feel a vital part of the teaching staff within the college as well as respected professionals within their field of expertise. "Integrating part-time faculty into the culture of the learning organization therefore becomes a critical goal for higher education institutions" (Leslie, 1998, p. 92). Professional development activities and their method(s) of delivery have been ways in which the pedagogical competency of part-time community college faculty can be me met as well as integrating them into the culture of the college.

The Problem

Numerous community college courses have been taught by part-time faculty whose primary, job responsibilities are centered outside the field of teaching. Many of these instructors have had no formal preparation in teaching skills prior to their employment as part-time career and technical educators (Pucel, Walsh, & Ross, 1978). For example, the induction process of non-degreed vocational teachers has been unique in that the majority of these teachers are recruited from business and industry with generally little or no formal teacher preparation, and without the benefit of a formal college education (NCRVE, 1991). As Olson (1991) stated, "Industrial/business experience continues to be seen as essential, whereas knowledge of teaching is seen only as desirable" (p. 341).

If higher education is to maintain a balance between theory and praxis, the professional skills, contemporary experiences, and "real-world" focus of part-time academic staff need to be identified and subsequently applied in concert with the ability to effectively teach (Watters & Weeks, 1999). "Since part-timers provide so much of the instruction at community colleges, any comprehensive effort at improving instruction must include the part-time faculty" (Ostertag, 1991, p. 18). Additional information has been needed to understand the characteristics of the part-time community college faculty member—specifically, the kind, amount, and method of exposure to professional development activities that they already receive. For the most part, the type and amount of professional development activities, needs, and delivery methods for part-time occupational and technical community college faculty have not been known or available in a college-by-college, statewide, or comprehensive national perspective or format. As such, this research project was conducted to determine what professional development activities, and their frequency of occurrence, were being provided to part-time occupational and technical program faculty in the community colleges of the United States, as well as what the perceptions of occupational education officers were concerning these faculty members' instructional professional development needs and their appropriate delivery method(s).

The effort to study the phenomenon of professional development for part-time faculty in community colleges was deemed a significant endeavor with real-world implications and feasible, practical applications. Considering that the nation's community colleges have moved from their original goal in the 1960s and 1970s of expanded access to higher education to a goal of academic and occupational training excellence in the 1980s and 1990s (Van Ast, 1992), this change of mission has put new challenges and mandates upon this community college system in the United States. Cross and Angelo (1989) reported that in the current era of increased accountability for the quality of both teacher and student, faculty now need to be as skilled in the diagnosis and treatment of student learning as they are in their own disciplines.

Since the 1990s, the community college curriculum has become complex, outcome-based, and articulated internally with high schools and 4-year colleges, and requires the integration of workplace basics with competitive academic preparation. Further, the nature of the community college student has moved away from the traditional post-high-school completer to someone who is older, more likely to be attending part-time, have other responsibilities, and who may lack learning skills and academic basics (Van Ast, 1992). Despite the indispensability of the part-time faculty workforce, community colleges have not fully explored the larger academic and human resource costs of using part-time faculty

(Rajagopal & Farr, 1992). More importantly, the impacts of community college policies on the personnel who make up part-time faculty have not been considered. As a cost-efficient, highly skilled workforce, part-time faculty have become an integral part of academe—but their in-service training and ongoing professional development has often not bee addressed.

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

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

This study provides a positive contribution to both theory and practice within the discipline of career and technical education. "Both Miller and Tuckman separately urge that the subject of the part-time faculty be researched because part-timers promise to be a major labor market phenomenon with impact on higher education about which not much is known" (Spangler, 1990, p. 31). Perhaps Osborn (1990) said it best:

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

REVIEW OF RELATED LITERATURE

The studies cited in this literature review provide a theoretical perspective and informative background that supported this study. A current and comprehensive perspective of the professional development activities, classroom instructional needs, and delivery methods for part-time community college occupational and technical program faculty in the United States was found not to be readily available. However, there have been many research projects that investigated certain aspects of the characteristics of part-time higher education faculty—several of which related to the topic of professional development. This review of literature has been organized into five sections: (a) background examining the role of part-time community college faculty and professional development in the context of various institutional settings, (b) part-time faculty pedagogical characteristics and teacher competencies, (c) part-time faculty characteristics and circumstances of employment, (d) professional development of postsecondary faculty, and (e) a conceptual framework for the study.

Background

The diversity of both part-time faculty characteristics and the institutions in which they teach was a major conclusion of this review of literature. Emmet (1981) stated there are two basic realities about part-time faculty: (a) all part-timers are not alike in their motivations for employment, their work roles, or their career directions; and (b) the reasons for employing part-time faculty differ among institutions, and part-time employment in academe differs from that encountered in other work settings. However, Clark (2001) did find that approximately 60% of the 2,600 accredited institutions he surveyed claimed a program existed in their college that could be loosely defined as professional faculty development, and four factors were identified as prevailing elements of the practices among these institutions: faculty involvement, instructional assistance, traditional practices, and faculty assessment emphasis.

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

1. Goals and content of the program—ranging from providing administrative information to enabling part-timers to develop their teaching-related knowledge or skills.
2. Location of the program—centralised [sic] within the institution, localised [sic] within the teaching department, or a combination of the two.
3. Degree of direct personal contact involved in the program—from high contact, such as individual mentoring, to almost no contact, as in some resource-based approaches.
4. Extent to which the program is specific to part-timers, or is a mainstream program offered to both part-time and full-time teachers—an issue referred to as normalisation [sic] in research conducted by Buckridge, Conrad, and Phillips in 1995 (as cited in McKenzie, 1996).

5. Timing of the program—orientation, ongoing development, or a combination of the two.
6. Extrinsic incentives for participation in the program—none, direct payment, or indirect rewards such as promotion to a different pay scale (McKenzie, 1996, p. 532).

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

In an attempt to determine whether the instructional practices of part-time instructors were similar to those teaching full-time, Friedlander (1979) engaged in a project to draw comparisons between the teaching practices of part- and full-time faculty based on data obtained from three nationwide (United States) surveys. The surveys were conducted by the Center for the Study of Community Colleges, and the methodologies used in each of the three surveys were considered very similar and compatible for comparison. The primary purpose of the study was to test the assumption that the instructional-related practices and activities of part-time faculty were similar to those of their full-time counterparts. What Friedlander found, however, was that part-timers differed from full-timers on most of the measures related to instructional practices included in the surveys of the 2-year colleges. Specifically, when compared to full-time faculty, part-time faculty were found to have less teaching experience, to have taught fewer years, and to hold lower academic credentials. Adjunct faculty also had less input into the selection of teaching materials used in the course they were teaching, used less instructional media, gave fewer and lessened reading assignments, required students to attend fewer out-of-class activities, and placed less emphasis on written assignments in determining student grades. In addition, part-timers were less likely to have had access to the college's instructional support services, were less aware of ongoing campus activities and events, and were less likely to have contact outside the class environment with students, colleagues, and college administrators. Concerning professional development activities, part-timers differed from full-timers in that they read fewer scholarly and education journals, were less likely to have memberships in their discipline's professional association or to attend or participate in professional meetings, and were less likely to express a desire for compensated time to develop their course or to participate in professional development programs. Part-time faculty were, however, more likely to express the need for increased interaction with their colleagues and the administrators in their college or division.

These findings, when considered along with those reported in related studies—that part-time faculty were less likely than full-time faculty to maintain office hours, serve on standing or ad hoc committees, work with other instructors, administrators, or support service personnel (Lombardi, 1975)—help demonstrate that systemic differences existed in the instructional-related practices of the two groups. Similar to what other authors in this review (Kelly 1991; Goetsch, 1978; and Galbraith & Shedd, 1990) have identified, Friedlander (1979) asked the question of whether the practice of employing part-time faculty detracts from the overall quality of the 2-year colleges' education programs and reputation. As Friedlander stated:

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

In a study conducted by Selman and Wilmoth (1986), 180 part-time instructors in 25 Alabama technical colleges responded to a questionnaire designed to obtain demographic data, assess their unique perceived competencies and professional development needs, and, to collect information to be used in the design of a program delivery system to meet their identified needs. The study found that over two-thirds of the instructors worked at jobs other than teaching, and that cumulatively the 180 instructors had work experience in 43 different occupational areas. Twenty-four percent (24%) had 3 years or less of teaching experience, and only 23% took a vocational education course while in high school. Only 55% of the instructors graduated from high school, as opposed to receiving a GED, while over one-half of the respondents did attend a post-secondary vocational institution. Notably, only 27% had participated in any kind of in-service professional development activity. Regarding professional development in relation to teaching skills, 93% revealed there was a need for developing teaching skills, and almost the same amount indicated that they would be interested in participating in teacher education activities. Based on these and the other findings, the study concluded that the part-time instructors want and would attend in-service professional development courses and activities. Activities within any development program were recommended to be intense, short, highly concentrated, local, and practical. Additionally, 36% of the part-time instructors indicated an expectation of a pay raise for participating in teacher education activities which, consistent with data from other literature sources, demonstrated the desire by part-time faculty to be compensated in some way for taking part in a professional development program. As Selman and Wilmoth (1986) stated, "Currently compensation for part-time instructors is based on longevity, not on competency, nor on improvements in outcome measures such as job-placements of students, occupational advancement of students completing the programs, administrator's evaluations, etc. In short, the employment system itself for part-time instructors provides no incentive for professional development" (p. 13).

Kelly (1991) examined the characteristics of part-time faculty in order to understand their needs more thoroughly so that better decisions might be made concerning part-time faculty management. The data for the study was gathered in 1988 at Fullerton College, a

large suburban community college with a student population of about 20,000 students and a part-time faculty of 371 teachers. The findings indicated that although part-time vocational faculty degree attainment tended to be lower than academic faculty, the vocational teachers were nonetheless well qualified in their professions. Over 85% were currently working in their field, most of whom were working full-time; and 80% of the part-time vocational faculty had 10 or more years of professional experience. Only one fifth of the part-time faculty felt involved in their division, and an even lesser amount felt engaged in the college as a whole. However, over 60% wanted more involvement—especially newer faculty and those who taught in an evening or night program. Concerning involvement in faculty development, instructional topics—specifically, student motivational techniques, teaching under prepared students and adult learners, and increasing student retention—were of greatest interest to part-time faculty (Kelly). Some part-time faculty indicated that they felt embarrassed or had apprehensions about approaching their division dean for help because they believed, "if they were hired to teach, they should already know how to teach." (Kelly, p. 11). Although the study provided a greater understanding of the part-time faculty at Fullerton College, Kelly recommended that researchers study the part-time faculty at their own institutions to discover the unique characteristics of this segment of their teaching workforce. Since the characteristics of both the faculty and the college can vary from school to school, information should be collected related to the issues that can be addressed by the specific institution, rather than issues that are generic in nature or that the institution is unwilling or unable to address.

Brams (1983) found that although full-time faculty in the Houston Community College System (HCCS) demonstrated a remarkable sense of community and involvement in the life of the college, the part-time faculty were less integrated into the work of the college and had far fewer opportunities for contact with the college. A survey of the part-time faculty, which comprised about 75% of the total faculty at HCCS, indicated that even though part-timers experience some sense of isolation, they are also interested in increased contact with both their part-time and full-time peers. The survey also discovered that the part-time faculty would willingly devote additional time for professional development and, as Brams states, "Succinctly then, part-time faculty at HCCS are readily teachable, but not easily reachable" (p. 39).

Shedd (1989) conducted a study concerning instructional development needs for faculty at the State Fair Community College in Missouri, where he found that two of every three faculty members at the college were part-time employees. Additionally, over 53% of the part-time faculty had no training in adult education, 63% had no formal teacher training of any type, and 53% had fewer than 5 years of teaching experience in higher education. When responses of all faculty were combined, 44% had no training in adult education, 53% had no formal teacher training of any type, 30% were trained to teach in higher education only, and 17% were trained to teach only in public schools. These figures indicated that professional development of community college faculty regarding the skills and knowledge of teaching may be appropriate for all members of the faculty and not just the part-timers.

However, the question of what teaching methods are being employed by untrained teachers in the absence of any formal training or education does become relevant and paramount. Cornett (1983) suggested, "Whatever the teacher's learning style, it will have an effect on his or her teaching style. In a nutshell, we tend to teach the way we learn" (p. 14). Findings by Galbraith and Sanders (1987) were similar to those of Shedd (1989) but, in

addition, they found that community college instructors used styles of teaching that matched their own preferred styles of learning, regardless of the program area in which they taught. "Basically, the community college instructors were teaching the way they wished to learn themselves, without regard for appropriate instructional strategies or consideration for the diversity of the adult learner" (Galbraith & Shedd, 1990, p. 7).

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

Watters and Weeks (1999) conducted a study that examined the concerns and issues facing part-time faculty in Australia. The results of the study indicated that part-time faculty were highly motivated despite evidence that their relationships with the administration and encouragement to identify with the university were not perceived as a high priority by their supervisors. Many part-timers were motivated by a desire to improve their profession and to mentor new members into their discipline regardless of their connection to the school administration. Conversely, there were large numbers of professionals who were engaged in part-time teaching as a way of enhancing their own professional standing. This distinction seemed to be a minor one, but nonetheless interesting. Based on this finding, perhaps part-time faculty interested in mentoring others and those concerned with indulging in self-promotion would be if a part-time faculty member might consider themselves to be professionals actively engaged in their discipline and field of expertise, while those concerned with self-promotion might consider themselves as simply a professional who happens to be teaching part-time. Concerning professional development, senior full-time faculty and course coordinators were less concerned with accreditation of the part-time faculty than they were with professional qualifications in the original selection and hiring process. It seemed that finding someone with demonstrated expertise in the subject area where a teaching position was vacant was often more important than finding someone with teacher qualifications. As one senior faculty member stated, "I could find a number of people who have teaching qualifications, [but] we maintain that professional approach by bringing in industry people who are up-to-date with what's happening" (Watters & Weeks, 1999, p. 8). Whereas there were some deliberate efforts to initiate professional development strategies for part-time faculty and an increased concern for the quality of teaching by administrators as a result of the increased awareness and sensitivity brought about by the research project, this study suggested that much remains to be done to recognize the role played by part-time faculty, as well as helping them improve their ability to contribute to the university. As Watters and Weeks stated:

> There are sound educational reasons why part-timers should be employed that are more important than fiscal reasons. However, unless part-timers are afforded opportunities to contribute to the development of courses as well as teach in them

and to develop teaching skills themselves, the current situation of marginalization and dual labor forces will persist. (p. 13)

Part-Time Faculty Pedagogical Characteristics and Teacher Competencies

The purposes of a Minnesota study conducted by Pucel et al. (1978) were to determine whether or not there should be some type of teacher education program for part-time adult vocational instructors, if such a program should be different from those currently available to full-time postsecondary instructors, and to possibly develop some recommendations for the program's composition. The data for the study were obtained from a survey instrument administered to a representative sampling of part-time adult vocational instructors and to all of Minnesota's area vocational–technical institution's adult vocational coordinators. The results of the study reported that, for part-time vocational instructors, their primary occupations were: (a) other than teaching, (b) they taught less than 10 hours a week, (c) they held adult vocational licenses of some form, (d) they had some college education in addition to some teacher education, and (e) they were not new to the field of teaching—most having had a year or more of teaching experience. The findings also suggested that competency areas important for part-time teachers were knowledge and skills in: (a) course planning, (b) instruction, (c) classroom/student management, (d) media implementation (communication strategies), (e) evaluation, (f) special needs population teaching, and (g) adult instruction. Additionally, part-time faculty were found to need orientation to the institution (cultural and organizational climate) and the curriculum, and ongoing evaluation and supervision of their teaching performance to help build linkages to the full-time teacher cohort.

A study by Goetsch (1978) was conducted to determine what was being done nationally in terms of in-service education for part-time vocational faculty, and to determine the most pressing in-service needs of part-time vocational faculty in Florida. The findings of Goetsch's study, as well as his review of the literature from 1969–1976, revealed that the issue of in-service training for part-time vocational faculty was a critical issue 20 years ago as well as today. Results of his study were used to develop an in-service education program for part-time faculty that could serve as a model for other institutions. To determine what was being done on a national basis, needs assessment letters were sent to the division of community colleges at state departments of education in each of the 44 states that had a public community college system. Results showed that although only 16% of the state departments indicated an in-service education was provided to part-time faculty in their state, 40% of those who responded recognized the need for it. For the second objective of Goetsch's study, the entire part-time vocational faculty at the Okaloosa Walton Junior College were surveyed to determine their most strongly felt in-service needs. Of 24 items, the top five most pressing needs identified by the part-time faculty were: motivating students, identifying teacher liabilities, teaching disadvantaged students, using alternative communication media in the classroom, and using metrics in education. The needs identified by Goetsch corresponded with the competency areas listed by Pucel et al. (1978) of student management, implementation of media, and working with special needs populations. Goetsch suggested several in-service training techniques that could be used to assist part-time instructors. One promising model was to develop a pool of part-time faculty with whom the institution has established long-term relationships (those teachers who are asked to, and who do, return year after year). Intensive training opportunities are then provided to the pool,

rather than attempting to reach individuals on a one-by-one basis. Other approaches include the use of competency-based teacher education materials, computer-based instruction, outreach activities at off-campus sites convenient for part-time instructors, intensive professional development workshops in conjunction with professional association meetings, individualized instructional materials, special courses for part-time teachers offered by teacher education institutions, and the use of widespread as well as new and evolving distance education techniques available from both education institutions and business and industry training centers.

Cross and Angelo (1989) developed a Teaching Goals Inventory (TGI) survey instrument as a way to assist faculty in clarifying their teaching goals. The instrument was designed to help teachers determine whether students were learning what teachers thought was important to teach. After pilot testing, the instrument was administered to almost 2,000 teachers from a selected sample of 22 colleges nationwide (6 public community colleges, 3 public 4-year colleges, and 13 private 4-year colleges). The TGI asked teachers to choose one course that they were currently teaching and rate the importance of each of the TGI's 48 teaching goals as they related to the teaching of that course. Cluster analysis of the responses resulted in six clusters. Each cluster consisted of a group of goals that appeared related to one another based on the replies that the community college teachers, across all disciplines, believed belonged together. The six clusters developed by Cross and Angelo (1989) are listed below in order of importance. Two goals from each cluster are provided in parenthesis to help illustrate the cluster content.

1. critical thinking skills (develop my ability to think clearly; develop effective problem solving skills)
2. academic success skills (develop ability to follow instructions/plans; develop a commitment to careful and accurate work)
3. liberal arts/general education (develop an appreciation of the liberal arts and sciences; develop a lifelong love of learning)
4. work/career-related skills (perform successfully in this field; make sound career decisions)
5. Personal Development (Develop a sense of personal responsibility; identify one's own values to improve self knowledge)
6. specialized teaching skills (learn how specialists in this field gain new knowledge; develop criteria for evaluating methods and materials in the field of study).

The study also found that teacher goals differed by faculty age, gender, type of college (2-year vs. 4-year), and by discipline. More notable, however, was the finding that teachers used the full range of response categories on every item of the TGI. In other words, goals that some teachers found were essential in the teaching of their courses, were marked irrelevant by others. This makes intuitive sense in consideration of the differences in college type (2-year vs. 4-year and public vs. private), the diversity of disciplines and programs types most likely encountered among the 2,000 teachers surveyed, and the local and regional idiosyncrasies that could be present in a national study. The purpose of the Cross and Angelo study was to improve the quality of learning in the college classroom by improving the effectiveness of teaching. Their findings emphasized the necessity for individual teachers to self-evaluate their teaching effectiveness in terms of what they were trying to do in the classroom. Their findings were relevant to this study in that when teachers self-identify what teaching goals are important to them in their discipline or area of expertise, they are also

identify what areas of professional development others, such as occupational education officers, could consider as important, relevant, or needed by them to be a more effective teacher. The six clusters of Cross and Angelo generally encompass the competency skills of Pucel et al. (1978) and the items discovered in the needs assessment of Goetsch (1978). This conclusion which attempts to collapse a large amount of data into more manageable or parsimonious variables was understandable based on the large number of study participants, its national scope, and the very nature of factor analysis. There was, however, a noticeable continuum when the findings of all three authors were compared. Professional development for a teacher, whether part-time or full-time, was related to what they considered important for their own unique teaching needs and their chosen discipline, as well as the demands of the institution in which they taught.

A framework for professional practice developed by Danielson (1996) identified those aspects of a teacher's responsibilities that promote student learning. In the framework, teaching activities were divided into 22 components clustered into four major categories or domains of teaching responsibility. The four domains were: (a) planning and preparation, (b) classroom environment, (c) instruction, and (d) professional responsibilities. The domains were further broken down into components that helped define certain aspects of the domain, and subsequently each component was further dissected into two to five feature elements that described the component more thoroughly. Danielson stated that although the components are distinct, they are, of course, related to one another, and there are many features of teaching, such as accommodating special needs students, that very well may apply to all of the components within or among the four domains. One advantage of the Danielson framework was its potential to be used as a foundation to devise part-time faculty professional development programs and activities for both the novice and the veteran teacher. For example, a beginning teacher may be concerned, out of necessity, with day-to-day survival and basic classroom management, whereas an experienced teacher may be more interested in improving their effectiveness and strengthening recognized weaknesses. The Danielson framework of professional practice provided a detailed listing of teaching practices that could be useful both for designing professional development activities for improving teaching skills as well as developing the standards by which teacher and school performances are evaluated. However, in the broader scope of the framework and in concert with previous research findings, three of the four domains (planning and preparation, classroom environment, and instruction) were similar to those discovered by Pucel et al. (1978). In light of the importance of teacher competency upon student performance as well as institutional effectiveness, those things that facilitate a teacher's ability to move toward increased professional growth should be of paramount importance. The Danielson framework for professional practice offered a useful structure to assess a teacher's practice in addition to facilitating the organization of professional improvement efforts.

Part-Time Faculty Characteristics and Circumstances of Employment

It was important to clarify what the literature says about who and what, exactly, are the part-time faculty members? Perhaps the simplest form of answer from the point of view of both the institution and the individual, and often the only one available, might be that part-timers are not full-timers (Rajagopal & Farr, 1992). Tuckman (1978b) developed a taxonomy of the part-time workforce in academe. He stated:

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

Although part-timers have been described in a variety of ways,e.g., the hours they teach, the institutions that employ them, their socioeconomic status, and what motivates them to teach, Tuckman developed a classification of part-timers in terms of their reasons for becoming part-time verses full-time teachers. He designated seven mutually exclusive categories of the part-time faculty member: (a) the semi-retired, (b) students, (c) those wanting to become full-time (hopeful full-timers), (d) those with a full-time job (full-mooners), (e) those with responsibilities in the home (homeworkers), (f) those with another part-time job (part-mooners), and (g) all others (part-unknowners). Even though there was some whimsy in Tuckman's categories and nomenclature, it may be helpful nonetheless to know the circumstances by which a person chooses to be a part-time teacher. Knowing the conditions under which a person chose to teach part-time or in what context they came to the college environment would also provide insight into their teaching proficiencies, deficiencies, and professional development needs. For example, the teaching experience, training, and competencies of a Hopeful Full-Timer may be drastically different than those of a Homeworker. In light of the Pucel et al. (1978) seven skill competency areas, the five development needs identified by Goetsch (1978), the six development goal clusters identified by Cross and Angelo (1989), the four domains of Danielson (1996), and the six development opportunities of McKenzie (1996), the taxonomy developed by Tuckman (1978[b]) provided a useful tool to those interested in designing and developing pre-service, in-service, or other continuing education opportunities for part-time faculty.

Professional Development of Postsecondary Faculty

A part-time instructor's introductory experience to a community college may consist of filling out personnel forms, being handed a class roster of students who have registered for their course, being introduced to departmental colleagues who are present at the time, and being given a key to the classroom. In too many cases, the new part-time career and technical education instructor, and to some extent veteran instructors who are assigned new courses to teach, must learn to teach by trial and error. One indication of the failure of this system was provided by research, which found that 48.2% of the non-degreed persons who enter postsecondary vocational education to teach have left within 5 years (NCRVE, 1991). The underlying premise of this approach was that good teaching had more to do with common sense, intuition, and luck than sound pedagogical theory and principles. As Darling-Hammond (2001) stated:

> In the last 10 years there's been a lot of research done about what makes a difference for student achievement, and it's now clear that the single most important determinant of what students learn is what their teachers know. Teacher qualifications and a teacher's knowledge and skills make more difference for student learning than any other single factor. Clearly that means if we want to

improve student learning, what we have to do is invest in teachers' learning. We have to be sure that teachers understand not only their content area, which is very important, but also, how do students learn? (p. 2)

Past research has found that part-time faculty often lack an understanding of the sequencing of courses and the overall concept of the curriculum in the program where they teach (Miller, 1983). Part-time faculty may also not have included the same content as the full-time instructors or program coordinators who teach other sections of the same course. Additionally, part-time faculty have often been criticized for being less vigorous in the standards that they set for student performance and achievement (Friedlander, 1979). These concerns have underscored the importance of the role evaluation plays in assessing the outcomes of professional development report activities as well as recognizing opportunities for delivering professional development efforts, that meet the needs of part-time faculty.

While the importance of the teaching faculty has been regularly proclaimed by the 2-year college literature, Hoerner, Clowes, and Impara (1991) posited that there have been few-to-no comprehensive studies, and only scattered local studies, of the occupational–technical faculty in 2-year colleges that specifically address their professional development activities. The growing need for renewal of an aging and largely tenured full-time faculty as well as the deep concern for the loosely affiliated and variously motivated part-time faculty, have been recurrent themes of past literature on community colleges (Deegan, Tillery, & Melone, 1985).

Hoerner et al. (1991) concluded that knowledge of the professional development activities of community colleges was limited to anecdotal and trace evidence, and that the factors that meaningfully contribute to faculty renewal were meager. As such, the specific focus of the Hoerner et al. study was to identify the characteristics of professional programs or activities made available to occupational–technical faculty. The data, gathered from 708 institutions, showed that 55%, or more than one half, of the colleges that responded rarely had part-time faculty participate in professional development activities; and slightly less than one half (48%) even made professional development activities available to their part-time faculty members. The study also found that there was little evidence of institution-wide planning for professional development, and that the more typical situation was a series of activities originating at the department or division level that served individual full-time faculty needs. The five areas of professional development activities provided to full-time faculty identified by at least two thirds of those surveyed were: teaching methods, computer-assisted instruction, knowledge/skills updating, student advising and evaluation, general education in technical programs, and instruction improvement. In contrast, few activities were identified for part-time faculty and in cases where part-time faculty, were involved, activities often consisted of a passive or de facto process of simply allowing access for part-time teachers to the activities planned for their full-time counterparts. When specific provisions were made for part-time faculty professional development, the topics most often addressed were teaching methods, computer applications, evaluation, and college mission. While 41% of the institutions in the study reported an identifiable budget line for faculty professional development, 74% reported that no funds were dedicated to part-time faculty professional development. Additionally, the data indicated that a clear preference for using inexpensive delivery methods for professional development activities, whether for full- or part-time faculty, was preferred by the responding institutions. Of the 15 full-time professional development delivery methods used by the responding institutions, 9 of the

methods were considered low-cost alternatives, while the remaining 6 were high-cost options. For the 40% of responding institutions that indicated part-time faculty participated in a professional development activity, all of the delivery methods used for the part-time development opportunities were in the low-cost alternative grouping. The five low-cost delivery methods cited by study participants as used most frequently were: group orientation, on-campus orientation, local conferences centered around group activities, and individualized orientation and noncredit courses structured around the individual. Concerning incentives, the rewards for involvement in professional development activities sponsored or endorsed by the institution can be intrinsic or extrinsic. Intrinsic rewards, those which involve personal gains or satisfy personal interests, and usually cost the institution very little or virtually nothing. Extrinsic rewards, however, were recognized by participants as primarily benefitting the institution rather than the individual, and the reward became the incentive to participate in the activity. The study found that professional development programs and activities for full-time faculty were actually blends of both intrinsic and extrinsic rewards. More than 80% of the institutions indicated that they relied on intrinsic rewards in the form of individual full-time faculty member commitments to improve their knowledge and skills, as well as individual professionalism to promote and maintain participation. Likewise, more than 80% indicated that they provided extrinsic rewards for involvement by making travel funds available and purchasing specialized equipment. More than 70% of the respondents provided extrinsic rewards or incentives to full-time faculty through release time and paid tuition. Slightly more than one half of the institutions mandated participation in professional development activities, which could be viewed as an incentive or disincentive, depending on the perspective. The most important finding discovered concerning rewards for part-time faculty was that part-time involvement is based solely on intrinsic rewards, with the part-time faculty members' commitment to improvement of instruction and individual professionalism cited as the main incentives. The findings of Hoerner et al. (1991) agreed with those of Selman and Wilmoth (1986) in which, although over one third of the part-time instructors in their study indicated an expectation and desire to be compensated in some way for taking part in a professional development program, the system for employing part-time faculty rarely provided direct incentives for professional development., it did stand to reason that much of the incentive to participate would be intrinsic. Since the Hoerner et al. study also discovered that part-time faculty were only incidentally involved as recipients of professional development activities, little to no funding was devoted to providing this group with professional development opportunities, and part-time faculty were only minimally involved in the planning and delivery of such efforts when they did occur.

McCright (1983) conducted a study at Marshalltown Community College (MCC) to determine the professional development needs of part-time faculty at the college. In the 6 years prior to the study, the colleges' full-time instructional staff decreased from 90% to less than 50% of all instructors. As MCC became more heavily dependent upon part-time faculty members to carry out the mission of the college, concerns about these faculty members' lack of teaching skills and experience at the postsecondary level, skills developed by their full-time counterparts prior to being employed and entering the classroom, began to surface. As the part-time instructors became a proportionally larger part of the college's instructional staff, the need for a professional development program for part-time instructors gained increased importance. A college-sponsored faculty development program for part-time faculty members became an important goal for the college and was the impetus for this study.

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The study found that 64% of the part-time faculty had more than 4 years of teaching experience with only 10% having no prior teaching experience at all. A majority of the respondents had a high level of formal education, with 65% holding a master's degree or above. Overall, the part-time faculty's perceptions of their professional development needs were heavily weighted toward acquiring and using new knowledge in their disciplines for the courses they teach. Other commonly accepted faculty development activities, such as participation in committee work or developing an understanding of the community college in higher education, ranked low with the part-time faculty respondents. Additionally, almost one half of the respondents indicated that they were interested in being recognized for innovative teaching as an incentive to participate in professional development activities. Based on the study's findings, it was recommended that part-time faculty at MCC be more fully recognized as an important segment of the total instructional staff, that professional development workshops with varied formats be instituted at the college, and activities involving part-time instructors with full-time faculty members be initiated.

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

A five-factor solution extracted 48 of the 99 competencies with factor loadings of + .50 or higher. Four of the five factors extracted were identified with Factor 1 being considered a general factor with three interpretable sub-factors. Subfactor 1a was labeled History, Philosophy, and Objectives; Subfactor 1b was labeled Community Relations; and Subfactor 1c was labeled Professionalism. Factor 2 was identified as Program Operation, Factor 3 was called Measurement and Course Construction, and the remaining Factor 4 was labeled Instructional Strategies (Gunderson, 1971). The study, in ranking the 10 highest mean competencies, showed that motivating students was the highest ranked competency, and 9 of the top 10 professional competencies grouped under Factor 4, Instructional Strategies. The heavy loading of competencies grouped into the Instructional Strategies factor makes intuitive sense, as most instructors would perhaps consciously or subconsciously make their teaching skills and delivery a priority.

In dealing with the professional development needs of part-time faculty, a variety of strategies have been used by administrators, including group orientation sessions; one-to-one counseling with division chairs or other college faculty members; workshops addressing topics ranging from improving teaching skills to informing faculty members of institutional policies, procedures, and objectives; team teaching; and mentoring. NCRVE (1991) provided a summary of two of the papers presented at the National Conference on Professional Development of Part-Time Occupational/Technical Faculty where innovative practices in professional development was the focus. At the El Paso Community College, a part-time faculty development issues committee composed of part-time faculty members suggested the following professional development activities based on the concerns and needs of the part-time faculty. Their recommendations included: (a) informal development sessions held on Saturdays to accommodate the diverse scheduling demands often encountered with part-time

faculty, (b) a mentor program matching experienced part- and full-time faculty as volunteer colleagues with new and entering part-time faculty members, (c) a checklist designed by part-time faculty to both determine and inform a faculty member's familiarity with available instructional and support services, and (d) recognition programs for outstanding teaching and other contributions made by part-time faculty. The findings of a survey of public postsecondary technical education institutions also discovered that part-time faculty desire additional recognition—but with improved salary structures. Based on the results of the study, six recommendations were offered to postsecondary occupational educators:

1. Improve salary structures to reward part-time faculty who are actively engaged in a professional development program or selected activities.
2. Encourage part-time faculty to become involved in instructional-related activities.
3. Promote collegiality between full- and part-time faculty members.
4. Alter office hours of regular faculty in order to provide opportunities for meaningful interaction and dialogue with part-time faculty.
5. Review institutional policies and the organizational environment as they affect professional development.
6. Provide more opportunities for part-time faculty to develop skills in teaching special needs students (i.e., disadvantaged or at-risk students, handicapped students, English as a second language students, nontraditional or older students, and single-parent students; (p. 47).

Finally, in a 2-year study of community, technical, and junior colleges by the NCRVE, no single model of professional development emerged as the best way to accomplish a school's professional development goals. The culmination of the research project that first surveyed 708 community, technical, and junior colleges, and then chose six of the responding institutions to participate in a case study using focus group and individual interviews, found that "professional development in its best, exemplary patterns, [is] a natural consequence of a well-led, effective institution. Professional development is an essential ingredient for an effective institution, but, by itself, it cannot make an institution effective" (NCRVE, 1991, p. 49).

However, some common elements did emerge from the study. It was found that professional development programs are one vehicle through which institutions may help organizational members to understand the institution's values and ideology. In this way, new members can align themselves with the institution and become true stakeholders. Learning about, and becoming part of, the institution's culture helps create a positive teaching and working environment. Also, leadership support of individual and professional growth contributes significantly to the empowerment of individuals within the organization. A core of empowered individuals can positively influence both the culture of the organization and the direction of its future development and growth. Allowing part-time faculty to build a sense of community around shared values through professional development helps in addressing both long- and short-term institutional issues.

A study conducted by LOEO (2001) indicated that teachers, administrators, and service providers believed that effective teacher professional development included learning opportunities that resulted in changes in classroom instruction, as well as improved student achievement. Specifically, of the 14 characteristics of effective professional development encountered, those activities considered most effective were those that provided peer-to-peer engagement, hands-on practice and coaching, group collaboration, subject-specific relevance,

opportunities within normal job responsibilities, and sustained, long-term efforts within the institution. Practices such as one-shot, lecture-oriented activities with no opportunities to observe, critique, and reflect on the information and with no relevance to the subject area, were found to be less effective professional development practices. Concerning the professional development practices and activities, that are most appropriate or effective for a division, college, or district, the literature bears witness to the statement that it depends on many factors. Perhaps Brown (2000) said it best: "Many factors must be considered in selecting professional development activities, e.g., personal and professional goals, school mission, administrative policies and procedures, and the business community" (p. 4). Additional research (LOEO, 2001) indicated that effective professional development must be an ongoing collaborative process that combines teacher skill, knowledge, experience, and identified needs with new instructional and curricular strategies, methods, and practices. Professional development should be designed to support the continued growth of teachers, the improvement of school and institutional effectiveness, and, the learning and achievement of students.

Conceptual Framework for the Study

The model shown in Figure 1 provides a conceptualization of the factors that influence the perceptions of occupational education officers concerning the activities, needs, and delivery methods of professional development for part-time community college occupational and technical faculty. The model shows that part-time faculty members and the actual professional development activities provided by the institution impact the perceptions of occupational education officers regarding the needs, delivery methods, and activities of delivering professional development to part-time faculty. The perceived needs, methods, and activities of the occupational education officers would, in turn, influence their recommendations for providing part-time faculty professional development opportunities as they relate to the seven instructional competency areas used in the survey instrument for this study.
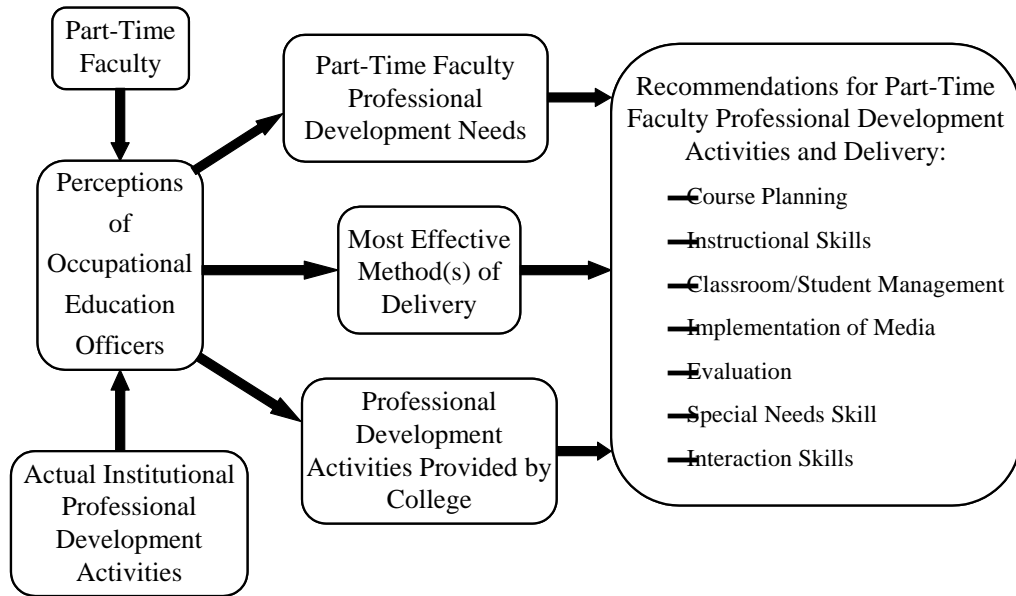
Figure 1. Conceptual framework of the factors influencing recommendations for part-time
faculty professional development.

It was apparent to the researchers, at the conclusion of the literature review, that there
have been several investigations related to the professional development activities, needs,
and delivery methods to part-time community college faculty. The literature provided a
background to the relevance and ability to collect the data to meet the purpose and objectives
of this study. This study was not intended to replicate any previous studies nor collect
information or make conclusions that supported the reviewed literature. Based upon the
reviewed literature, it was determined that this study was relevant, feasible, and useful to
collecting information which would help explore and describe the professional development
activities, instructional needs, and appropriate delivery methods for part-time occupational
and technical program faculty in the community colleges in the United States.

METHODS

Population

The purpose of this study was to identify and quantify the types and frequency of occurrence of professional development activities provided to part-time occupational and technical faculty, as well as to assess the perceptions of occupational education officers concerning the part-time faculty instructional professional development needs and their most effective delivery methods. This study used descriptive survey research methodology (Ary, Jacobs, & Razavieh, 1996), and included the entire population of interest as a census with no sampling techniques utilized. The target population for this study was the occupational education officers at community colleges in all 50 U.S states. The frame for the study was the 2001 (AACC) membership directory that includes the listing of community college occupational education officers. AACC is the national advocate for community colleges in the United States and the 2001 membership directory provided the most accurate, comprehensively, and available list of the target population members. The directory provided the names of the key personnel (occupational education officers), who logically would be responsible for the administration of part-time occupational and technical faculty and instruction at the community colleges in the United States. It was assumed that the occupational education officer would be in the best position to provide current and relevant information concerning the part-time occupational and technical faculty within their community college. Other administrative positions within the AACC directory such as president, chancellor, or provost (although more numerous) were considered to be too far removed from, or unfamiliar with, the kinds and types of data sought by this study. Choosing the less frequently occurring occupational education officer position over another more prevalent administrative position was done for two reasons. First, it was deemed that the data obtained from the occupational education officers would be less distorted or more accurate and, second, a more complete response set would be attainable from an administrative level closer to the actual occurrence of part-time faculty instruction and student contact. In summary, it was decided that the AACC list of occupational education officers were the administrators who would most closely resemble or replicate the chair of occupational or career and technical education programs at the community college level. A total of 101 occupational education officers were identified from the AACC Directory to form the population of interest for this study. Participation in the data collection for this study was strictly voluntary.

Information about the number, turnover, and perceived benefits of hiring part-time faculty were collected using the survey instrument developed for this research project. Although this information did not specifically address any of the previously stated objectives of this study, it was deemed prudent to collect this data in order to provide the context or benchmark in which the remaining data is anchored. The information may also be useful in future analysis efforts. For example, perceived instructional needs or perhaps methods of professional development delivery may be related to the number of part-time faculty or rate of turnover experienced by a community college. The data provided by the occupational education officers concerning the number of part-time faculty, rate of turnover, and perceived benefits are presented in Table 1 and Table 2.

The information in Table 1 shows that the number of part-time faculty within the community colleges of those who responded varied from a low of 9 to a high of 800

($M = 194$, $SD = 170$). The estimated average percentage of turnover was 19%, and ranged from 0% to 50% for the colleges that the occupational education officers represented.

Table 1

Characteristics of the Part-Time Faculty Member Workforce (N = 47)

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

Table 2 presents the data indicating how respondents perceived the level of importance associated with the benefits of hiring part-time faculty. Over one half of the respondents indicated that the ability to teach flexible hours including nights and weekends (70%), to provide up-to-date workplace skills and practices required in their occupation (57%), and to offer specialized courses (53%) were very important benefits of hiring part-time faculty. Means for these three items range from 4.60 ($SD = .71$) for the ability to teach at flexible times, 4.50 ($SD = .66$) for up-to-date workplace skills, and 4.30 ($SD = .93$) for the ability to offer specialized courses. The data indicates that the average attitude of the respondents for these three benefits of hiring part-time faculty were "moderately" important. The item of cost savings had a mean of 4.0 ($SD = 1.21$), which achieves the moderately important level, and approximately one half of the respondents (47%) indicated that this benefit was very important.

Table 2

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

NOTE.   NI = Not Important; SlI = Slightly Important; SoI = Somewhat Important;
        MI = Moderately Important; VI = Very Important
Summated *M* = 3.70, *SD* = .55
[2]Boldface figures indicate modes.

The benefits of improving the effectiveness and instructional practices of full-time faculty
(*M* = 2.74, *SD* = 1.15) and relieving full-time faculty of introductory and lower-sequenced
courses (*M* = 2.10, *SD* = 1.23) were rated at slightly important. Both items only achieved
means between slightly important and somewhat important without any noticeable
accumulation of responses other than perhaps a 43% response rate in the not important
category for the item of relieving full-time faculty of introductory course-teaching
responsibilities. A summated mean of 3.70 (*SD* = .55) was calculated for the six items used
to measure the perceived level of importance of the benefits of hiring part-time faculty. This
indicates that the respondents' overall attitude toward the benefits of hiring part-time faculty,
assuming that the six items contribute to the same domain, was somewhat important.
Approximately 85% (*n* = 40) of the respondents held perceptions of somewhat important or
higher toward the benefits of hiring part-time faculty, and almost 45% (*n* = 21) or slightly
less than half, were aligned with the summated mean attitude of 3.70.

Instrumentation

The survey instrument (Appendix) developed to collect the data for this study was a modification of a questionnaire developed by Pucel et al. (1978). An extensive review of the resources and process employed to develop the survey instrument used in their study provided the platform upon for this study's survey instrument. The research conducted by Kelly (1991), Selman and Wilmoth (1986), Goetsch (1978), Cross and Angelo (1989), Van Ast (1992), and Danielson (1996) provided additional support to the functionality and appropriateness of using the seven teaching competency domain areas and the contents of the Pucel et al. survey instrument. Modifications to the survey instrument used in this study were supported and confirmed by additional studies and related literature concerning the professional development of part-time community college faculty. The questionnaire format and content were based on the review of related literature, the personal experience of the researcher as a part-time instructor in a welding technology program at a New Mexico community college, the review of a panel of experts, and a pilot test. The questionnaire consisted of the following parts:

 1. Section I of the survey instrument included basic descriptive information about the part-time instructional faculty that were managed by, or who interacted with, the occupational education officers, and the perceptions of survey respondents concerning the level of importance associated with the benefits of hiring part-time faculty. This section of the questionnaire was designed to gather information about the characteristics of the part-time occupational and technical program faculty who work at each community college. This information was used to place into context the perceived instructional needs, the current professional development activities, and most appropriate delivery method(s).

 2. Section II of the survey instrument consisted of 58 classroom teaching skills that occupational education officers may perceive that part-time occupational and technical program faculty need to develop. They were grouped into six teaching skills categories: (a) course planning, (b) instructional skills, (c) classroom/student management skills, (d) media implementation, (e) evaluation skills and (f) interaction skills. These items were designed to gather information about the skills that occupational education officers believe are important enough to be included as part-time faculty professional development activities or in a comprehensive professional development program.

 3. Section III of the survey instrument asked the occupational education officers to indicate the amount of professional development activities currently provided to part-time faculty at their institution, and if such activities were required by their college. The items were designed to gather information about the frequency of occurrence of part-time professional development activities that were being provided at the occupational education officer's school. Section III also asked respondents to rank order three categories of teacher knowledge they believed should be provided in any professional development program or activity. The three categories were: (a) policies and procedures of the college, (b) instructional skills/classroom management, and (c) technical competency in area of teaching specialty.

 4. Section IV of the survey instrument collected information concerning the perceived best delivery method(s) of professional development activities for part-time faculty. It was designed with items that measure the perceptions of occupational education officers

concerning which professional development delivery methods should be used to serve the part-time faculty.

Validity

The survey instrument was carefully constructed by the researcher using known and accepted data collection and survey design techniques as well as the appropriate methodology for testing and establishing validity and reliability. Content and face validity were established using a panel of experts ($N = 11$) with expertise in descriptive survey research design, survey instruments and/or data collection, and the intricacies of the part-time faculty phenomenon in postsecondary community college education. Panel comments and recommendations were considered and incorporated into the final instrument.

Reliability

Thirty-two occupational education officers or their equivalents were selected from the National Council for Occupational Education's membership directory (2000) to participate in a pilot study to attempt to establish the reliability of the survey instrument. Measurement of internal consistency (ensuring that all items are contributing to the same domain) was established using Cronbach's coefficient alpha for the summated scales. A reliability coefficient of .70 was set a priori for this study. Cronbach's alpha coefficients for the summated scales using the Likert-type question and answer format in the survey instrument were as follows: (a) concerning the perceptions of the benefits of hiring part-time faculty, the coefficient was .73 after the deletion of the item "Provide flexibility in program planning" (b) regarding the 58 items related to the perceived level of needed teaching skills, the coefficient was .94, and (c) the items related to the amount of formal professional development offered by respondents' colleges, the coefficient was .85. Recommendations of satisfactory levels of reliability provided by Nunnally (1967) and Ary et al. (1996) led to the determination that the instrument was reliable based on the results of the pilot test.

Data Collection and Analysis

Dillman's (2000) Tailored Design Method applying the tenets of the social exchange theory and utilizing the five elements for achieving high response rates—(a) respondent-friendly questionnaire, (b) five timely contacts, (c) a real first-class stamped return envelope, (d) personalized and non-duplicated correspondence, and (e) token financial incentives) were the basic structural features around which the survey administration process was designed. The total response was 52 returned surveys, or 51% of the population. Only 47 (87% of those returned) were usable; five were returned with either no or incomplete responses. Responses to the questionnaire were coded into a personal computer and analyzed to summarize the data collected from the target population using SPSS (®Statistical Package for the Social Sciences, 10.0 for Windows®). Concerning the control of nonresponse error, data collected from a random sample of the nonrespondents were compared with the data received from the respondents using both parametric and nonparametric tests. It was determined that the data collected from the respondents were not different from the nonrespondents, therefore, the findings of this study were generalized to the target population.

FINDINGS

The purpose of this study was to identify and quantify the types and frequency of occurrence of professional development activities provided to part-time occupational and technical faculty, and to assess the perceptions of occupational education officers concerning the part-time faculty instructional professional development needs and their most effective delivery method. The following tables and corresponding discussions provide a summary of the salient information collected and analyzed for this study.

Perceived Instructional Professional Development Needs

Tables 3–11 present the frequencies, modes, means, and standard deviations obtained from data collected for 58 items that quantify the responses of occupational education officers concerning the amount of help part-time faculty members were perceived to need in r six teaching skills categories. The six categories of teaching skills were (a) course planning, (b) instructional, (c) classroom/student management, (d) media implementation, (e) evaluation, and (f) interaction. Each category has been presented in a separate table along, with a summated mean to describe how the responses to items within a category contributed to an overall attitude of the respondents for that category. Degrees of help that occupational education officers perceived were needed by part-time faculty were categorized using a 5-point anchored Likert-type scale with the following categories: 1 = Need No Help, 2 = Need Slight Help, 3 = Need Some Help, 4 = Need Moderate Help, and, 5 = Need Much Help. An additional category of "Does Not Apply" with a value of 6 was included to more fully understand the responses of the survey participants; however, it was not deemed to necessarily represent an attitude of how much instructional skills help part-time faculty need. As such, the "Does Not Apply" response item was not used to compute any item's means and corresponding standard deviations. Each of the six teaching skill categories also contained a response item labeled "other (please specify)" with additional space for an open-ended statement or clarifying remarks. This was done to encourage responses to the survey questionnaire, as well as give the opportunity to more thoroughly explore the potential domain of items related to instructional skills not actually provided on the survey instrument. Tables 4.1–4.9 do not contain the "other" response item within the table format since only three additional comments were provided by respondents for the entire set of 58 items in the six teaching skill categories. The three comments that were received will be discussed as part of the dialogue for the tables in which the "other" item was selected.

Course Planning Skills

The perceptions of occupational education officers of the needed skills for part-time faculty related to course planning are provided in Table 3. There were 11 items in this category. The only item to achieve a mean score above 4.00, (corresponding to a part-time faculty member's need for "moderate" help) was "identifying the learning characteristics of remaining 10 items had means less than 4.00 indicating that it was perceived that part-time faculty only needed "some" help in developing teaching skills related to course planning in the areas represented by these items. All of the items in this category received at least one response that they did not apply to the professional development instructional needs of part-time faculty. Preparing course

objectives received the most at 9% ($n = 4$), while six others received 4% ($n = 2$), and the remaining four received 2% ($n = 1$). The summated mean for respondents' perceptions toward part-time faculty professional development needs related to course planning was 3.66 ($SD = .84$) indicating that "some" help was perceived to be needed in the area of course planning.

Table 3

Perceptions of Needed Pedagogical Skills for Part-Time Faculty—Course Planning (N=47)

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

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

NOTE.   NH = Need No Help; SlH = Need Slight Help; SoH = Need Some Help; MoH = Need Moderate Help;
MH = Need Much Help; DNA = Does Not Apply.
Summated *M* = 3.66, *SD* = .84
[2]Boldface figures indicate modes.

Instructional Skills

Table 4 provides data on occupational education officers' perceptions of needed pedagogical skills for part-time faculty specific to 18 items in the category of instructional skills. Only the item "alternating teaching methods to accommodate different learning styles" had a mean over 4.00 ($M = 4.13$, $SD = .97$), indicating that part-time faculty were perceived to need "moderate" help in developing this skill. The next eight items had means above 3.00, demonstrating that the occupational education officers felt that part-time faculty only needed "some" help in the following instructional skills: (a) adjusting instruction to accommodate for students with different paces of learning had the second-highest mean of 3.89 with a standard deviation of 1.05; (b) employing simulation techniques using likenesses, models, or mock-ups of what students will find in the world of work ($M = 3.53$, $SD = 1.14$); (c) directing students in applying problem solving techniques ($M = 3.51$, $SD = 1.12$);(d) providing positive feedback to students ($M = 3.47$, $SD = 1.04$); (e) directing individualized instruction through the use of learning packets, modules, etc. ($M = 3.44$, $SD = 1.33$); (f) directing students on how and what to study ($M = 3.17$, $SD = 1.17$); (g) conducting group or panel discussions ($M=3.17$, $SD = 1.31$) and, (h) planning and directing individual or group field trips ($M = 3.17$, $SD = 1.58$). The remaining nine items in the instructional skills category had average response rates less than 3.00, indicating that it was perceived that part-time faculty only needed "slight" help in these areas. Thirteen percent (13%) ($n = 6$) of the respondents also believed that the instructional skill of planning and directing individual and group field trips does not apply to the professional development needs of part-time community college faculty. No respondents selected the "other" item in this category. The summated mean for this category was 3.10 ($SD = .74$), showing that the respondents had an overall belief that "some" help should be provided to part-time faculty in the area of specific instructional skills.

Table 4

Perceptions of Needed Pedagogical Skills for Part-Time Faculty—Instructional Skills (N = 47)

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

Table continues

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

Table continues

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

NOTE.   NH = Need No Help; SlH = Need Slight Help; SoH = Need Some Help; MoH = Need Moderate Help;
            MH = Need Much Help; DNA = Does Not Apply.

Summated *M* = 3.10, *SD* = .74

ᵃBoldface figures indicate mode.

Classroom/Student Management Skills

Data addressing the perceived level of need of part-time faculty for teaching skills related to classroom and student management are presented in Table 5. This teaching skills category contained five items. The items of familiarity with student conduct rules and policies ($M = 3.32$, $SD = 1.22$), identifying appropriate ways of monitoring student progress ($M = 3.30$, $SD = 1.25$), and establishing and maintaining a filing/record keeping system for grades and attendance ($M = 3.30$, $SD = 1.32$) received response rates that indicate part-time faculty were perceived to need "some" help in these areas. Only "slight" help was believed to be needed for the part-time faculty in the remaining two items of identifying, locating, and obtaining necessary supplies, equipment, and teaching aids ($M = 2.96$, $SD = 1.18$), and providing a safe and healthy classroom/laboratory environment ($M = 2.53$, $S D= 1.23$). None of the survey participants selected the "other" item in this category of teaching skills. A summated perception of the amount of help needed by part-time faculty in the area of classroom/student management skills revealed a mean of 3.08 ($SD = 1.0$).

Table 5

Perceptions of Needed Pedagogical Skills for Part-Time Faculty—Classroom/Student Management Skills (N = 47)

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

NO

NOTE. NH = Need No Help; SlH = Need Slight Help; SoH = Need Some Help; MoH = Need Moderate Help;
MH = Need Much Help; DNA = Does Not Apply.
Summated *M* = 3.08, *SD* = 1.00
[a]Boldface figures indicate modes.

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Media Implementation Skills

Table 6 shows the information provided by occupational education officers responding to the perceived needs of part-time faculty for teaching skills related to nine items in the media implementation category. Respondents perceived that part-time faculty needed at least "moderate" help in the two items of participation in Web-based instruction ($M = 4.52$, $SD = .85$) and participation in distance learning ($M = 4.20$, $SD = .92$). The following four items received response rates indicating that "some" help was needed by part-time faculty: (a) using the Internet for Webcasts or online discussions ($M = 3.91$, $SD = 1.20$); (b) using multimedia techniques for instruction (e.g., computers, presentation software, etc.) ($M = 3.74$, $SD = .99$); (c) locating, ordering, and evaluating audio-visual instructional materials ($M =3 .48$, $SD = 1.28$); and (d) using the Internet for information searches and data base retrieval ($M = 3.39$, $SD = 1.28$). Preparing and presenting information with television and video tape equipment ($M = 2.98$, $SD = 1.34$) and preparing and presenting overhead transparency materials ($M = 2.87$, $SD = 1.15$) achieved average response rates, revealing that only "slight" help in these instructional skill areas were needed by part-time faculty. The item of presenting information using chalk or dry-erase boards or flip charts had a mean of 1.94 ($SD = 1.05$), signifying that respondents perceived this to be a pedagogical skill that is either not or only slightly needed by part-time faculty. The "other" item was not chosen by any of the respondents in the media implementation skills category. A value of 3.45, with a standard deviation of .79, was obtained for the summated mean of the responses to the factors of teaching skills pertaining to the use of media.

Table 6

Perceptions of Needed Pedagogical Skills for Part-Time Faculty—Implementation of Media (N = 47)

Perceptions of Needed Teaching Skills—Media Implementation	NH	SlH	SoH	MoH	MH	DNA		
	N %	N %	N %	N %	N %	N %	*M*	*SD*
Participation in Web-based instruction	0 (0)	1 (2)	4 (8.5)	15 (32)	23[a] (49)	4 (8.5)	4.52	.85
Participation in distance learning	0 (0)	3 (6)	6 (13)	18 (38)	19[a] (41)	1 (2)	4.20	.92
Connecting to the Internet for Webcasts or online discussions	0 (0)	8 (17)	9 (19)	11 (24)	17[a] (36)	2 (4)	3.91	1.20
Using multimedia techniques for instruction (e.g., computers, presentation software)	1 (2)	4 (9)	12 (26)	19[a] (40)	11 (23)	0 (0)	3.74	.99
Locating, ordering, and evaluating audiovisual instructional materials	4 (9)	6 (13)	11 (23)	18[a] (38)5	5 (11)	3 (6)	3.48	1.28
Connecting to the Internet for information searches and database retrieval	3 (7)	11 (23)	9 (19)	14[a] (30)	9 (19)	1 (2)	3.39	1.28

Table continues

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

NOTE.   NH = Need No Help; SIH = Need Slight Help; SoH = Need Some Help; MoH = Need Moderate Help;
        MH = Need Much Help; DNA = Does Not Apply.

Summated *M* = 3.45, *SD* = .79

[a]Boldface figures indicate modes.

Evaluation Skills

Information collected concerning the five items in the evaluation category of the perceived needed teaching skills of part-time community college faculty is displayed in Table 7. No items achieved means above 3.44, or the perception that anything more than "some" help was needed by part-time faculty concerning teaching skills focused on evaluation. Developing objective criteria to evaluate lab performance ($M = 3.44$, $SD = 1.12$), evaluating student performance according to entry-level occupational performance standards ($M = 3.42$, $SD = .97$), and developing a written test/quiz to determine student knowledge of course materials ($M = 3.02$, $SD = 1.07$) were stipulated by respondents to be areas in which part-time faculty need "some" help. However, only "slight" help was perceived to be needed in the measured items of scheduling and using tests/quizzes ($M = 2.8$, $SD = 1.10$) and determining student grades for the course ($M = 2.57$, SD = 1.08). One respondent selected the "other" item in this teaching skill category and further indicated that "assessing student performance according to learning outcomes" was a skill in which part-time faculty needed "much" help. Concerning the evaluation category of teaching skills perceived to be needed by part-time faculty, a summated mean of the data yielded a value of 3.05 ($SD = .94$), indicating that the respondents felt that part-time faculty need at least "some" help in evaluation.

Table 7

Perceptions of Needed Pedagogical Skills for Part-Time Faculty—Evaluation (N = 47)

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

NOTE.   NH = Need No Help; SIH = Need Slight Help; SlH = Need Some Help; SoH = Need Some Help;
        MoH = Need Moderate Help; MH = Need Much Help; DNA = Does Not Apply.
Summated *M* = 3.05, *SD* = .94
[a]Boldface figures indicate modes.

Interaction Skills

Table 8 presents the figures for the average perceptions of respondents concerning the perceived degree of need of part-time community college faculty for teaching skills related to 10 items in the category of interaction skills. None of the item averages exceed 3.55, indicating that it was perceived that "no help" to "some help" was needed for part-time instructors in this category. Table 8 shows that understanding what motivates students to participate ($M = 3.55$, $SD = 1.06$), understanding the effects of past educational successes or failures upon learners ($M = 3.53$, $SD = 1.02$), identifying and using appropriate ways of interaction to assist students ($M = 3.22$, $SD = 1.10$), and understanding the conditions and forces—cultural, social, and economic—that influence student learning ($M = 3.21$, $SD = 1.02$) are teaching skills that part-time faculty are perceived to need "some" help in developing. The remaining six interaction skills have average response rates, which indicates that only "slight" help ($M = 2.87$) is needed by the part-time faculty and none of these items present notable response percentages in any of the six response scales. Respondents did not select the "other" response item for this teaching skills category. The summated mean for the perceptions of the respondents addressing interaction skills was 3.00 ($SD = .89$), signifying that part-time faculty need "some" help in this category of teaching skills.

Table 8

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

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

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

NOTE.   NH = Need No Help; SlH = Need Slight Help; SoH = Need Some Help; MoH = Need Moderate Help;
         MH = Need Much Help; DNA = Does Not Apply.
Summated M=3.00, SD=.89
[a]Boldface figures indicate modes.

Professional Development Activity—Frequency of Occurrence and Required Status

Table 9 reveals the information collected about the amount or level of occurrence of part-time faculty professional development activities offered by the community colleges of the respondents. The table also provides data expressing whether or not part-time faculty were required to participate by the respondent's college in any of the 12 listed professional development categories. The current level of professional development provided by the respondent's college were categorized using a 5-point anchored Likert-type scale with the following categories: 1 = rarely/never (only if requested or mandated, 2 = occasionally (only as need and opportunity correspond), 3 = sometimes (at least once a quarter or semester), 4 = often (twice or more each quarter or semester) and 5 = regularly (consistently scheduled activities). only four items attained responses high enough to indicate that, on average, the professional development activity was offered "sometimes" or at least once a quarter or semester. no item means were found to reach the "often" (twice or more each quarter or semester) or "regularly" (consistently scheduled activities) levels. Orientation to the policies and procedures of the college/department. ($M = 3.36$, $SD = 1.28$), introduction to other college faculty/staff ($M = 3.13$, $SD = 1.34$), orientation to the course/classroom facilities ($M = 3.11$, $SD = 1.32$) and, assistance in meeting administrative requirements (e.g., hiring procedures, payroll, etc.) ($M = 3.02$, $SD = 1.39$) all achieved the "sometimes," or at least once a quarter or semester, level. The percentage of respondents who indicated that these four activities were "regularly" offered ranged from 18–22%. The only other item receiving responses indicating regular offerings equaling this range would be that of evaluation (20%); however, this item's mean of 2.80 ($SD = 1.41$) only registers in the "occasional" level of occurrence (only as need and opportunity correspond). Concerning whether part-time faculty were required to participate in any of the 12 professional development activities, all the activities were required by at least one (2%) of the respondents' colleges. Of the four items with means above 3.00, 20% ($n = 9$) of the respondents indicated that part-time faculty were required to participate in an introduction or orientation to the policies and procedures of the college/department, while 11% ($n = 5$) stipulated that the remaining three items of: (a) introduction to other college faculty/staff, (b) orientation to the course/classroom facilities and, (c) assistance in meeting administrative requirements were also required. The item of "evaluation," which had a relatively low mean ($M = 2.80$, $SD = 1.41$) but the second highest percentage of responses (20%) in the "regularly" offered response category, received a 13% ($n = 6$) response as a required professional development activity for part-time faculty.

Table 9

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

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

Table continues

Professional Development Activities (cont.)	R/N N %	Occ N %	Som N %	Oft N %	Reg N %	*M*	*SD*	Yes f^a	%	No f^a	%
Instructional Skills	7 (16)	**18[b]** (42)	14 (32)	2 (5)	2 (5)	2.40	.98	1	2	42	98
Classroom/Student Management Skills	9 (20)	**18[b]** (40)	13 (29)	4 (9)	1 (2)	2.33	.98	3	7	42	93
Course Planning	10 (23)	**17[b]** (39)	13 (29)	2 (4.5)	2 (4.5)	2.30	1.02	4	9	40	91
Training in Academic Misconduct/ Grading Grievance Procedures	13 (29)	**17[b]** (39)	10 (23)	2 (4.5)	2 (4.5)	2.16	1.06	2	4	42	96
Interaction Skills	15 (35)	**16[b]** (37)	8 (18)	3 (7)	1 (3)	2.05	1.02	1	2	42	98

NOTE. 1 = Rarely/Never–only if requested or mandated; 2 = Occasionally–only as need and opportunity correspond;
3 = Sometimes–at least once a quarter or semester; 4 = Often–twice or more each quarter or semester;
5 = Regularly–consistently scheduled activities
[a]Frequencies not totaling 47 are due to missing data.
[b]Boldface figures indicate modes.

Perceptions of Professional Development Method(s) of Delivery

Information collected about the perceptions of occupational education officers concerning the most effective method(s) of delivering professional development activities to part-time occupational and technical program faculty are presented in Table 10. Perceptions concerning the delivery of professional development were obtained using nine questions.

Table 10

Perceptions of Part-Time Faculty Professional Development Delivery Preferences (N = 47)

Item	f^a	%
Perceptions of Part-Time Faculty Members Willingness to Participate in Professional Development		
They would be willing to participate in at least one activity *per semester or quarter*	20	44
They would be willing to participate in *one* professional development activity per academic year *only*	19	41
They would be willing participate in more than one activity per semester or quarter	3	7
They would *not* be willing to participate in any professional development activities	2	4
Part-time faculty are *required* to participate in professional development activities when offered	2	4
Perceptions of How Part-Time Faculty Members Would Most Like to Learn[b]		
Seminar discussions	37	79
Group classroom activities	29	62
Computer-assisted instruction or multimedia interaction	26	55
Self-study materials such as prerecorded learning modules or units	14	30
Lecture format with outside reading/homework	2	4

Table continues

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

Table continues

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Item	f^a	%
Manner in Which Part-Time Faculty Professional Development Needs Are Met in Respondent's College[b]		
School staff at the program or division level	41	87
School staff at the institutional level	25	53
Needs not currently being met	11	23
Self-study programs	6	13
Teacher educators from college(s)/university(s)	5	11
Instructors from private sources	3	6
Not aware of any needs	1	2
Perceived Part-Time Faculty Member Compensation For Participating in Professional Development Activities[b]		
Per diem with travel expenses	32	68
Personal growth	23	49
Clock-hour credit toward certification/licensure	19	40
Incentive pay raise	16	34
College credit	12	26
Paid time-off	7	15

Table continues

Item	f[a]	%
Perceived Interference With Part-Time Faculty Member's Participation In Professional Development Activities[b]		
Other job commitments	47	100
Distance to travel	34	72
Remuneration issues	32	68
Personal motivation	25	53
Experience or inexperience as a teacher	17	36

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

Willingness to Participate

The data pertaining to the perceptions of respondents of part-time faculty members' willingness to participate in professional development activities showed that 44% ($n = 20$) of the respondents believed that part-time faculty would be willing to participate in at least one professional development activity per semester or quarter. The next-highest response of 41% ($n = 19$) indicated that part-time faculty would be willing to participate in *only one* professional development activity per academic year. The remaining three items of willingness to participate in more than one activity per semester or quarter (7%, $n = 3$), not willing to participate in any professional development activity (4%, $n = 2$) and, part-time faculty are required to participate when activities are offered (4%, $n = 2$) were chosen by only 15% of the respondents.

Preferred Method of Delivery

Survey participants were asked to indicate how, if part-time faculty members were to participate in a professional development activity, how they would most like to learn. The rate of responses for the five response categories were: (a) 79% ($n = 37$) seminar discussions, (b) 62% ($n = 29$) group classroom activities, (c) 55% ($n = 26$) computer assisted instruction or multi-media interaction, (d) 30% ($n = 14$), self-study materials such as pre-indicated that lecture format with outside reading/homework would be most desirable.

Time to Attend

Occupational education officers' perceptions of the time(s) that part-time faculty would prefer to attend a professional development activity indicated 68% ($n = 32$) felt that evening/night; in late afternoon 45% ($n = 21$); during a regular weekday at 34% ($n = 34$); and finally 23% ($n = 11$) on weekends.

Time of Year

Regarding the time of year when part-time faculty would prefer to attend a professional development activity, over half (53%, $n = 25$) of the respondents indicated that fall would be the best, while 15% ($n = 7$) selected spring, and 2% ($n = 1$) selected either summer or winter. Thirteen (13, 28%) respondents expressed their perception that the time of year is not an important factor in determining if part-time faculty would attend a professional development activity.

Impediments to Participate

Ninety-two percent (92%, $n = 43$) of those who responded to the survey signified that distance and/or time of travel was an important factor in the decision of part-time faculty to participate in a professional development activity while the remaining four (4, 8%) respondents indicated that this factor was not important.

Manner of Meeting Professional Development Needs

Concerning the information gathered to determine the manner in which part-time faculty professional development needs have been met by a respondent's community college, 87% ($n = 41$) stipulated that such activities are delivered by school staff at the program or division level. Over half (53%, $n = 25$) indicated that professional development is provided by school staff at the institutional level while almost one-quarter (23%, $n=11$) of the occupational educators responding believed that the part-time faculty professional development needs were not currently being met by their institution. Fewer than 15 of the respondents revealed that professional development needs were met via self-study programs (13%, $n = 6$), teacher educators from college(s)/university(s) (11%, $n = 5$), and instructors from private sources (6%, $n = 3$). One respondent (1, 2%) indicated that they were not aware that any part-time faculty professional development needs existed in their particular situation. An "other" response item with space for an open-ended statement was supplied with the other seven possible responses for this question on the questionnaire. Only one survey participant contributed an additional comment concerning how part-time faculty professional development needs were being met by their colleges; "outside seminars funded by the college" was used by their college.

Compensation for Participation

Responses from the study participants concerning how part-time faculty should be compensated for participating in professional development activities are organized in descending order of response rate: (a) 68% ($n = 32$) perceived that per diem with travel expenses would be adequate compensation, (b) 49% ($n = 23$) said part-time faculty should participate for personal growth, (c) 40% ($n = 19$) stated that clock-hour credit toward certification and/or licensure is appropriate remuneration, (d) 34% ($n = 16$) chose incentive pay raise, (e) 26% ($n = 12$) indicated that college credit should be given to participants and finally, (f) 15% ($n = 7$) of the respondents signified part-time faculty should receive paid time-off for participating in professional development activities. Lastly, the information concerning the perceptions of potential factors that may interfere with a part-time faculty member's participation in professional development activities is provided at the bottom of Table 10.

Interference with Participation

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

Importance of Teacher Knowledge Categories

Finally in regard to collecting information to help understand the delivery of professional development activities to part-time faculty, Table 11 reveals the perceived rank order of the level of importance of three categories of teacher knowledge which respondents thought should be provided in any part-time professional development activity or program. Both instructional skills/classroom management and technical competency in area of teaching specialty were chosen by 39% (*n*=17) of the study constituents as being most important while only 23% (*n*=11) selected the policies and procedure of the college as the most important topic for professional development. Half of those surveyed (50%, *n*=24) indicated that part-time teacher knowledge of instructional skills and classroom management were of lesser importance while over half (54%, *n*=24) revealed that the policies and procedures of the college were the least important area of teacher knowledge which should be included in a part-time faculty professional development activity or program.

Table 11

Perceived Rank Order of the Level of Importance of Three Categories of Teacher Knowledge
That Should Be Provided in Part-Time Faculty Member Professional Development
Activities/Programs (N = 47)

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

Note. Most = Most Important; Undec. = Undecided; Least = Least Important.
[a]Boldface figures indicate mode.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Conclusions and Implications of the Study

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

2. <u>Part-time faculty members' ability to teach during flexible hours including nights and weekends, to provide opportunities for the college to offer specialized courses, to provide current work practices and/or skills required in their occupation, and the reduced costs associated with hiring a part-time employee were notable benefits of hiring part-time faculty</u>. Regarding the first two items, part-time faculty willingness to teach at times when full-time faculty either can't or won't, including nights and weekends, along with a college or program's ability to offer specialized courses, would be essential for the uniquely formatted courses that often are the trademark of community colleges. For example, with regard to community education courses, that offer instruction in specialized subjects in a variety of time formats to a typically non-traditional and non-credit or degree-seeking student, the part-time teacher becomes a desirable choice. A part-time faculty member's ability to bring relevance into the classroom from the world of work would also help individuals and/or programs receive the industry or occupational accreditation/certification so necessary in today's standards' and performance-driven educational environment. As Olson (1991) stated, "Industrial/business experience continues to be seen as essential" (p. 346). Concerning the cost savings created by hiring a part-time versus a full-time faculty member, the use of part-time faculty may provide administrators with the flexibility to reduce the overloading of full-time faculty. This can subsequently reduce the direct costs of paying overtime, as well as provide additional staffing during abnormally high enrollments (Bender & Hammons, 1972). Also, since part-time faculty member responsibilities are usually limited to teaching, they are paid on the basis of semester or credit hours and do not receive fringe benefits or submit additional budget item requests; nor do they require additional office space, a telephone, etc.

3. <u>Attention should be given to designing professional development programs and activities in course planning, instructional skills, classroom/student management, media implementation, evaluation, and interaction skills. Special emphasis should be placed on professional development that addresses teaching and learning styles, teaching methods, and distance learning using the Internet and Web-based technology</u>. Identifying the learning characteristics of students and identifying appropriate ways to teach were considered important course-planning skills, whereas preparing course objectives were perceived to not apply to the course-planning skill needs of part-time faculty. Corroborating evidence was discovered during the pilot test in regard to the conclusion that part-time faculty do not need professional development in preparing course objectives. An item labeled "providing flexibility in program planning" included on the survey instrument in the section meant to discover the importance of the benefits of hiring part-time faculty was deleted after examining the results of the pilot test. This item did not achieve the established a priori reliability coefficient value of .70. It appears that the idea of involving part-time faculty in program planning and preparing course objectives was either something that occupational education officers believed was not needed or not appropriate. Finally, based on the summated mean for all 11 items in the course planning skills category, any part-time faculty professional development program should provide assistance in course planning.

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

Part-time faculty was thought to need "some" help in the category of classroom/student management skills. Referring to the response levels for the five items in this category of teaching skills shows that perhaps they are viewed by the respondents as important teaching skills, as they contribute to the collective idea of managing the logistics of teaching a course, but providing a professional development activity focused on any single item may not be needed or advantageous.

Concerning factors addressing media implementation skills, part-time faculty were indicated to need assistance to the greatest extent with participation in Web-based instruction, distance learning, and using the Internet for Webcasts or online discussions. These three items were related to distance learning technology—an endeavor that has received increased attention throughout secondary and postsecondary educational arenas. Perhaps an even greater emphasis on distance education exists in community colleges, where non-traditional learning populations, flexible course schedules, high school graduation equivalencies, community and continuing education opportunities, workforce re-education, unique curriculum designs, and student separation from the college/classroom, among many other circumstances, are some of the foundations upon which the community college philosophy rests. Based on the perceptions of the

respondents in this study, providing distance education professional development opportunities to part-time faculty members is a need that deserves more attention. Teaching using chalk or dry-erase boards or flip charts revealed that teaching or communicating with students using this method was perceived as a skill that part-time faculty need "no" help or only "slight" help in developing. The perceived low need could indicate that occupational education officers believe that part-time faculty don't need this first attempt at using them, that a part-time faculty member should already possess this skill, or perhaps that good teaching is not dependent upon knowing how to use a chalkboard or flip chart.

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

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

4. <u>Professional development activities should occur at least once a quarter or semester on orientation to the policies and procedures of the college and/or department and the course/classroom, introduction to other college faculty/staff, and compliance with administrative requirements</u>. Collected information addressing the amount of professional development activities provided to part-time faculty, as well as whether or not part-time faculty were required to participate, showed that introduction to the policies and procedures of the college and/or department was provided at least once a quarter or semester. This item also received the highest indication of any activity required by the respondents' colleges. Three additional items of (a) introduction to other college faculty/staff, (b) orientation to the course/classroom, and (c) help in meeting administrative requirements also occurred at least once a quarter or semester. Over 10% of the respondents revealed that attendance or participation in these activities by part-time faculty were required. The item of evaluation was provided only on an "occasional" basis (only as need and opportunity correspond), but had the second-highest response rate as a required professional development activity for part-time faculty. It appears that current part-time professional development activities in the colleges of those who responded tend to focus on organizational requirements rather than instructional needs. The four items indicated to occur at least once a quarter or semester deal to a greater extent with a part-time faculty member's role and responsibilities within the institution rather than in their capacity as an instructor or with their interaction with students. The item of evaluation, while only indicated to be occasionally provided, is an area that was viewed important enough by some colleges to require part-time faculty attendance when the activity was offered. However, as the explanation provided by Brown (2000) states concerning the professional development practices and activities that are

most appropriate or effective for a division or college: it depends on many factors, e.g., personal and professional goals, school mission, administrative policies and procedures, and the business community.

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

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

7. Delivery of professional development activities for part-time faculty should be scheduled to occur in the evening or at night, during the fall of the year, and in consideration of the distance and travel times that part-time faculty may encounter when choosing to participate. An evening/night format was revealed as the best time of day to provide part-time professional development activities while late afternoon, during the hours of 8 a.m.–5 p.m. of a regular workday, and the weekend were chosen by less than one-half of the respondents. These response levels make intuitive sense, as these latter times would most likely be less popular or even inaccessible for many part-time faculty. For example, commitments of full-time regular employment, family care, or other responsibilities may either require or obligate part-time faculty to only be available during the evening/night or weekends. A conflict may also arise with some evenings and/or nights, as it is at this time when many of the part-time faculty may actually

teach their courses. All of the respondents felt that the time of delivery was an important facet of providing part-time faculty professional development, as no one selected the "not important" category for this question.

8. <u>The fall was chosen as the best time of year for providing professional development activities</u>. The fall may be perceived as the best time to conduct professional development activities as that is when most academic years begin, the staff are generally most motivated, enrollments are highest, and both returning and new part-time faculty members have just started their teaching responsibilities.

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

10. <u>School staff at the program, division, or institutional level provided most part-time faculty professional development</u>. School staff at the program or division level were most often delivering the part-time professional development activities in respondents' community colleges, while just over one half of the colleges were utilizing school staff at the institutional level. Self-study programs, teacher educators from colleges/universities, and instructors from private sources were used only minimally. Certainly it would make sense both financially and organizationally to provide professional development for part-time and full-time faculty, as well as staff members, using persons from the program, division, or institutional level. However, other sources of professional development delivery may be necessary and appropriate, depending on the topic and the level of expertise required. For instance, teacher educators from other colleges and/or universities may be better able to provide professional development concerning the previously identified need of addressing student learning styles or other pedagogical issues. Additionally, business and industry often have the latest information concerning workforce trends, occupational requirements, and new innovations. They are often the best and only source of current information pertaining to the demand for technical competency in a faculty member's area of teaching specialty—especially in fields involving as technology.

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

reward in many circumstances—similar to what Watters and Weeks (1999) have stated as the notion of personal and professional development in symbiotic relationship with the university.

12. <u>All of the respondents expressed that other job commitments would be a factor that might interfere with part-time faculty member participation in a professional development activity</u>. Distance to travel and remuneration issues were also perceived as barriers to participation. Concerning the opinion that distance of travel may *interfere* with a part-time faculty member's ability or choice to participate, this finding is corroborated by the previously discussed item in which respondents indicated that distance and/or travel time was an important factor in the *decision* whether or not to take part in a professional development activity, but may also actually prevent them from attending—even though they have chosen to participate. For example, weather conditions, traffic, excessive fuel use, vehicle undependability, long hours on the road, and late return times, etc., may prohibit part-time faculty from taking part in professional development activities even though they would like to attend. This is similar to the conclusions of McKenzie (1996) where "ease of attendance" was one factor that determined whether or not part-time faculty would attend a professional development activity. The opinion that personal motivation of part-time faculty may interfere with their decision to participate was held by over one half of the respondents. And, just over one third gave responses that a part-time faculty member's experience or inexperience as a teacher may influence their decision to participate. This perhaps relates to an either real or imagined fear that, during or because of their participation in a professional development activity, their part-time peers or their full-time counterparts may judge them critically for their apparent lack of teaching experience. In a like manner, the research conducted by Kelly (1991) discovered that part-time faculty felt embarrassed to seek out help from their division dean because they believed since they were principally hired to teach, they should already know how to teach.

13. <u>Instructional skills/classroom management and technical competency in area of teaching specialty were the most important categories for professional development to enhance teacher knowledge for part-time faculty.</u> <u>Policies and procedures of the college was the least important category of teacher knowledge that should be provided in a part-time faculty professional development activity or program</u>. This is in direct contrast to information previously discussed that revealed an introduction to the policies and procedures of the college or department was regularly offered at 22% of respondents' colleges, and 20% stated that part-time faculty were required to participate. So, although this professional development activity may be offered on a consistent basis in the community colleges of the respondents, and in some cases it is a requirement imposed upon the part-time faculty cohort, it may not necessarily be the most important teacher knowledge needed by these faculty members. Technical competency in their area of expertise and instructional skills/classroom management are apparently deemed to be more important part-time faculty member professional development topics.

Recommendations

Recommendations for Practice

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

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

3. <u>Part-time faculty members need professional development focused on (a) identifying the learning characteristics of students; (b) recognizing and applying different teaching methods to accommodate student learning styles and paces of learning; and (c) using Web-based instruction, distance learning techniques, and use of the Internet for Webcasts or online discussions</u>.

4. <u>The part-time professional development activities currently provided by community colleges must be reviewed and either adapted, modified, or completely re-designed to include the teaching skills and delivery methods recommendations developed by this research</u>. Professional development activities occurring most frequently in the community colleges of the respondents introduction to the policies and procedures of the college and/or department and other college faculty/staff, orientation to the course/classroom, and help in meeting administrative requirements. Although orientation to the policies and procedures of the college and department might be provided to the greatest extent in the community colleges included in this survey, this topic might not be the most important facet of teacher knowledge. This is not to say that orientation activities should be eliminated from the professional development programs of community colleges. Some type of orientation is probably essential to ensure that part-time faculty gets the proper payroll forms submitted, they become informed of their responsibilities under the Americans with Disabilities Act, etc. However, it may be prudent to offer professional development activities with as much or greater emphasis on training in instructional skills, classroom management, and technical competency in the occupational disciplines.

5. <u>At least one activity should be provided each academic year and attempts should be made to offer at least one activity per semester or quarter. Professional development activities should be formatted around a collective setting where direct communication is employed, or as multimedia or computer-based sessions when distance technology techniques are more appropriate. Evenings and nights are the best time to schedule part-time faculty professional development activities, and efforts should be made to provide professional development activities in the fall when most, if not all, academic terms begin</u>. Since amount of distance and time of travel are considered barriers to both the decision to participate, as well as obstacles to

actually attending professional development opportunities, community colleges should consider strategies to lessen this barrier/obstacle. For instance, providing professional development activities that are repeated within a semester or quarter, developing technology-based distance education materials, and off-campus or "satellite" delivery of professional development would be viable considerations to address the issue of time and distance of travel.

6. Staff at the school or division level should continue to be utilized in delivering professional development activities with some consideration of how outside expertise may enrich the professional development of both part- and full-time faculty. Both intrinsic and extrinsic reward systems should be assessed for their effectiveness in providing incentives for part-time faculty attendance at professional development activities. A faculty member's commitment to their discipline and the teaching profession should be nurtured and cost-recovery mechanisms should be in place to reduce or eliminate personal out-of-pocket expenses for part-time faculty members. The design and delivery of professional development programs and activities should consider the part-time faculty characteristics of other job commitments, travel distance, compensation, personal motivation, and level of teaching experience.

7. Community colleges should establish a baseline of core topics and a minimum standard of assistance they think part-time faculty need within their own unique institutional settings. This pro-active, rather than reactive, approach will help community colleges prioritize and determine professional development topics, as well as the timing and amount that should be included in a professional development program. Conducting a needs assessment should be the first step to designing and implementing a professional development strategy for both part- and full-time faculty members.

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

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

Recommendations for Further Research

    1. Replication of this study would be appropriate using different sources of occupational education officers. Additional information collected from other data sources about the types and levels of professional development activities provided to part-time faculty and the perceptions of occupational education officers or their equivalents concerning the instructional professional development needs of part-time faculty and the most effective delivery method(s) would help in understanding and addressing the dynamics of this important aspect of community colleges.

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

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

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

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APPENDIX

Survey Instrument

ADMINISTRATIVE PERCEPTIONS OF
PART-TIME FACULTY PROFESSIONAL DEVELOPMENT

NO: _____

SECTION I - Descriptive Information

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

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

   _____ Number of part-time faculty

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

   _____ Percent turnover each academic year

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

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

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

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

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

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Section II - Level of Needed Teaching Skills

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

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

	No	Sl	So	Mo	Mu	NA			No	Sl	So	Mo	Mu	NA
A. Course Planning								**Instructional Skills** (cont.)						
10. Identifying the learning characteristics of the student populations for which instruction will be developed.	1	2	3	4	5	6		23. Conducting group or panel discussions.	1	2	3	4	5	6
11. Understanding the difference between adult vocational and other adult educational programs.	1	2	3	4	5	6		24. Employing means of providing positive feedback to students.	1	2	3	4	5	6
12. Identifying individual students needs.	1	2	3	4	5	6		25. Adjusting instruction to accommodate for students with different paces of learning.	1	2	3	4	5	6
13. Identifying information/activities to supplement instruction.	1	2	3	4	5	6		26. Alternating teaching methods to accommodate different learning styles.	1	2	3	4	5	6
14. Organizing what is to be learned in the course.	1	2	3	4	5	6		27. Employing simulation techniques using likenesses, models, or mock-ups of what students will find in the world of work.	1	2	3	4	5	6
15. Preparing course objectives.	1	2	3	4	5	6		28. Directing students on how and what to study.	1	2	3	4	5	6
16. Identifying appropriate ways to teach.	1	2	3	4	5	6		29. Directing student shop or laboratory experiences.	1	2	3	4	5	6
17. Selecting appropriate instructional materials.	1	2	3	4	5	6		30. Directing students in applying problem solving techniques.	1	2	3	4	5	6
18. Dividing the course into instructional units.	1	2	3	4	5	6		31. Directing students in the initiation/completion of projects.	1	2	3	4	5	6
19. Sequencing the instructional units of a course.	1	2	3	4	5	6		32. Introducing a lesson.	1	2	3	4	5	6
20. Aligning instruction/course materials with other instructors of corresponding courses or programs.	1	2	3	4	5	6		33. Summarizing a lesson.	1	2	3	4	5	6
21. Other (please specify)	1	2	3	4	5	6		34. Demonstrating how to do a task, step by step.	1	2	3	4	5	6
B. Instructional Skills 22. Planning and directing individual or group field trips.	1	2	3	4	5	6		35. Demonstrating a concept or principle to be learned.	1	2	3	4	5	6

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

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

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

Section III - Current Level of Professional Development Activities

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

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

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

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

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

Rank Order (1-3)

	Policies and procedures of the college
	Instructional skills/classroom management
	Technical competency in area of teaching specialty

SECTION IV - Professional Development Delivery Preferences

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

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

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

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

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

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

Spring . . . . □
Summer . . . . □
Fall . . . . □
Winter . . . . □
Not important . . . . . □

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

Yes . . . . □
No . . . . □

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

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

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

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

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

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

94. Additional Comments Are Welcome:

THANK YOU!

6

End ●

GLOSSARY

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

Career and Technical Education (CTE)—Formerly vocational education, career and technical skills are the focus of the curriculum that is experientially based to demonstrate how education relates to the workplace and life (Bruening et al. 2001).

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

In-Service—Education that is delivered to teachers/administrators who are working in schools as educators (Bruening et al. 2001).

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

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

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

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