

AN ANALYSIS OF THE IN-SERVICE EDUCATION NEEDS
TO DEVELOP INSTRUCTIONAL SKILLS OF
PART-TIME BUSINESS FACULTY

by

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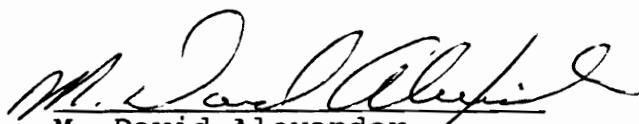
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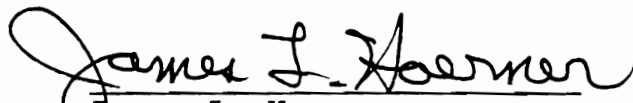
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(ABSTRACT)

The purpose of this study was to describe the in-service education needs for developing instructional skills of part-time business faculty. The population included part-time business faculty teaching credit courses at 24 community college campuses in Virginia, North Carolina, South Carolina, Georgia, and Florida during fall 1988.

A total of 138 (63.9%) respondents returned a 62-item questionnaire. The average age of the respondents was 44.7 years, and 59.2% had a master's degree or higher. The average number of years of full-time teaching experience was 1.6 years, and the average number of years of part-time teaching experience was 5.5 years.

Respondents were classified according to Tuckman's Taxonomy of part-time faculty. Sufficient numbers of respondents could be placed only in three of the seven classifications for analysis purposes.

In-service education needs were analyzed within the three classifications of part-time business faculty for the six categories of instructional skills. Respondents in all

three classifications expressed a need for 2 of the 57 instructional skills in the top 10 ranking of statements. When analyzing the differences within the three classifications, one significant F-value of 5.11 with a probability of significance at .0001 resulted for the full-mooners. They had a statistically significant higher need for instructional skills in the Miscellaneous and Students categories but no practically different needs.

In addition, significant relationships between characteristics of the respondents and the need for instructional skills in categories were found. First, the lower the level of education, the more the respondents had a need for in-service education for skills in the Planning to Teach category. Second, the lower the age, the more the respondents had a need for in-service education for skills in the Planning to Teach category. Third, the lower the age, the more the respondents had a need for in-service education for skills in the Miscellaneous category. Outcomes from these analyses revealed statistically different but not practically different needs.

Those planning in-service education for part-time business faculty should offer activities found among the top 10 ranked instructional skill statements for each classification. In-service education activities should not be based on instructional skill categories or part-time business faculty characteristics of educational level, years of full-time and part-time teaching experience, or age.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	x
Chapter	
I. INTRODUCTION	1
Background of the Study	2
Statement of the Problem	4
Purpose of the Study	6
Research Questions	6
Significance of the Study	7
Definitions	9
Assumptions	11
Delimitations	12
Limitations	12
Organization of the Study	13
II. REVIEW OF THE LITERATURE	14
Growth of Part-Time Faculty	14
Summary	17
In-Service Education of Part-Time Faculty Related to Instructional Skills	18
Summary	24
Tuckman's Taxonomy	24
Semiretired	24
Student	25

	Hopeful Full-Timer	25
	Full-Mooner	25
	Homeworker	25
	Part-Mooner	26
	Part-Unknowner	26
	Summary	27
	Characteristics of Part-Time Faculty	27
	Educational Level	28
	Full-Time and Part-Time Teaching Experience	30
	Age	31
	Summary	32
III.	METHODOLOGY	33
	Design of the Study	34
	Population and Sample	34
	Selection of Sample Institutions	35
	Selection of Sample Part-Time Business Faculty	36
	Instrumentation	38
	Data Collection	42
	First Letter and Questionnaire	43
	Postcard	44
	Second Letter and Replacement Questionnaire	44
	Comparison of Respondents and Nonrespondents	44
	Data Treatment	45
	Summary	48

IV.	RESULTS OF THE STUDY	50
	Survey Response Rate	51
	Institutional Characteristics	51
	Data Analysis Outcomes	54
	Research Question One	54
	Research Question Two	55
	Research Question Three	57
	Research Question Four	62
	Research Question Five	63
	Nonrespondents' Analysis	72
	Summary	74
V.	SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	79
	Summary	79
	Statement of the Problem	80
	Purpose of the Study	80
	Research Procedures	81
	Findings	83
	Research Question One	83
	Research Question Two	83
	Research Question Three	84
	Research Question Four	86
	Research Question Five	87
	Nonrespondents' Analysis	87
	Conclusions	88
	Recommendations	90

REFERENCES	93
APPENDICES	99
APPENDIX A: Letter to Business Chairs	99
APPENDIX B: Postcard to Business Chairs	101
APPENDIX C: Instrument Examined by Review Panel	103
APPENDIX D: Panel of Reviewers	110
APPENDIX E: Instrument	112
APPENDIX F: First Letter to Part-Time Business Faculty	118
APPENDIX G: Postcard to Part-Time Business Faculty	120
APPENDIX H: Second Letter to Part-Time Business Faculty	122
APPENDIX I: Written Comments Made by Part-Time Business Faculty Respondents, Who Were Classified as Part-Unknowners, Concerning Why They Teach	124
APPENDIX J: Complete Correlation Matrices and and Significance Levels	129
VITA	134

LIST OF TABLES

Table		Page
1	Number of Part-Time Business Faculty, All Full-Time and Part-Time Faculty, and Full-Time and Part-Time Students at Different Campuses . . .	53
2	Top 10 Ranked Instructional Skill Statements as Identified by Hopeful Full-Timers ($\underline{n} = 18$)	58
3	Top 10 Ranked Instructional Skill Statements as Identified by Full-Mooners ($\underline{n} = 84$)	60
4	Top 10 Ranked Instructional Skill Statements as Identified by Part-Unknowners ($\underline{n} = 25$)	61
5	Analysis of Variance for Responses of Full-Mooners and the Mean Ratings of Instructional Skill Categories	64
6	Duncan's Multiple Range Test Outcomes for Responses of Full-Mooners	65
7	Analysis of Variance for Responses of Hopeful Full-Timers and the Mean Ratings of Instructional Skill Categories	66
8	Analysis of Variance for Responses of Part-Unknowners and the Mean Ratings of Instructional Skill Categories	67
9	Kendall's tau-b Correlation Testing the Relationship Between Level of Education and Need for Instructional Skill Category	69
10	Pearson Correlation Testing the Relationship Between Age of Part-Time Business Faculty and Need for Instructional Skill Category	70
11	Pearson Correlation Testing the Relationship Between Years of Full-Time Teaching Experience and Need for Instructional Skill Category	71
12	Pearson Correlation Testing the Relationship Between Years of Part-Time Teaching Experience and Need for Instructional Skill Category	73
13	Instructional Skills Among the 10 Top Ranked That Are Uniquely Needed by Part-Time Business Faculty According to Each Classification	76

Table	Page
14 Instructional Skills Among the 10 Top Ranked That Are Needed by Part-Time Business Faculty in All Classifications	77

Chapter 1

INTRODUCTION

Part-time faculty are a valuable resource in community colleges. The number of part-time faculty teaching at community colleges has steadily increased during the past 20 years. They are often recruited from nonacademic sources such as business and industry and government, thereby leading one to surmise that many part-time faculty have a need for improving their instructional skills (Black, 1981).

Part-time faculty have various backgrounds and reasons for teaching. While some part-time faculty bring teaching expertise into the classroom, others do not. In a review of the literature on part-time faculty in higher education, Gappa (1984) concluded that "institutional policies and practices should take into account the differences among part-time faculty in their qualifications, the functions they perform, and their contributions to the school's educational objectives" (p. 96). Further, Gappa recommended that community college administrators provide opportunities for part-time faculty to improve their effectiveness as teachers. Improved in-service education activities need to be provided to insure that quality instruction is delivered by part-time faculty.

Background of the Study

The use of part-time faculty in higher education is not new. Munsey (1986) wrote that as early as 1931, Eells touted the benefits of the use of part-time faculty in junior colleges. Eells listed the reasons for using part-time faculty as follows:

1. An opportunity to draw on the expertise of members of the community with special skills.
2. An opportunity to use full-time university faculty on a part-time basis.
3. An opportunity for high school teachers to be used as a means of stressing continuity between high schools and junior colleges.

According to the Community, Technical, and Junior College Statistical Yearbook by the American Association of Community and Junior Colleges (1987), 110,819 full-time faculty and 164,080 part-time faculty were employed at two-year institutions in 1986. Part-time faculty are defined in the yearbook as those individuals teaching 8 hours or less per week. The American Association of Community and Junior Colleges (1988), indicated that "part-time teachers comprise about 60 percent of all community college faculty, and it is estimated that about 25 percent of all community college credits are earned through classes taught by part-time teachers" (p. 12).

Reasons for an increased number of part-time faculty include declining resources, rapid changes in advancing technology, the demand for specialized courses, the flexibility associated with the expansion and decline of student enrollments, and the need to respond to scheduling demands and nontraditional students (Deegan, Tillery, & Melone, 1985; Gappa, 1984; Munsey, 1986). Approximately 80% of an institution's operating budget is allocated for personnel costs. In an era of declining resources, college administrators are hiring part-time faculty to provide instruction at between 50 and 80% of the costs associated with hiring full-time faculty (Yang & Zak, 1981).

Further, rapid changes in advancing technology have led to an increase in the need for part-time faculty. According to Munsey (1986), part-time faculty working full time in another occupation are often better informed on recent advances and have access to more up-to-date equipment than full-time faculty. Full-time faculty spend most of their time in the classroom, while individuals from business and industry experience technological advances firsthand. Professionally, part-time faculty bring to the classroom work experience that many full-time faculty may not have.

In a review of exemplary in-service education activities for part-time faculty in community colleges, Gappa (1984) concluded that successful activities include a commitment from the administration, an analysis of the needs

of part-time faculty, convenient scheduling of activities, and incentives for participation. Enhancing the effectiveness of part-time faculty should be a priority among community college administrators. "In-service education is an important factor in maintaining and improving the quality of instruction offered by part-time instructors" (Black, 1981, p. 278). According to Hoerner (1987), "the key to effective in-service education rests to a great extent in determining the in-service [education] needs of the participants" (p. 9). Traditional in-service education activities offered for full-time faculty may not always be appropriate for part-time faculty. The challenge is one of identifying and implementing in-service education activities for part-time faculty based on need.

Statement of the Problem

One of the fastest-growing populations in the community college realm is part-time faculty. Part-time faculty are usually recruited from the local labor market and often have little or no preparation for delivery of instruction (Gappa, 1984). These practitioners are often asked to deliver instruction in their areas of expertise without participating in any in-service education activities. Research addressing the types of in-service education desired by part-time business faculty in community colleges for developing instructional skills is needed.

Part-time faculty in community colleges teach for various reasons. They possess a variety of educational credentials and work experiences. Research describing the in-service education needed to develop the instructional skills of the different classifications of part-time faculty will assist administrators in providing effective in-service education activities.

Business departments at community colleges offer some of the most popular courses. Both traditional and nontraditional students are attracted to these courses. Faculty in the business department provide career education, transfer education, and continuing education courses in response to community needs. Administrators at community colleges hire part-time business faculty to teach business courses in response to the community's need for the courses.

A lack of knowledge exists about the in-service education needs of part-time business faculty. Therefore, the problem is to analyze the in-service education needs that different classifications of part-time business faculty have for developing instructional skills. The findings describe these needs according to seven classifications of Tuckman's Taxonomy of part-time faculty. The seven classifications resulted from a national survey completed in 1976 (Tuckman, 1978).

Purpose of the Study

This study describes the demographic characteristics and in-service education needs for developing instructional skills of part-time business faculty at community colleges. Further, the part-time business faculty at community colleges are classified according to Tuckman's Taxonomy. In-service education needs for developing instructional skills of part-time business faculty at community colleges are then analyzed within the seven classifications of part-time faculty as defined in Tuckman's Taxonomy. Finally, the in-service education needs are analyzed to determine to what extent they are a function of educational level, years of full-time and part-time teaching experience, and age.

Research Questions

This study examines the need for in-service education activities to develop the instructional skills of different classifications of part-time community college business faculty. The subjects include a sample of part-time business faculty teaching at public community colleges. The states included in the study comprise the Southeastern region of the United States as identified by the American Technical Education Association and include Virginia, North Carolina, South Carolina, Georgia, and Florida.

The following research questions are addressed:

1. What are the demographic characteristics of part-time business faculty at community colleges?

2. How are part-time business faculty at community colleges distributed when classified according to Tuckman's Taxonomy?

3. What are the top 10 ranked in-service education needs for developing the instructional skills of part-time business faculty at community colleges for each of the seven classifications in Tuckman's Taxonomy?

4. What differences exist within the seven classifications of Tuckman's Taxonomy of part-time community college business faculty for in-service education to develop instructional skills?

5. To what extent are the in-service education needs to develop instructional skills a function of educational level, years of full-time and part-time teaching experience, and age?

Significance of the Study

The past focus of in-service education activities has primarily been on updating the skills of full-time faculty. However, with the increased number of part-time faculty at community colleges, identifying the in-service education needs of part-time faculty has become critical. A major purpose of providing in-service education activities to part-time faculty is to increase teaching effectiveness. Technological knowledge alone is not enough; part-time faculty also need to develop instructional expertise.

Community college administrators are employing growing numbers of part-time faculty to provide instruction. In an era of declining resources and of student concern with being provided quality education, the performance of part-time faculty has come under scrutiny. Thus administrators are challenged to insure that these individuals provide effective instruction while having access to limited resources.

Past studies indicate that part-time faculty have taught fewer years in the current institution and have less teaching experience than full-time faculty (Cohen & Brawer, 1977; Friedlander, 1979). In addition, Cohen and Brawer (1977) found that part-time faculty read fewer professional journals, are less likely to belong to professional associations, and are less concerned with curriculum and instruction.

In a study conducted by Leslie, Kellams, and Gunne (1982), the researchers found a wide variation in the quality of instruction provided by part-time faculty. They "generalized to the extent of saying that the quality of instruction by part-timers is less dependable" (p. 16). The development of in-service education activities for part-time faculty in community colleges is a positive step toward improving part-time faculty performance.

The focus of this study was to analyze and describe the needs for in-service education activities for developing

instructional skills of part-time business faculty. These in-service education needs are compared within the seven classifications of part-time faculty included in Tuckman's Taxonomy. In addition, the in-service education needs are analyzed to determine to what extent they are a function of education, full-time and part-time teaching experience, and age. The purpose of the study is to determine the in-service education needs that different classifications of part-time business faculty have for developing instructional skills, thereby creating a data base for classifying these in-service education needs.

The identification of the instructional skills needed by part-time business faculty will provide a basis for planning part-time faculty development, for evaluating part-time faculty, and for assessing their instructional effectiveness.

Definitions

A business course is a course taught in the following areas: business administration, business management, accounting, secretarial science, marketing, office skills, information systems, and information processing.

A community college is an accredited postsecondary institution offering an associate degree as the highest degree (Cohen & Brawer, 1982).

Faculty is a term used to refer to the traditional ranks of instructor, assistant professor, associate professor, and professor.

Full-mooners, as defined in Tuckman's Taxonomy, are part-time faculty who hold another job of 35 hours or more a week.

Full-time faculty are faculty who are contracted on a full-time basis to teach, perform other assigned duties, and receive fringe benefits.

Homemakers, as defined in Tuckman's Taxonomy, are part-time faculty who care for children or other relatives and are only available to teach part time.

Hopeful full-timers, as defined in Tuckman's Taxonomy, are part-time faculty who are seeking full-time teaching positions.

In-service education activities are developmental activities made available to faculty during their employment to improve their ability to function as professionals through learning new knowledge, attitudes, or skills (Gall & Renchler, 1985).

Instructional skills enable faculty to use the processes of "motivating, managing, and guiding and assisting the student as he [she] learns" (Douglas, Blanford, & Anderson, 1973, p. 8).

Part-time business faculty are faculty teaching a business course(s) in the business curriculum less than

full-time, having a renewable contract based upon need and prior performance, and having limited or no fringe benefits.

Part-mooners, as defined in Tuckman's Taxonomy, are part-time faculty who hold two or more part-time jobs of less than 35 hours per week.

Part-unknowners, as defined in Tuckman's Taxonomy, are part-time faculty whose motives for teaching part-time do not fall into any of the other six classifications.

Semiretired, as defined in Tuckman's Taxonomy, are part-time faculty who were former full-timers in academics who scaled down to part-time teaching.

Students, as defined in Tuckman's Taxonomy, are part-time faculty, who are students, teaching in an institution other than the one where they are pursuing a degree to gain experience and to supplement their income.

Tuckman's Taxonomy consists of seven classifications of part-time faculty as follows: semiretired, students, hopeful full-timers, full-mooners, homeworkers, part-mooners, and part-unknowners (Tuckman, 1978).

Assumptions

The following assumptions were made in conducting this study:

1. Each business chair selected in the sample of institutions would identify all part-time business faculty employed at that campus during fall 1988.

2. Each part-time business faculty respondent would interpret the meaning of the instructional skill statements listed on the questionnaire in the same way.

Delimitations

1. This study was delimited to a sampling of public community, junior, and technical colleges in the Southeastern region of the United States as identified by the American Technical Education Association.

2. This study included only part-time business faculty in community, junior, and technical colleges. It did not include full-time business faculty teaching an overload and receiving part-time faculty payment.

3. This study was delimited to the in-service education needs for developing instructional skills of part-time business faculty teaching at public community colleges. The part-time faculty were surveyed to identify the in-service education activities needed to develop instructional skills.

4. This study included only those part-time business faculty teaching credit courses during fall 1988.

Limitations

1. This study was limited to part-time business faculty and cannot be generalized to full-time business faculty or part-time and full-time faculty in other disciplines.

2. This study was limited to the states of Virginia, North Carolina, South Carolina, Georgia, and Florida; and generalization to other states should be done with caution.

Organization of the Study

This chapter has outlined the background, problem, purpose, research questions, significance, definitions, assumptions, delimitations, and limitations of this study.

Chapter 2 reviews the literature pertinent to the topic of part-time faculty and in-service education activities at community colleges and presents Tuckman's Taxonomy. Prior research dealing with in-service education activities of part-time faculty at community colleges is summarized. Based on this review, the conceptual framework is presented for the study.

Chapter 3 presents the methodology used to collect and analyze data. The design of the study, population and sample size, instrumentation, data collection, and data treatment are described.

Chapter 4 contains the results of the study. The five research questions are addressed.

Chapter 5 provides a summary and conclusions based upon the research findings and includes recommendations for future research.

Chapter 2

REVIEW OF THE LITERATURE

The literature review includes four sections: growth of part-time faculty in community colleges, in-service education of part-time faculty in community colleges related to instructional skills, Tuckman's Taxonomy, and demographic characteristics of part-time faculty.

Growth of Part-Time Faculty

The number of part-time faculty in community colleges has steadily increased during the past two decades. Lombardi (1975) listed several reasons for the growing number of part-time faculty: the decline of student enrollments; the straitened financial condition of many institutions; and the growth in popularity of off-campus, weekend and evening, and outreach programs.

Yang and Zak (1981) surveyed 22 Ohio institutions of higher education, including four-year public and private and two-year institutions and community colleges. Responses were analyzed from 355 administrators and 1,590 part-time faculty. These researchers found that the top three reasons community college administrators hired part-time faculty were they had specialized knowledge, they helped adjust enrollment shifts, and they helped maintain budget flexibility.

An analysis of the 1972-73 part-time faculty data by Price and Lane (1976) revealed that part-time faculty comprised 40% of the total faculty employed in community colleges. Price and Lane compiled their data from the 1973 Directory of the American Association of Community and Junior Colleges.

Guthrie-Morse (1979) analyzed data from the 1977 Directory of the American Association of Community and Junior Colleges. The researcher compared 1976-77 data to 1972-73 data on part-time faculty and found that part-time faculty represented 56% of the total faculty in 1976-77 versus 40% in 1972-73. Guthrie-Morse found that the Northwest had a 60-40 ratio of part-time to full-time faculty, and the South continued to use larger numbers of full-time faculty. The ratio of faculty in the South shifted from 68% full-time faculty and 32% part-time faculty in 1972-73 to 52% full-time faculty and 48% part-time faculty in 1976-77. This research indicated that over a four-year period, part-time faculty increased from 40% to 56% of the total faculty employed; and part-time faculty comprised more than 50% of all faculty in five of the six accreditation regions in the United States. The South was the only region that employed a greater percentage of full-time than part-time instructional faculty.

Cottingham, Newman, and Sims (1981), citing statistical records from the American Association of Community and

Junior Colleges, indicated that 57% of all faculty employed by community colleges in 1979 were part time. In addition, they found that the ratio of full-time to part-time faculty in the states of Alaska, Arizona, California, Illinois, Maryland, Michigan, New Hampshire, and Texas was two to one or greater.

McIntyre (1987) reported that 6 of 10 California community college faculty were part time, and nearly one-third of the credit instruction was taught by part-time faculty. The American Association of Community and Junior Colleges (1988) reported that approximately 60% of all community college faculty were part time, and about 25% of all the credit course instruction was delivered by part-time faculty.

Keim (1989) surveyed a sample of full-time and part-time faculty from 51 two-year colleges in 32 states. Of the 688 respondents, 324 were teaching full time and 364 were teaching part time. The researcher calculated the ratio of full-time to part-time faculty in the overall sample and concluded that full-time faculty accounted for 41% of the total and part-time faculty accounted for 59%.

The percentage of part-time faculty teaching in the business department exceeded or nearly equaled that of full-time faculty in at least four studies. Sewell, Brydon, and Plosser (1976) reported that 49.9% of the business faculty teaching in California community colleges were

part-timers. Leslie et al. (1982) stated that 59% of the business faculty at a large Eastern community college employing 414 faculty were part time. The Illinois Community College Board (1987) found that during the fall of 1986, 75.6% of the business faculty in Illinois community colleges were part-timers.

McIntyre (1987) reported that most part-time faculty teaching credit courses in California community colleges were in business, computer science and data processing, public affairs, and other vocational departments. Yang and Zak (1981) stated that in the state of Ohio most part-time faculty were employed in the business, humanities, and art departments. In a review of part-time faculty in community colleges, Cohen and Brawer (1989) wrote that "Specialized business fields have relied on local experts who bring an up-to-the-moment perspective to their teaching" (p. 75).

Summary

While the data vary among states, the national figures indicate a steady increase in part-time faculty employed at community colleges during the 1970s and 1980s. Research has shown a growth from 40% part-time faculty in community colleges in 1972-73 to approximately 60% part-time faculty in 1987-88. These figures confirm that part-time faculty have become the majority of the faculty employed in community colleges. However, previous data compiled by researchers indicate that Southern states use fewer

part-time faculty than other states throughout the nation. In addition, outcomes of studies indicate a large percentage of part-time faculty in community colleges teach in the business department. Research is needed to identify the current growth trends of part-time faculty.

In-Service Education of Part-Time Faculty Related to Instructional Skills

Seitz (1971) surveyed part-time evening faculty in public junior colleges in four Midwestern institutions. Information was obtained from 209 respondents. Based on experience and academic credentials, Seitz concluded that part-time faculty were not as well prepared to teach as full-time faculty. This researcher recommended that administrators should improve their in-service education practices for part-time faculty.

Hoffman and Pool (1979) surveyed the part-time faculty at Richland College in the Dallas County Community College District in Texas to ascertain their needs in order to plan activities to fulfill these needs. Seventy-six percent of the part-time faculty indicated an interest in in-service education activities.

Responses indicated a perceived need for improvement in each of the following areas of instructional development: reinforcing student learning; nontraditional teaching methods; sharing course content; humanistic instruction; counseling and

advisement of students; developing multimedia presentations; managing individualized and personalized instruction; and availability of counseling, tutoring, and remedial services (p. 26).

Black (1979) conducted research on the instructional needs of part-time faculty in 45 community colleges in 9 states and concluded that part-time faculty were in need of assistance related to instruction. They needed assistance most in evaluation and miscellaneous areas such as handling paperwork. Other needs included assistance in the areas of teaching, students, and community college philosophy.

A study conducted in Minnesota attempted to ascertain the need for teacher education activities of part-time vocational faculty. Ninety-three percent of the coordinators and 87% of the part-time faculty indicated there was a need for such a program (Pucel & Walsh, 1981).

In 1981, Vista College in California employed 357 part-time faculty and only two full-time faculty. Bagwell and Eliooff (1981) surveyed the faculty asking for their input on faculty development activities. The faculty indicated an interest in student retention, adult learning theory, and instructional techniques.

Jones (1984) surveyed 54 part-time faculty teaching at Phillips County Community College in Arkansas during spring 1984. The purpose of the survey was to examine perceptions of effective instructional behaviors and strategies. The

part-time faculty response rate was 76%. An analysis of the findings indicated that the part-time faculty rated planning the course; providing printed handouts; and using films, tapes, and slides most highly as in-service education needs.

Williams (1985) surveyed part-time faculty at community colleges in 11 of 18 districts comprising the League for Innovation. The League for Innovation is a group of community colleges throughout the United States that work together for innovation. Williams analyzed 520 responses and concluded that part-time faculty need (a) a comprehensive pre-service orientation; (b) more information about academic standards, course requirements, grading procedures, and job expectations; (c) more feedback about teaching performance; (d) more socialization within the institution; and (e) more involvement in professional development activities.

A telephone survey conducted by Byrd (1985) included 262 part-time faculty at Broward Community College, Florida Junior College at Jacksonville, and St. Johns River Community College. The most-needed item indicated by part-time faculty was training in the latest instructional trends.

Pedras (1985) developed a planning model for the design and implementation of a staff development program for community college part-time faculty. A review of the literature and advisory committee suggestions served as a

basis for the study. The data indicated the priority order of staff development was (a) mission of the community college, (b) instructional development and delivery, (c) legal aspects of education, and (d) classroom and lab management.

McGaughey (1985) reviewed the literature on part-time faculty and their quality of instruction.

An issue of occasional debate centers on whether parttime faculty detract from or enhance the quality of instruction in an institution. Data can be found to support proponents of both views. This author contends that the status of the faculty member (part- or fulltime) is not the key variable in the debate. What is more important is the faculty member's knowledge base, communication ability, and his or her commitment to and motivations for teaching (p. 41).

Selman and Wilmoth (1986) surveyed part-time faculty in 25 Alabama technical colleges. Of the 180 part-time faculty who responded to the questionnaire, 93% felt that part-time vocational faculty needed help in developing teaching skills. In addition, 89% indicated an interest in attending teacher education activities.

Hoerner, Clowes, Impara, and Sullins (1990) reported the preliminary results on a national study titled "Identifying Professional Development Programs for Two-Year College Occupational/Technical Faculty." Survey instruments

were sent to 20 full-time and 10 part-time faculty at each of 46 institutions. As of January 15, 1990, 148 part-time instruments had been returned. Items on the survey instrument relating to topical content of professional development activities were institutional mission, instruction, discipline/technical area, curriculum, and personal development.

The purpose of the survey was to obtain information about current professional development activities attended by occupational/technical faculty at the institutions. In the instruction category, 45% of the part-time faculty indicated they have attended a professional development activity on teaching methods and 38% indicated computer usage in teaching. Updating curriculum was attended by 45% of the part-time faculty and mission of the college by 43%. In the personal development category, 34% of the part-time faculty indicated they attended a professional development activity on computer literacy. Both the full-time and part-time faculty agreed that the major focus of in-service education at their institution was to improve instruction. Approximately 30% of full-time and part-time faculty respondents reported that in-service education programs are planned by administrators without faculty input. A follow-up survey has been sent to increase the response rate (Hoerner et al., 1990).

Leitzel (1990) examined the role of part-time faculty and the typical ways colleges provide opportunities for enrichment and renewal of all faculty. The author concluded that

Members of the part-time faculty have not received a great deal of support or attention in the past from administrators who count on their services and expect excellence. What is needed is a systematic involvement of the faculty that has the part-time teacher working toward the achievement of improved instructional performance and the general feeling of a "belongingness" to the institution (p. 27).

Leitzel also recommended that to begin the process of instructional development for part-time faculty, a survey instrument should be created to examine their needs.

Hinson, Caldwell, and Landrum (1989) suggested that sufficient agreement exists in the literature concerning guidelines for planning and implementation of in-service education activities. They recommended that individuals planning in-service education activities should involve participants in the process. First, the participants should be involved in decisions concerning the content of the activities. Second, participants should be involved in decisions about the method of delivery.

Summary

Previous research indicates that part-time community college faculty have demonstrated an interest in receiving in-service education. Further, the general need for in-service education in instruction-related areas has been a concern of part-time faculty. Researchers also recommend that part-time faculty help identify in-service education content. Community colleges can benefit from providing in-service education activities for part-time faculty to develop improved teaching skills. However, research is needed to identify the current needs of part-time faculty for developing instructional skills.

Tuckman's Taxonomy

Tuckman (1978) placed part-time faculty into classifications for teaching as part-time faculty members. The seven classifications include semiretired, student, hopeful full-timer, full-mooner, homeworker, part-mooner, and part-unknowner. A description of these classifications in Tuckman's Taxonomy follows.

Semiretired

The semiretired part-time faculty consists of those individuals who are ex-full-timers in academics, ex-full-timers outside of academics who are semiretired, or part-time faculty during their entire career. Tuckman expects these part-time faculty to offer fewer teaching hours and be less concerned about future job prospects than full-time faculty.

Student

The students are individuals who are teaching part-time to gain experience and to supplement their incomes. They usually are employed at institutions other than the one from which they hope to graduate.

Hopeful Full-Timer

The hopeful full-timers are individuals who could not find a full-time position. Tuckman has classified them as: (a) part-timers with no previous academic employment experience, (b) part-timers with prior experience who are working part time and hope to obtain a full-time position, and (c) part-timers working enough hours to become full-timers at one or several institutions.

Full-Mooner

The full-mooners are part-timers who hold another job of 35 hours or more a week. Tuckman has characterized this group as follows: First, the individuals' earnings as part-timers represent a small percentage of their total earnings. Second, their part-time career is supplementary to their full-time career. Third, their ability to offer additional part-time teaching hours is likely limited. Fourth, the amount of time they spend in preparing to teach and in other teaching activities is limited.

Homeworker

These part-timers are individuals who care for children or other relatives and are available to teach only part

time. Tuckman further defines homeworkers as persons who may have a second part-time job or may not be employed full time. The part-time employment may be the sole source of income or it may be supplemental to a spouse's or other relative's income. Homeworkers are considered immobile.

Part-Mooner

Part-mooners are individuals who hold two or more part-time jobs of less than 35 hours per week. Tuckman cites several reasons that persons may hold this status: (a) the other employers do not provide an opportunity to work more hours, thus making it necessary for individuals to have two jobs to obtain the desired workload or income; (b) the individuals hold two jobs because the jobs provide different psychic rewards; (c) they are concerned about future employment at one place and therefore develop work contacts at several organizations; and (d) they possess specialized skills that can be used only to a limited extent by an organization.

Part-Unknower

The part-unknower category consists of individuals whose reasons for becoming part-time faculty are unknown. Tuckman includes in this category (a) individuals seeking time for leisure and recreational activities, (b) individuals in transition between jobs, (c) individuals trying to stay in touch with the academic world, and

(d) others with motives not included in the previous classifications.

Summary

Tuckman (1978) conducted a national survey of 128 institutions of higher education in 1976. Of the 3,763 observations in the seven classifications in Tuckman's Taxonomy, 107 (2.8%) were classified as semiretired, 796 (21.2%) as student, 624 (16.6%) as hopeful full-timer, 1,039 (27.6%) as full-mooner, 240 (6.4%) as homemaker, 512 (13.6%) as part-mooner, and 445 (11.8%) as part-unknowner.

Only one study, which was funded by the Exxon Education Foundation at the Center for the Study of Higher Education at the University of Virginia, has sought to classify part-time faculty according to Tuckman's Taxonomy. A total of 104 part-time faculty at 14 institutions in Virginia were interviewed. The classification of part-time faculty in this study follows: 7 (6.7%) as semiretired, 2 (1.9%) as student, 7 (6.7%) as hopeful full-timer, 54 (51.9%) as full-mooner, 11 (10.6%) as homemaker, 11 (10.6%) as part-mooner, and 12 (10.6%) as part-unknowner (Leslie et al., 1982). Research is needed to identify the current classifications of part-time faculty teaching in community colleges.

Characteristics of Part-Time Faculty

Several studies have described the characteristics of part-time faculty. This section includes a review of the

literature on educational level, full-time and part-time teaching experience, and age of part-time faculty.

Educational Level

In a review of the literature, Lombardi (1975) concluded that part-time faculty were not as well prepared academically as full-time faculty. A study conducted at J. Sargeant Reynolds Community College in Virginia by Grymes in 1977 used the Purdue Rating Scale of Instruction to assess measures of the perceived effectiveness of instructors. The respondents included 1,100 full-time students, 30 full-time instructors, 1,007 part-time students, and 76 part-time instructors. Grymes revealed that part-time faculty had less pedagogical training but more work-related experience than full-time faculty.

In a national survey of 3,763 part-time faculty, Tuckman (1978) found that just under 70% of the part-time faculty held a master's degree or higher. Black's 1979 survey of 9 states with 90 part-time faculty concurred with Tuckman's findings. Forty-eight or 53% of the respondents reported having earned a master's degree as their highest degree.

Tuck (1981), surveying 196 part-time occupational/technical faculty in the Virginia community college system, found that 30.6% possessed a bachelor's degree as their highest degree, while 47.5% had a master's degree or above. Yang and Zak (1981), who studied the characteristics of

part-time faculty employed in community colleges in Ohio, found that 23.4% had a bachelor's degree, 53.4% had a master's degree, and 11.8% had a doctoral or other professional degree.

McCright (1983) reported that 65% of the respondents in a 1980 study including 31 part-time faculty at Marshalltown Community College in Iowa had a master's degree or above. A study at Rappahannock Community College in Virginia revealed that in 1982 over 40% of the 105 part-time faculty had a master's degree or above (Ughetto, Sanderson, & McLeod, 1983).

McIntyre (1987) wrote that the part-time faculty in the California community college system had less prior education than full-time faculty. The Illinois Community College Board (1987) reported that in 1986 over 59% of part-time faculty had a master's degree or above, while almost 87% of full-time faculty had that level of education.

Keim (1989) found that of the 364 faculty survey respondents, 63% of the part-time transfer and 34% of the part-time occupational/technical faculty had master's degrees. Doctoral degrees were held by 7% of the part-time transfer and 5% of the part-time occupational/technical faculty. Bachelor's degrees were held by 26% of the

part-time transfer and 40% of the part-time occupational/technical faculty. One percent of the part-time transfer and 21% of the part-time occupational/technical faculty held less than a bachelor's degree.

Full-Time and Part-Time Teaching Experience

In 1975, Lombardi summarized from the literature that part-time faculty generally did not possess as many years of experience as full-time faculty. According to Lombardi, part-time faculty teaching vocational courses often had noneducational experience in a trade or profession in the form of certification or a license. Tuckman (1978) concluded that part-time faculty were relatively inexperienced as teachers. Black (1979), who sent questionnaires to deans/directors, chairpersons, and part-time faculty at 45 institutions in 9 states, found that 28.9% had 3 to 5 years of teaching experience, 27.8% had 6 to 10 years. Tuck (1981) reported that 4.6% of occupational/technical part-time faculty in Virginia had less than one year of teaching experience, 40.3% had 1 to 5 years, and 31.6% had 6 to 10 years.

Yang and Zak (1981) found that in all types of institutions of higher education in Ohio, the average years of part-time teaching experience was approximately four, while the average years of full-time teaching experience was about two. The number of years of teaching experience for part-time faculty at Marshalltown Community College in Iowa in 1980 was as follows: 1 to 3 years for 26%, 4 to 10 years

for 42%, and 10 years for 22% (McCright, 1983). A survey of teaching experience of part-time faculty at Rappahannock Community College in Virginia revealed that 67.6% had 0 to 2 years, 11.8% had 2 to 4 years, 2.9% had 4 to 6 years, and 17.6% had 6 years or more (Ughetto et al., 1983).

Keim (1989) reported that the mean number of years of teaching experience of 364 survey respondents at two-year institutions was 6.1 for part-time transfer faculty and 5.4 for part-time occupational/technical faculty. The mean number of years of teaching experience at the respondents' present college was 5.3 for part-time transfer faculty and 5.2 for occupational/technical part-time faculty.

Age

Black (1979) reported that of the 90 part-time faculty participating in the study, 38.9% were 31-40 years old, and 26.7% were 41-50. The data analyzed by Tuck in 1981 on 196 part-time occupational/technical faculty in Virginia established that 3.1% were 25 years or less in age, 35.2% were 26-35, 36.2% were 36-45, 16.3% were 46-55, and 9.2% were 56 or older.

Ughetto et al. (1983) found that 11.2% of the 105 part-time faculty employed at Rappahannock Community College in Virginia were 20-30 years old, 45.7% were 31-40, 14.3% were 41-50, 20.0% were 51-60, and 8.6% were older than 60. The Illinois Community College Board (1987) reported that of the 10,136 part-time faculty employed in Illinois during the

fall of 1986, 10.4% were less than 30 years old, 36.8% were 30-39 years old, 28.7% were 40-49 years old, 13.4% were 50-59 years old, and 6.7% were 65 or older.

Keim (1989) analyzed 364 surveys from a sample of part-time faculty respondents at 32 two-year institutions and concluded that the predominate age category of part-time transfer faculty was 40 to 49. The predominate age category of part-time occupational/technical faculty was 30 to 39.

Summary

Researchers have reported the demographic characteristics of part-time faculty teaching in community colleges in several studies. The findings are reported in various ways and differ among institutions and sections of the United States. However, no previous research has investigated to what extent the needs for in-service education to develop instructional skills are a function of education, full-time and part-time teaching experience, and age.

Chapter 3

METHODOLOGY

The purpose of this chapter is to present the research methodology employed in this study. The design of the study, population and sample, instrumentation, data collection, and data treatment are discussed.

The purpose of the study was to describe the in-service education needs for developing the instructional skills of different classifications of part-time business faculty at community colleges. The following research questions were addressed:

1. What are the demographic characteristics of part-time business faculty at community colleges?
2. How are part-time business faculty at community colleges distributed when classified according to Tuckman's Taxonomy?
3. What are the top 10 ranked in-service education needs for developing the instructional skills of part-time business faculty at community colleges for each of the seven classifications in Tuckman's Taxonomy?
4. What differences exist within the seven classifications of Tuckman's Taxonomy of part-time community college business faculty for in-service education to develop instructional skills?

5. To what extent are the in-service education needs to develop instructional skills a function of educational level, years of full-time and part-time teaching experience, and age?

Design of the Study

Survey research procedures were used to analyze the need for in-service education activities for developing the instructional skills of part-time business faculty at community colleges. The categories of instructional skills and selected demographic characteristics were the independent variables. Respondents' ratings of the statements related to developing instructional skills of part-time business faculty were the dependent variables.

Respondents were part-time business faculty who rated the statements on the survey instrument through use of a scale with ratings from 1 to 5, no need to crucial need. Significant differences of respondents' ratings of the statements related to developing instructional skills within the seven classifications of part-time faculty in Tuckman's Taxonomy were analyzed. In addition, relationships were examined between selected demographic characteristics and respondents' ratings of the statements related to developing instructional skills.

Population and Sample

The data for this study were obtained through surveying part-time business faculty at community colleges in

Virginia, North Carolina, South Carolina, Georgia, and Florida. These states were selected for the study because they comprise a specific geographic region of the United States as grouped by the American Technical Education Association, and each has active community college programs.

The population included part-time business faculty teaching credit courses during fall 1988 at community college campuses in this five-state region. The procedures used for the selection of the sample involved two stages: selection of sample institutions and selection of sample part-time business faculty.

Selection of Sample Institutions

The American Association of Community and Junior Colleges (1989) listed 202 campuses in the membership directory in the five-state region. Of the 202 campuses, 30 were listed as multicampus institutions; but the names and locations of the campuses were not listed. Preliminary telephone calls were made to a number of multicampus institutions listed in the directory. The researcher determined that no standard staffing patterns existed for the number of business chairpersons at multicampus institutions. Therefore, telephone calls were made to those 30 multicampus institutions to determine the number of business chairpersons employed by the institutions. Each campus having a separate business chairperson was listed as a separate campus. Those multicampus institutions sharing

business chairpersons among campuses were listed as one campus. A weighted-cluster random sample was used to select campuses to include in the study. The sample was weighted according to student population and was clustered by state. This weighted sampling procedure was used to insure the inclusion of large campuses. A sampling of 30% of the campuses was used to provide for a variety of campuses to be included in the study (J. Arnold, personal communication, August 28, 1989).

Fifty business chairpersons were contacted by telephone and asked to participate in the study. They were to send a list of the names and addresses of the part-time business faculty teaching at their campus during fall 1988. Follow-up requests were made for the needed information. Those not responding were contacted by telephone. After 3 1/2 months of attempting to obtain the information, efforts to do so were discontinued. At that time, information had been obtained from 24 business chairpersons. Thus, the 24 campuses became the population for the study.

Selection of Sample Part-Time Business Faculty

Telephone calls were made to the business chairpersons of the campuses selected in the sample soliciting participation in the study. A letter was sent to the business chairpersons to give them a general description of the study and to confirm their participation. The letter appears in Appendix A. The chairpersons were asked to send

the researcher a list of the names and addresses of the part-time business faculty teaching credit courses at the chairperson's campus during fall 1988.

A systematic sample of part-time business faculty in the five-state region was selected as potential participants in the study. The sample was selected from lists of part-time faculty at each campus participating in the study. Every other name (that is, every second name) included on the lists was selected in the sample. A toss of a coin determined if the odd or even names on each list were to be included in the sample. Previous research by Tuckman (1978) revealed the percentages of part-time faculty in each of the seven classifications of Tuckman's Taxonomy. These percentages were used to estimate the sample size to help insure the needed number of cases in any classification for completing statistical analyses (J. Arnold, personal communication, August 28, 1989).

Business chairpersons were also asked to describe their campuses. The demographic characteristics of full-time and part-time student enrollment, full-time and part-time faculty, full-time and part-time business faculty, and urban or rural setting were used to develop an overall description of the campuses. A copy of the postcard that was used to compile this information appears in Appendix B.

Instrumentation

The questionnaire method was used to collect data for this research. An original instrument was developed by the investigator. A list of itemized instructional skills used in conducting previous research related to the instructional skills of part-time faculty was compiled. A total of 124 instructional skill statements were taken from four previous studies (Black, 1979; Byrd, 1985; Pedras, 1985; Tuck, 1981). The researcher then eliminated those statements not relevant for the delivery of business instruction and those not related to instructional skills. In addition, duplicated statements were eliminated.

The instructional skill statements were logically grouped into six categories: Planning to Teach, Teaching and Content, Classroom Management, Students, Evaluation, and Miscellaneous. The researcher did the initial grouping. Two community college researchers and the researcher's coadvisors reviewed the groupings.

The instrument, which appears in Appendix C, was examined by a review panel. The panel consisted of seven presenters at the National Conference on Part-Time Occupational/Technical Faculty held in Scottsdale, Arizona, January 31 - February 3, 1990. Their names and affiliations appear in Appendix D. Each of these panel members has had experience with the utilization of part-time faculty at community colleges. The members of the review panel were asked to assess the instrument for content validity.

According to Isaac and Michael (1981), "content validity is demonstrated by showing how well the content of the test samples the class situations or subject matter about which conclusions are to be drawn" (p. 121). The review panel members responded to each item as "yes" or "no" to determine its validity for the study.

The instrument was field tested using seven part-time business faculty not included in the sample. These seven individuals made oral and written comments to the researcher pertaining to the instrument. Participants in the field testing procedures took an average of 10 minutes to complete the questionnaire.

The review panel, the researcher's coadvisors, two community college professors, and participants in the field testing procedures gave suggestions that were used to determine comprehensiveness, clarity, and consistency of the instrument. Only minor changes were recommended for Section I. One recommendation was to change the educational level from "Doctorate or professional degree" to "Doctorate or other professional degree."

Several recommendations were made for Section II. The rating scale was changed from 1 - 6 to 1 - 5 so the ratings would not be skewed to the high side.

In the Planning to Teach category, item 1 was changed from "Writing learning objectives" to "Writing measurable learning objectives." Item 4, "Planning instructional

units," was omitted because of duplication. Examples of teacher-made instructional materials were added to item 5. Two separate items were written for item 7 as follows: "Selecting textbooks" and "Selecting instructional resources." An additional item, "Creating course competencies," was added.

In the Teaching and Content category, two separate items were written for item 10 as follows: "Using interactive instructional methods" and "Using external resources as instructional methods." Item 12 was changed from "Assigning outside classroom work" to "Assigning homework." In item 14, the word "superiors" was changed to "supervisors." Two additional items, "Using the resources and services in the library" and "Applying theoretical knowledge to practical situations," were added.

Three recommendations were made in the Classroom Management category. Item 22 was changed from "Managing classroom through computer software" to "Managing classroom records through computer software." Item 23, "Using nontraditional delivery systems (i.e., satellite or television courses)," was moved from the Classroom Management category to the Teaching and Content category. Item 24 was changed from "Using recordkeeping systems" to "Using manual recordkeeping systems."

In the Students category, two items were added as follows: "Determining nontraditional student instructional

needs" and "Dealing with disruptive students." The wording in items 29 and 30 was changed from "handicapped" to "special needs." In item 37, the wording "stressed students" was changed to "students in difficulty."

In the Evaluation category, the word "satisfactory" was changed to "appropriate." Items 42 and 47 were omitted due to a lack of clarity. Item 44 was separated into two items as follows: "Constructing objective test questions" and "Writing essay questions." Likewise, item 45 was separated into two items as follows: "Evaluating objective tests" and "Evaluating essay tests." An additional item, "Assigning grades," was added to this category.

Three recommendations were made in the Miscellaneous category. In item 48, "Identifying missions of the community college" was changed to "Identifying missions of the institution." Item 49 was deleted due to a lack of clarity. An additional item, "Communicating with full-time faculty," was added. Although the Miscellaneous category did not contain statements directly related to instruction, previous researchers had used similar items in a Miscellaneous category. In addition, the panel of reviewers supported the use of the five statements included in the Miscellaneous category.

Minor editorial changes were made to Section III. Using the above input, the researcher developed the final list of instructional skill statements needed by business

part-time faculty. The revised instrument appears in Appendix E.

The instrument was organized into three sections to facilitate obtaining the desired information. Section I contained four short-answer demographic questions. Section II consisted of a listing of the validated instructional skill statements. In Section III the respondents were asked to classify themselves according to why they teach as a part-time faculty member. Subjects were asked to choose an available option on the questionnaire or to explain in their own words why they taught as a part-time faculty member. The subjects were instructed to answer the four short-answer items in Section I and assign a rating to the instructional skill statements in Section II. The response scale for each instructional skill statement was as follows:

- 1 - no need
- 2 - low need
- 3 - moderate need
- 4 - high need
- 5 - crucial need

Data Collection

Collection of the data was conducted in three phases according to the Total Design Method (Dillman, 1978). The three phases were (a) mailing a letter and survey instrument to the systematically selected part-time business faculty, (b) mailing a postcard reminder to the systematically

selected part-time business faculty, and (c) mailing a second letter and a replacement questionnaire to nonrespondents. Further, an approach to compare responses of the respondents with those of nonrespondents was employed. The survey instruments were coded to insure anonymity. A 50% response rate was determined as the a priori minimum rate required. This is consistent with Kerlinger (1973).

First Letter and Questionnaire

The first phase in the collection of data was to mail a letter of introduction and the instrument with instructions to the systematically selected subjects. The letter and instructions appear in Appendix F. A description of the purpose of the study was included in the letter. Also included in the letter was a statement about the business chairperson having consented to participation in the study by mailing to the researcher a list of the names and addresses of the part-time business faculty teaching credit courses through that campus during fall 1988. Mailing the survey instrument directly to the part-time business faculty was used to try to increase the return rate. Thus the researcher did not work through a second person to get subjects to respond. The subjects were asked to return the completed survey instrument within one week after it was received.

Postcard

The second phase in the collection of data was to mail a postcard reminder to everyone selected as a potential participant in the study. A copy of the postcard is provided in Appendix G. The purpose was to thank those individuals who had responded and to serve as a reminder to those who had not responded. The postcard was mailed approximately one week after the initial mailing of the letter and questionnaire.

Second Letter and Replacement Questionnaire

The third phase in the collection of data was to mail a letter and replacement questionnaire to nonrespondents. The purpose of the second letter and replacement questionnaire was to inform nonrespondents that their questionnaire had not been received and that their participation was needed. This phase of the data collection was conducted approximately three weeks after the initial mailing. A copy of the letter appears in Appendix H.

Comparison of Respondents and Nonrespondents

A 10% random sample of all nonrespondents was interviewed by telephone to obtain their responses on selected characteristics. According to Ary, Jacobs, and Razavieh (1985), the purpose of this procedure is to compare the mean responses of the respondents and nonrespondents to determine if the two groups differ significantly. T-tests were used to compare the group means. If no differences occur, it was assumed the respondents represented an

unbiased sample, thereby ascertaining that the respondents were representative of the population. If differences do occur, application of the research findings have to be confined to the respondents (Miller & Smith, 1983).

Data Treatment

This section includes a discussion of the treatment of the data. The five phases of the data treatment include (a) calculating demographic percentages, (b) calculating the percentages of the seven classifications of part-time business faculty, (c) ranking the top 10 in-service education needs for instructional skills for each classification of part-time faculty, (d) investigating the differences among the ratings of the instructional skill categories within the seven classifications of part-time faculty, and (e) computing to what extent the need for instructional skills is a function of educational level, full-time and part-time teaching experience, and age. The data were analyzed using the SAS Computer Program (SAS Institute, 1985) in order to answer the five research questions as follows:

1. What are the demographic characteristics of part-time business faculty at community colleges?

The first analytical operation required calculating the percentages for the demographic characteristics as follows: educational level, full-time and part-time teaching experience, and age.

2. How are part-time business faculty at community colleges distributed when classified according to Tuckman's Taxonomy?

The second analytical operation involved calculating the percentages for the seven classifications of part-time faculty according to Tuckman's Taxonomy. The seven classifications are semiretired, student, hopeful full-timer, full-mooner, homeworker, part-mooner, and part-unknowner.

3. What are the top 10 ranked in-service education needs for developing the instructional skills of part-time business faculty at community colleges for each of the seven classifications in Tuckman's Taxonomy?

The third operation was the ranking of instructional skill statements according to the mean ratings assigned by the part-time business faculty respondents. The mean was calculated for each instructional skill statement. The statements were arranged in rank order, with the highest rating indicating the greatest need for in-service education to develop that instructional skill. The presentation of data includes the top 10 ranked instructional skill statements for each classification of part-time faculty in Tuckman's Taxonomy.

4. What differences exist within the seven classifications of Tuckman's Taxonomy of part-time community

college business faculty for in-service education to develop instructional skills?

The fourth procedure was to compare the need for instructional skills within the seven classifications of part-time faculty in Tuckman's Taxonomy. Using the categories of instructional skills as the independent variable and the mean ratings of categories of instructional skills as the dependent variable, one-way analyses of variance were computed to test for significant differences. Consideration was given to classifications of part-time faculty with limited numbers of respondents. The purpose of this analysis was to determine the differences for instructional in-service education needs within the seven classifications of part-time faculty presented in Tuckman's Taxonomy.

5. To what extent are the in-service education needs to develop instructional skills a function of educational level, years of full-time and part-time teaching experience, and age?

The final computation was to test the relationship of educational level, full-time and part-time teaching experience, and age with the need for instructional skills. To test this relationship, the overall mean ratings assigned each category of instructional skill statements were correlated with educational level using Kendall's tau-b correlation and full-time and part-time teaching experience

and age using Pearson's product-moment correlation. The purpose of the analysis was to determine the relationship of categories of instructional skill in-service education needs among respondents with various levels of education, years of full-time and part-time teaching experience, and age.

Summary

The purpose of this study was to describe the in-service education needs that different classifications of part-time business faculty have for developing instructional skills. The research was conducted in a five-state region in the Southeastern section of the United States. The population for the study included part-time business faculty teaching credit courses during fall 1988 at 24 community college campuses.

A weighted-cluster random sample of approximately 30% of the community college campuses in the five-state region was selected for the sample of institutions. A systematic sample of part-time business faculty from the sample of institutions was drawn. This sample of part-time business faculty teaching during fall 1988 were asked to respond to a survey questionnaire.

Data were analyzed to (a) report the percentages of the demographic characteristics of part-time business faculty, (b) list the percentages of part-time business faculty according to the seven classifications of Tuckman's Taxonomy, (c) rank the top 10 instructional skill needs of

part-time business faculty for each classification in Tuckman's Taxonomy, (d) compare the need for developing instructional skills among the part-time business faculty within the seven classifications of Tuckman's Taxonomy using one-way analyses of variance, and (e) test the relationship for developing instructional skills with level of education using Kendall's tau-b correlation and years of full-time and part-time teaching experience and age using Pearson's product-moment correlation.

Chapter 4

RESULTS OF THE STUDY

Survey research procedures were used in conducting this investigation to analyze the need for in-service education activities for developing the instructional skills of part-time business faculty in community colleges. A weighted-cluster random sample was used to select campuses to be included in the study. The sample was weighted according to student population and was clustered by state.

A sample of 50 campuses, or 30% of the 166 campuses in five Southeastern states, were selected. The business chairpersons at the 50 campuses were contacted by telephone and asked to participate in the study. The business chairpersons at 24 of these campuses, or 15% of the total 166 campuses, agreed to participate in the study by sending the researcher a list of the part-time business faculty teaching at their campus during fall 1988.

The population included part-time business faculty teaching credit courses during fall 1988 at 24 community college campuses in Virginia, North Carolina, South Carolina, Georgia, and Florida. Part-time business faculty were asked to respond to a 62-item questionnaire. The instrument sought demographic characteristics, in-service education needs for developing instructional skills, and reason for teaching as a part-time business faculty member.

This chapter includes a discussion on the survey response rate and characteristics of the campuses participating in the study. In addition, the data analysis outcomes are presented through answering the five research questions. Finally, a comparison of the nonrespondents with respondents is presented.

Survey Response Rate

The 24 lists contained 436 names and addresses of part-time business faculty employed during fall 1988. A systemic sample of every second name on the lists was drawn to include in the sample of part-time business faculty. A toss of the coin was used to determine if odd or even names of part-time business faculty were selected on each of the 24 lists. Questionnaires were mailed to 216 part-time business faculty at 24 campuses in five states comprising the sample. The mailings consisted of an initial mailing and postcard follow-up to all potential participants and a second mailing to nonrespondents. As a result of these three mailings, a total of 138 responses, or 63.9% of the questionnaires, were returned. Three of the respondents did not complete the questionnaire. A total of 135 useable questionnaires, or 62.5% of the questionnaires, were included in the analysis of the data.

Institutional Characteristics

Information from the American Association of Community and Junior College Statistical Yearbook (1987) was used to

describe the campuses in which the part-time business faculty in this study were employed when the data were available. When information on the individual campuses were not included in the American Association of Community and Junior College Statistical Yearbook, telephone calls to the campuses or postcards sent to the business chairpersons asking for this information were used to compile the data. As presented in Table 1, the demographic characteristics were used to develop an overall description of the campuses. The number of part-time business faculty, which was provided by the chairperson at each campus, is also presented.

The total part-time business faculty teaching credit courses at the 24 campuses was 436. At 21 of 24 of the campuses, the number of part-time faculty exceeded the number of full-time faculty. Information about the number of part-time faculty was not available at one campus. At 19 of 24 campuses, the part-time credit student enrollment exceeded that of full-time credit student enrollment.

Further, the 24 campuses were identified as small, medium, or large. As defined by Mays (1985), small campuses have a headcount enrollment of less than 2,500, medium campuses have a headcount of between 2,500 and 4,500, and large campuses have a headcount of more than 4,500. This study included 3 small campuses, 7 medium campuses, and 14 large campuses. Eleven of the campuses were located in Florida, 7 in Virginia, 4 in North Carolina, 1 in South

Table 1

Number of Part-Time Business Faculty, All Full-Time and Part-Time Faculty, and Full-Time and Part-Time Students at Different Campuses

Campus	Part-Time Business Faculty	All Part-Time Faculty	All Full-Time Faculty	Part-Time Students	Full-Time Students
1	14	164	83	7,183	3,681
2	21	1,045	378	70,000	10,981
3	26	88	73	4,941	6,308
4	13	67	50	3,628	4,458
5	12	385	112	6,543	1,760
6	33	149	34	2,457	915
7	12	147	92	3,078	2,790
8	13	650	230	8,930	4,594
9	6	74	94	2,029	1,158
10	15	958	822	8,481	5,515
11	30	268	201	5,707	3,079
12	6	83	52	604	618
13	16	162	64	3,969	1,407
14	7	83	46	1,092	588
15	13	50	70	2,168	944
16	19	91	59	1,095	1,917
17	10	165	105	5,441	1,480
18	23	96	65	3,022	887
19	3	70	22	1,200	1,800
20	45	175	170	3,432	2,852
21	41	177	67	1,753	876
22	2	90	71	1,585	985
23	24	865	264	17,544	3,981
24	32	_____ ^a	202	5,799	2,764

^aData were not available.

Note. If the information was listed by individual campuses, the American Association of Community and Junior College Statistical Yearbook (1987) was used to compile the data. When the information was not available in the yearbook, telephone calls to the campuses or post cards sent to the business chairpersons were sources used to compile the data.

Carolina, and 1 in Georgia. The weighted-cluster random sample of 50 campuses included 21 in Florida, 8 in Virginia, 6 in North Carolina, 1 in South Carolina, and 1 in Georgia.

Data Analysis Outcomes

The analysis of the data was organized according to the five research questions. Data were analyzed to (a) report the percentages of the demographic characteristics of part-time business faculty, (b) list the percentages of part-time business faculty according to the seven classifications of Tuckman's Taxonomy, (c) rank the top 10 instructional skill needs of part-time business faculty for each classification in Tuckman's Taxonomy, (d) compare the need for developing instructional skills of part-time faculty within the seven classifications of Tuckman's Taxonomy using one-way analyses of variance, and (e) test the relationship for the need to develop instructional skills with level of education using Kendall's tau-b correlation and years of full-time and part-time teaching experience and age using Pearson's product-moment correlation.

Research Question One

What are the demographic characteristics of part-time business faculty at community colleges?

Of the 135 respondents, 4 (3.0%) had a high school diploma, 6 (4.4%) had a two-year degree, 45 (33.3%) had a bachelor's degree, 60 (44.4%) had a master's degree, 1

(0.7%) had an educational specialist/certificate of advanced graduate studies, and 19 (14.1%) had a doctorate or other professional degree. The average number of years of full-time teaching experience was 1.6 years, and the average number of years of part-time teaching experience was 5.5 years. The average age of the respondents was 44.7 years.

Research Question Two

How are part-time business faculty at community colleges distributed when classified according to Tuckman's Taxonomy?

The seven classifications in Tuckman's Taxonomy are semiretired, student, hopeful full-timer, full-mooner, homeworker, part-mooner, and part-unknowner. The respondents were asked to indicate why they were teaching as part-time business faculty by choosing an appropriate statement on the questionnaire or writing a statement in their own words. The researcher then placed the respondents into the classification in Tuckman's Taxonomy that best reflected why they were teaching part time. The analysis of the data is as follows: 6 (4.4%) were classified as semiretired, 1 (0.7%) as student, 18 (13.3%) as hopeful full-timers, 84 (62.2%) as full-mooners, 1 (0.7%) as homeworker, 0 as part-mooner, and 25 (18.5%) as part-unknowners.

Twenty-four respondents, who wrote statements about why they were teaching, were classified as part-unknowners. For

example, comments made by two part-time business faculty respondents classified as part-unknowners follow:

The only support I get from my college is selecting a textbook and providing a classroom. Otherwise, I get nothing! I don't even get clerical and photocopying support. Part-timers are exploited. I teach because I love it. I don't teach for the meager \$1,200 a semester. I teach accounting and have professional certification (CMA) as well as a master's degree. I am a finance/accounting manager at a Fortune 200 company. I should be highly qualified. The pay and support are awful considering what they are getting.

I own my own business. Teaching has its own rewards. It also keeps me sharp. I am a computer consultant, and I teach computer languages.

Comments from the other 22 respondents can be found in Appendix I.

The analysis of why the respondents teach as part-time business faculty revealed that only 8 out of 135 respondents were placed in the classifications of semiretired, student, homemaker, and part-mooner. These classifications were eliminated from the analyses due to an insufficient number of respondents. The researcher found that sufficient numbers of respondents could be placed only in the hopeful full-timer, full-mooner, and part-unknowner classifications for analysis purposes.

Research Question Three

What are the top 10 ranked in-service education needs for developing the instructional skills of part-time business faculty at community colleges for each of the seven classifications in Tuckman's Taxonomy?

The three useable classifications of part-time business faculty included in the analyses are hopeful full-timer, full-mooner, and part-unknowner. The analysis included ranking the means from highest to lowest for each instructional skill statement for these three classifications.

The top 10 ranked instructional skill statements for hopeful full-timers were related primarily to the Students category. Four of the top 10 were in this category. None of the top 10 were in the Planning to Teach and Evaluation categories. The hopeful full-timers indicated that "Identifying part-time faculty benefits" was the most needed statement. This statement is located in the Miscellaneous category. The top 10 ranked instructional skill statements for hopeful full-timers, from highest to lowest, are presented in Table 2.

The top 10 ranked instructional skill statements for full-mooners were primarily related to the Students category with 6 of the top 10 in this category. For these respondents, less of a need for instructional skills in the Planning to Teach, Classroom Management, and Evaluation

Table 2

Top 10 Ranked Instructional Skill Statements as Identified
by Hopeful Full-Timers (n = 18)

Rank	Instructional Skill Statement	Mean
1	Identifying part-time faculty benefits ^a	3.61
2	Using computer-aided instruction (CAI)	3.39
3	Keeping up with new teaching methods	3.33
4	Communicating with full-time faculty ^a	3.22
5	Using counseling center resources	3.17
6.5	Determining nontraditional student instructional needs (i.e, older adult males in nursing programs, females in construction programs)	3.00
6.5	Determining special needs student instructional needs	3.00
8	Identifying student learning differences	2.94
9.5	Managing classroom records through computer software	2.89
9.5	Keeping informed as to what is happening on campus ^a	2.89

^aThese statements appeared in the Miscellaneous category.

categories existed with none of the statements in the top 10 ranked in these categories. The top ranked instructional skill statement was "Keeping up with new teaching methods." This statement is included in the Teaching and Content category. The top 10 ranked instructional skill statements, for full-mooners, from highest to lowest, are presented in Table 3.

As indicated in Table 4, the top 10 ranked instructional skill statements needed by respondents classified as part-unknowners were primarily related to the Students category with 4 of the top 10 ranked statements in this category. None of the statements in the Classroom Management and Miscellaneous categories were found in the top 10 ranked statements. The top ranked instructional skill statement was "Keeping up with new teaching methods." This statement is found in the Teaching and Content category.

The primary instructional skill category needed by all three part-time faculty classifications was Students. However, the most needed instructional skill statement varied among the part-time faculty classifications. The top ranked instructional skill statement for full-mooner and part-unknowner classifications was "Keeping up with new teaching methods," which is found in the Teaching and Content category. The top ranked instructional skill statement for the hopeful full-timer classification was

Table 3

Top 10 Ranked Instructional Skill Statements as Identified
by Full-Mooners (n = 84)

Rank	Instructional Skill Statements	Mean
1	Keeping up with new teaching methods	3.06
2	Communicating with full-time faculty ^a	3.00
3	Identifying part-time faculty benefits ^a	2.98
4.5	Determining special needs student instructional needs	2.80
4.5	Applying student motivational techniques	2.80
6	Keeping informed as to what is happening on campus ^a	2.77
7	Identifying student learning differences	2.74
8	Identifying special needs student	2.65
9	Using computer-aided instruction (CAI)	2.56
10.5	Using counseling center resources	2.55
10.5	Determining traditional student instructional needs	2.55

^aThese statements appeared in the Miscellaneous category.

Note. Due to a last-place tie, 11 instructional skill statements are included in this table.

Table 4

Top 10 Ranked Instructional Skill Statements as Identified
by Part-Unknowners (n = 25)

Rank	Instructional Skill Statement	Mean
1	Keeping up with new teaching methods	3.32
2.5	Selecting instructional methods	3.20
2.5	Using feedback from students, supervisors, or peers to improve teaching	3.20
4.5	Applying student motivational techniques	3.16
4.5	Giving students feedback and encouragement	3.16
6.3	Developing teacher-made instructional materials (i.e., handouts, work sheets)	3.12
6.3	Applying human relation skills in instructor-student situations	3.12
6.3	Interpreting test results	3.12
9.2	Creating course competencies	3.08
9.2	Emphasizing major points in instruction	3.08
9.2	Identifying student learning differences	3.08
9.2	Constructing objective test questions	3.08

Note. Due to a last-place tie, 12 instructional skill statements are listed in this table.

"Identifying part-time faculty benefits," which is found in the Miscellaneous category.

Research Question Four

What differences exist within the seven classifications of Tuckman's Taxonomy of part-time community college business faculty for in-service education to develop instructional skills?

Using the categories of instructional skills as the independent variable and the mean ratings of the instructional skill categories of Planning to Teach, Teaching and Content, Classroom Management, Students, Evaluation, and Miscellaneous as the dependent variable, one-way analyses of variance were computed to test for significant differences for each of the six instructional skill categories. The analyses were restricted to the three useable classifications of part-time faculty.

Consideration was given to classifications of part-time faculty with fewer than 10 respondents by collapsing them into the part-unknowners classification. Data were analyzed two ways using the collapsed information and using the individual classifications. The significant differences did not change when the collapsed data were analyzed. Therefore, all classifications of part-time faculty having fewer than 10 respondents were eliminated from analysis due to lack of meaningful information. The classifications eliminated from analysis were semiretired, student,

homeworker, and part-mooner. The classifications of part-time faculty included in the analyses were hopeful full-timer, full-mooner, and part-unknowner.

The three one-way analyses of variance yielded one significant difference. As shown in Table 5, a significant F-value of 5.11 with a probability of significance at .0001 was derived for the full-mooner classification of part-time business faculty.

Duncan's multiple range test was computed to identify which specific instructional categories were significantly different from others. Outcomes of the Duncan test appear in Table 6. Part-time faculty respondents classified as full-mooners have a significantly higher need for items related to the Miscellaneous category than the Teaching and Content, Evaluation, Planning to Teach, and Classroom Management categories. In addition, full-mooners have a significantly higher need for instructional skills related to the Students category than the Planning to Teach and Classroom Management categories.

As indicated in Table 7 and Table 8, no significant differences were found for the hopeful full-timer and part-unknowner classifications.

Research Question Five

To what extent are the in-service education needs to develop instructional skills a function of educational

Table 5

Analysis of Variance for Responses of Full-Mooners^a and the Mean Ratings of Instructional Skill Categories

Source	df	Sum of Squares	Mean Square	F Value	P>F	SD	Mean
Category	5	20.34438	4.06888	5.11	0.0001		
Planning to Teach						0.776	2.20
Teaching & Content Classroom Management						0.700	2.36
Students Evaluation						0.999	2.19
Miscellaneous						0.868	2.50
						0.845	2.23
						1.104	2.75
Within	498	396.27986	0.79574				
Total	503	416.62423					

^an = 84

Table 6

Duncan's Multiple Range Test Outcomes for Responses of Full-Mooners

Grouping	Mean	N	Category
A	2.75	84	Miscellaneous
B A	2.50	84	Students
B C	2.37	84	Teaching and Content
B C	2.23	84	Evaluation
C	2.20	84	Planning to Teach
C	2.19	84	Classroom Management

Note. Means with the same letter are not significantly different.

Table 7

Analysis of Variance for Responses of Hopeful Full-Timers^a and the Mean Ratings of Instructional Skill Categories

Source	df	Sum of Squares	Mean Squares	F Value	P>F	SD	Mean
Category	5	4.50820	0.90164	0.84	0.5244		
Planning to Teach						1.155	2.39
Teaching & Content Classroom Management						0.853	2.54
Students Evaluation						0.115	2.42
Miscellaneous						0.011	2.72
						0.137	2.44
						1.905	2.97
Within	102	109.48671	1.07334				
Total	107	113.99491					

^an = 25

Table 8
Analysis of Variance for Responses of Part-Unknowners^a and the Mean Ratings of Instructional Skill Categories

Source	df	Sum of Squares	Mean Squares	F Value	P>F	SD	Mean
Category	5	6.38295	1.2766	1.50	0.194		
Planning to Teach						0.888	2.86
Teaching & Content Classroom Management						0.750	2.54
Students Evaluation						0.890	2.22
Miscellaneous						0.982	2.80
						0.982	2.60
						1.020	2.58
Within	144	122.74080	0.85237				
Total	149	129.12375					

^a $\bar{n} = 18$

level, years of full-time and part-time teaching experience, and age?

To test this relationship, the overall mean rating assigned each category of instructional skill statements was correlated with educational level using Kendall's tau-b correlation and full-time and part-time teaching experience and age using Pearson's product-moment correlation.

As presented in Table 9, one significant relationship exists between level of education and the Planning to Teach category. The lower the level of education, the more part-time faculty have a need for in-service education related to Planning to Teach. The correlation coefficient of -0.18 is significant at the $.009$ level.

As presented in Table 10, two significant relationships exist between age and the categories of instructional skill statements. First, the lower the age, the more part-time business faculty have a need for in-service education related to the Planning to Teach category. The correlation coefficient of -0.20 is significant at the $.019$ level. Second, the lower the age, the more part-time business faculty have a need for in-service education related to the Miscellaneous category. The correlation coefficient of -0.18 is significant at the $.035$ level.

As indicated in Table 11, no significant relationships exist between years of full-time teaching experience and the categories of instructional skill statements. In addition,

Table 9

Kendall's tau-b Correlation Testing the Relationship Between
Level of Education and Need for Instructional Skill Category

Category	Correlation	Probability of tau-b
Planning to Teach	-0.18	.009
Teaching and Content	-0.07	.320
Classroom Management	0.02	.760
Students	-0.08	.224
Evaluation	-0.07	.328
Miscellaneous ^a	-0.02	.827

^aItems in the miscellaneous category include identifying missions of the institution, identifying college policies and procedures (i.e., procedures for registration, course withdrawal, incomplete grades), keeping informed as to what is happening on campus, identifying part-time faculty benefits, and communicating with full-time faculty.

Table 10

Pearson Correlation Testing the Relationship Between Age of Part-Time Business Faculty and Need for Instructional Skill Category

Category	Correlation	Probability
Planning to Teach	-0.20	.019
Teaching and Content	-0.15	.078
Classroom Management	-0.10	.231
Students	-0.12	.173
Evaluation	-0.12	.159
Miscellaneous ^a	-0.18	.035

^aItems in the miscellaneous category include identifying missions of the institution, identifying college policies and procedures (i.e., procedures for registration, course withdrawal, incomplete grades), keeping informed as to what is happening on campus, identifying part-time faculty benefits, and communicating with full-time faculty.

Table 11

Pearson Correlation Testing the Relationship Between Years of Full-Time Teaching Experience and Need for Instructional Skill Category

Category	Correlation	Probability
Planning to Teach	-0.13	.146
Planning and Content	-0.12	.151
Classroom Management	-0.06	.518
Students	-0.14	.111
Evaluation	-0.08	.348
Miscellaneous ^a	-0.17	.051

^aItems in the miscellaneous category include identifying missions of the institution, identifying college policies and procedures (i.e., procedures for registration, course withdrawal, incomplete grades), keeping informed as to what is happening on campus, identifying part-time faculty benefits, and communicating with full-time faculty.

as indicated in Table 12, no significant relationships exist between years of part-time teaching experience and the categories of instructional skill statements. The complete correlation matrices appear in Appendix J.

Nonrespondents' Analysis

An approach to compare responses of the respondents with those of nonrespondents was employed. The purpose of this procedure was to compare the mean responses of the respondents and nonrespondents to determine if the two groups differed significantly. If no differences occur, it is assumed the respondents represent an unbiased sample. If differences do occur, application of the research findings have to be confined to the respondents. The population included part-time business faculty teaching credit courses at 24 campuses in Virginia, North Carolina, South Carolina, Georgia, and Florida during fall 1988.

A 10% randomly selected nonrespondent follow-up was conducted by telephone. T-tests were used to compare the group means of respondents and nonrespondents. The t-tests were used to determine if the respondents were representative of the population on two variables, age and number of years of part-time teaching experience. No significant differences existed between the two groups on the two variables. In addition, all of the nonrespondents contacted were classified as either part-mooners or part-unknowners. These were the two largest classifications

Table 12

Pearson Correlation Testing the Relationship Between Years of Part-Time Teaching Experience and Need for Instructional Skill Category

Category	Correlation	Probability
Planning to Teach	0.05	.568
Teaching and Content	0.06	.522
Classroom Management	0.00	.996
Students	0.03	.727
Evaluation	0.10	.269
Miscellaneous ^a	-0.11	.202

^aItems in the miscellaneous category include identifying missions of the institution, identifying college policies and procedures (i.e., procedures for registration, course withdrawal, incomplete grades), keeping informed as to what is happening on campus, identifying part-time faculty benefits, and communicating with full-time faculty.

of part-time faculty respondents. Therefore, the findings of this study can be generalized to the population from which the sample was drawn.

Summary

Questionnaires were mailed to 216 part-time business faculty at 24 campuses in five states. A total of 138 (63.9%) of the questionnaires were returned, and 135 (62.5%) were analyzed. The average age of the part-time business faculty respondents was 44.7 years, and 59.2% had a master's degree or higher. The average number of years of full-time teaching experience was 1.6 years, and the average number of years of part-time teaching experience was 5.5 years.

Four classifications of part-time business faculty, as identified in Tuckman's Taxonomy, were eliminated from the analysis due to an insufficient number of respondents. Sufficient numbers of respondents were found only in the hopeful full timer, full-mooner, and part-unknowner classifications.

Part-time business faculty respondents classified as full-mooners, full-timers, and part-unknowners indicated a need for instructional skills that were unique to that classification. Respondents classified as part-unknowners indicated the most need for instructional skills that were unique to that classification, nine skills. The part-unknowner classification was the only classification expressing a need in the top 10 ranking for instructional

skills related to the Evaluation category. The instructional skill statements that are a unique need to each of the three part-time business faculty classifications appear in Table 13.

Respondents in all three classifications expressed a need for 2 of the 57 instructional skills included on the questionnaire. These two instructional skill statements are in the Planning to Teach and Students categories. They appear in Table 14.

When analyzing the differences within the three useable classifications of Tuckman's Taxonomy of part-time community college business faculty for in-service education to develop instructional skills, one significant F-value of 5.11 with a probability of significance at .0001 resulted for the full-mooner classification. In addition, three significant relationships among characteristics of part-time business faculty and instructional skill categories were found. The lower the level of education, the more part-time faculty have a need for in-service education related to the Planning to Teach category. The lower the age, the more part-time faculty have a need for in-service education related to the Planning to Teach category. The lower the age, the more part-time faculty have a need for in-service education related to the Miscellaneous category. The nonrespondent follow-up by telephone established that the findings in this

Table 13

Instructional Skills Among the 10 Top Ranked That Are Uniquely Needed by Part-Time Business Faculty According to Each Classification

Classification	Unique Instructional Skills	Mean
Hopeful Full-Timers	Determining nontraditional student instructional needs	3.00
	Managing classroom records through computer software	2.89
Full-Mooners	Identifying special needs student	2.65
	Determining traditional student instructional needs	2.55
Part-Unknowners	Selecting instructional methods	3.20
	Using feedback from students, supervisors, or peers to improve teaching	3.20
	Giving students feedback and encouragement	3.16
	Developing teacher-made instructional materials	3.12
	Applying human relation skills in instructor-student situations	3.12
	Interpreting test results	3.12
	Creating course competencies	3.12
	Emphasizing major points in instruction	3.08
Constructing objective test questions	3.08	

Table 14

Instructional Skills Among the 10 Top Ranked That Are Needed by Part-Time Business Faculty in All Classifications

Instructional Skill	Classification	Mean
Keeping up with new teaching methods	Hopeful Full-Timers	3.33
	Full-Mooners	3.06
	Part-Unknowners	3.32
Identifying student learning differences	Hopeful Full-Timers	2.94
	Full-Mooners	2.74
	Part-Unknowners	3.08

study could be generalized to the population from which the sample was drawn.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the study including the statement of the problem, purpose of the study, and research procedures and conclusions based on the findings of the study. Recommendations for further research are also provided.

Summary

While data vary among states, the national figures indicate a steady increase in part-time faculty employed at community colleges during the 1970s and 1980s. Research has shown a growth from 40% part-time faculty in community colleges in 1972-73 to approximately 60% part-time faculty in 1987-88 (American Association of Community and Junior Colleges, 1988; Guthrie-Morse, 1979; Price & Lane, 1976). These figures confirm that part-time faculty have become the majority of the faculty employed in community colleges. However, previous data compiled by researchers indicate that southern states use fewer part-time faculty than other regions throughout the nation (Guthrie-Morse, 1979). In addition, outcomes of studies indicate a large percentage of part-time faculty in community colleges teach in the business department (Illinois Community College Board, 1987; Leslie et al., 1982; McIntyre, 1987; Sewell, Brydon, & Plosser, 1976).

Further, previous research indicated part-time community college faculty have demonstrated an interest in receiving in-service education (Hoffman & Pool, 1979; Pucel & Walsh, 1981; Seitz, 1971; Williams, 1985). The general need for in-service education in instruction-related areas has been a concern of part-time faculty, and researchers have recommended that in-service education activities related to instruction be provided for part-time faculty (Bagwell & Elioff, 1981; Black, 1979; Byrd, 1985; Hoerner et al., 1990; Hoffman & Pool, 1979; Jones, 1984; Leitzel, 1990, Pedras, 1985).

Statement of the Problem

Part-time faculty represent one of the fastest-growing populations in the community college realm. Part-time faculty are usually recruited from the local labor market and often have little or no preparation for delivery of instruction (Gappa, 1984). These practitioners are asked to deliver instruction in their areas of expertise with limited opportunity to participate in any in-service education activities designed to provide them with instructional skills.

Purpose of the Study

Demographic characteristics of part-time business faculty at community colleges were described. Then, the faculty were classified according to Tuckman's Taxonomy. The in-service education needs for developing the

instructional skills of part-time business faculty at community colleges were analyzed within the seven classifications of part-time faculty as defined in Tuckman's Taxonomy. Further, the in-service needs were analyzed to determine to what extent they were a function of educational level, years of full-time and part-time teaching experience, and age of the respondents.

Research Procedures

To analyze the need for in-service education activities for developing the instructional skills of part-time business faculty in community colleges, survey research procedures were used. The community, junior, and technical college campuses were selected through use of a weighted-cluster random sample. The sample was weighted according to student population and was clustered by state.

A sample of 50 campuses, or 30% of the 166 campuses with separate business chairpersons located in five Southeastern states, were selected. Business chairpersons at the 50 campuses were contacted by telephone and asked to participate in the study. The business chairpersons at 24 of these campuses, or 15% of the total 166 campuses, agreed to participate in the study by sending the researcher a list of the part-time business faculty employed at their campuses during fall 1988.

The population included part-time business faculty teaching credit courses during fall 1988 at 24 community

college campuses in Virginia, North Carolina, South Carolina, Georgia, and Florida. Part-time business faculty were asked to rate 57 instructional skill needs on a scale of 1 to 5, no need to crucial need. The instrument also sought information on demographic characteristics and reason for teaching as a part-time business faculty member.

The total part-time business faculty teaching credit courses at the 24 campuses was 436. A systematic sample of every second name on the list for each campus was drawn. Questionnaires were mailed to 216 part-time business faculty at the 24 campuses. An initial mailing and postcard follow-up were sent to all potential participants, and a second mailing was send to nonrespondents. After these three mailings, a total of 138 responses, or 63.9% of the questionnaires, were returned. A total of 135 useable responses, or 62.5% of the questionnaires, were included in the analyses of the data.

Data were analyzed to (a) report the percentages of the demographic characteristics of part-time business faculty, (b) list the percentages of part-time business faculty according to the useable classifications of Tuckman's Taxonomy, (c) rank the top 10 instructional skill needs of part-time business faculty for each useable classification in Tuckman's Taxonomy, (d) compare the need for developing instructional skills of part-time business faculty within the useable classifications of Tuckman's Taxonomy, and

(e) test the relationship for developing instructional skills with level of education using a Kendall's tau-b correlation and years of full-time and part-time teaching experience and age using Pearson's product-moment correlation.

Findings

Findings for each of the five research questions and a description of the nonrespondents' analyses follows:

Research Question One

What are the demographic characteristics of part-time business faculty at community colleges?

Of the 135 respondents, 4 (3.0%) had a high school diploma, 6 (4.4%) had a two-year degree, 45 (33.3%) had a bachelor's degree, 60 (44.4%) had a master's degree, 1 (0.7%) had an educational specialist/certificate of advanced graduate studies, and 19 (14.1%) had a doctorate or other professional degree. Just under 60% of the part-time business faculty had a master's degree or higher. The average number of years of full-time teaching experience was 1.6 years, and the average number of years of part-time teaching experience was 5.5 years. The average age of the respondents was 44.7 years.

Research Question Two

How are part-time business faculty at community colleges distributed when classified according to Tuckman's Taxonomy?

The seven classifications in Tuckman's Taxonomy are semiretired, student, hopeful full-timer, full-mooner,

homeworker, part-mooner, and part-unknowner. The respondents were asked to indicate why they were teaching as part-time business faculty by choosing an appropriate statement on the questionnaire or writing a statement in their own words. The researcher then classified respondents according to Tuckman's Taxonomy. For the respondents, 6 (4.4%) were classified as semiretired, 1 (0.7%) as student, 18 (13.3%) as hopeful full-timers, 84 (62.2%) as full-mooners, 1 (0.7%) as homemaker, 0 as part-mooner, and 25 (18.5%) as part-unknowners.

The analysis of why the respondents teach as part-time business faculty revealed that only 8 out of 135 respondents were placed in the classifications of semiretired, student, homeworker, and part-mooner. These classifications were eliminated from the data analysis completed for research questions three, four, and five due to an insufficient number of respondents.

Research Question Three

What are the top 10 ranked in-service education needs for developing the instructional skills of part-time business faculty at community colleges for each of the seven classifications in Tuckman's Taxonomy?

The analyses included ranking the means from highest to lowest for each instructional skill statement for the three useable classifications of part-time business faculty. The top 10 ranked instructional skill statements for hopeful full-timers were related primarily to the Students category.

Four of the top 10 were in this category. None of the top 10 were in the Planning to Teach and Evaluation categories. The hopeful full-timers indicated that "Identifying part-time faculty benefits" was the most needed statement. This is located in the Miscellaneous category.

The top 10 ranked instructional skill statements for full-mooners were also primarily related to the Students category with 6 of the top 10 in this category. For these respondents, less of a need for instructional skills in the Planning to Teach, Classroom Management, and Evaluation categories existed with none of the statements in the top 10 ranking. The highest ranked instructional skill statement for full-mooners was "Keeping up with new teaching methods." This statement is located in the Teaching and Content category.

The top 10 ranked instructional skill statements for part-unknowners were primarily related to the Students category with 4 of the top 10 ranked statements in this category. None of the statements in the Classroom Management and Miscellaneous categories were found in the top 10 ranked statements. The highest ranked instructional skill statement was "Keeping up with new teaching methods." This is located in the Teaching and Content category.

The primary in-service education needs for developing the instructional skills of part-time business faculty respondents in this study were related to the Students

category. However, the highest ranked instructional skill statement for two of the classifications, full-mooners and part-unknowners, was the same, from the Teaching and Content category. Further, for the hopeful full-timers, the highest ranked statement was from the Miscellaneous category.

Research Question Four

What differences exist within the seven classifications of Tuckman's Taxonomy of part-time community college business faculty for in-service education to develop instructional skills?

The three one-way analyses of variance with the categories of instructional skills as the independent variable and the mean ratings of the six categories of instructional skill statements as the dependent variable yielded one significant difference. A significant F-value of 5.11 with a probability of significance of .0001 was derived for the full-mooner classification of part-time business faculty.

Duncan's multiple range test was computed to identify which specific instructional categories were significantly different from one another. Part-time business faculty respondents classified as full-mooners have a significantly higher need for instructional skills related to the Miscellaneous category than the Teaching and Content, Evaluation, Planning to Teach, and Classroom Management categories. In addition, full-mooners have a significantly higher need for instructional skills related to the Students

category than the Planning to Teach and Classroom Management categories.

Research Question Five

To what extent are the in-service education needs to develop instructional skills a function of educational level, years of full-time and part-time teaching experience, and age?

To test this relationship, the overall mean rating assigned each category of instructional skills was correlated with educational level using Kendall's tau-b correlation and full-time and part-time teaching experience and age using Pearson's product-moment correlation.

One significant relationship exists between level of education and the instructional skill categories. The lower the level of education, the more part-time business faculty have a need for in-service education related to Planning to Teach. Two significant relationships exist between age and the categories of instructional skills. First, the lower the age, the more part-time business faculty have a need for in-service education related to Planning to Teach. Second, the lower the age, the more part-time business faculty have a need for in-service education related to the Miscellaneous category. No significant relationships exist between years of full-time and part-time teaching experience and the categories of instructional skills.

Nonrespondents' Analysis

A nonrespondent follow-up by telephone was conducted with 10% of the randomly selected part-time business faculty

nonrespondents. Comparisons were made between the respondents and nonrespondents on selected variables to ascertain if the respondents were representative of the population. No significant differences existed between the two groups. Therefore, the findings of this study can be generalized to the population from which the sample was drawn.

Conclusions

Based upon the findings of this study, the following conclusions were formulated.

1. The demographic characteristics of part-time business faculty were similar to those of part-time faculty studied by other researchers. For example, approximately 60% of the respondents in this study indicated they had a master's degree or higher. Tuckman (1978) found that just under 70% of the part-time faculty had a master's degree or higher, and the Illinois Community College Board (1987) reported that over 59% of part-time faculty had a master's degree or higher. In addition, the average age of the part-time faculty in this study was 44.7 years. Keim (1989) reported that predominate age of part-time transfer faculty was 40 to 49.

2. Four of Tuckman's seven classifications no longer exist among part-time business faculty in the population of this study in numbers large enough to consider for in-service needs. Tuckman (1978) found 44% of the total

part-time faculty were classified as semiretired, student, homemaker, and part-mooner. The findings of this study indicated that only 5.8% of the respondents were found in these four classifications. However, Tuckman's sample represented all part-time faculty while this study included only part-time business faculty.

3. Those planning in-service education for part-time business faculty should offer activities found among the top 10 ranked instructional skill statements. In-service education activities should not be based on instructional skill categories. Over 94% of the part-time business faculty respondents in this study were included in three classifications of Tuckman's Taxonomy, hopeful full-timers, full-mooners, and part-unknowners of Tuckman's Taxonomy. The respondents in those classifications primarily expressed a need for in-service education for developing instructional skills related to the Students category. Fourteen of the 33 top ranked instructional skill statements were found in the Students category.

However, the highest ranked instructional skill needed varied among the three useable classifications of part-time business faculty. None of the three highest ranked needs were found in the Students category. The highest ranked need for hopeful full-timers was found in the Miscellaneous category, and the highest ranked need for full-mooners and

part-unknowners, which was the same, was found in the Teaching and Content category.

4. Those planning in-service education activities for part-time business faculty do not need to consider faculty characteristics of educational level, years of full-time and part-time teaching experience, or age. These characteristics have no relationships to the in-service education needs among part-time business faculty at the 24 campuses studied. A statistically significant relationship exists between the level of education and the need for instructional skills, and two statistically significant relationships exist between age and the need for instructional skills. However, no practically significant relationships exist because only a small percentage of the variance was explained. The significant correlation coefficients were only -0.18, -0.20, and -0.18.

Recommendations

Based upon the findings and conclusions of this study, the following additional research is recommended.

1. Research should be conducted to specifically determine the types of in-service education activities part-time faculty would be willing to support through participation and the modes of delivery that they prefer. This study analyzed the in-service education needs of part-time business faculty. No attempt was made to determine the willingness of part-time faculty to

participate in any in-service education activities. In addition, no attempt was made to determine the mode of delivery that part-time faculty prefer.

2. Research is needed to better define the contents of the instructional skill statements included on the instrument. Identification of the specific needs of part-time business faculty within one instructional skill statement could better define the needed in-service education activities. A case study methodology could be used to determine the in-depth in-service education needs of part-time faculty.

3. Comparisons of the in-service education needs among different disciplines of part-time faculty would assist individuals in various disciplines with the planning of in-service education activities. While this study analyzed the in-service education needs of part-time business faculty in community, technical, and junior college campuses, research is needed focusing on other disciplines utilizing part-time faculty.

4. A study is recommended to investigate a more logical way of classifying part-time faculty. Tuckman (1978) classified all part-time faculty into seven categories. In this study, the respondents could only be classified in three of Tuckman's categories.

5. Additional research is warranted with more participants from other regions in the United States to

improve the generalizability of the study. Increasing the number of participants and the number of community, technical, and junior college campuses in the sample would eliminate restrictions evident in this study and determine whether the participants used in this study were typical or atypical of all community, junior, and technical college part-time business faculty.

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APPENDIX A

Letter to Business Chairs

January 25, 1990

Dear

As we discussed over the telephone, I am conducting research on the in-service education needs of part-time business faculty in community colleges. I appreciate your willingness to help me collect data by sending me a list of the names and addresses of part-time business faculty working through your campus during fall 1988.

The focus of my research is to determine the in-service education needs of part-time business faculty for developing instructional skills. For the purposes of this study, I have defined part-time business faculty as those individuals teaching credit classes less than full time, having a renewable contract based upon need and prior performance, and having limited fringe benefits. Furthermore, I have defined business courses as courses being taught in areas such as the following: business administration, business management, accounting, secretarial science, office skills, information processing, business data processing, marketing, and information systems. The estimated time for participants to complete the questionnaire is 10 minutes.

In addition, I would appreciate your completing and returning the enclosed postcard to give me a better description of your campus. Thank you for your consideration and support in helping me with this study, which is aimed at helping community colleges meet the needs of part-time business faculty. I look forward to receiving the name and address information. Please feel free to call me at (703) 231-9304 if you have any questions.

Sincerely,

Susan L. Faulkner
Research Associate

Enclosure

APPENDIX B

Postcard to Business Chairs

NAME	_____
SCHOOL	_____
Description of Campus 1988-89 Academic Year:	
Full-Time Student Enrollment	_____
Part-Time Student Enrollment	_____
Number of Full-Time Faculty	_____
Number of Part-Time Faculty	_____
Number of Full-Time Business Faculty	_____
Number of Part-Time Business Faculty	_____

APPENDIX C

Instrument Examined by Review Panel

REVIEWER'S INSTRUCTIONS

1. Write comments about Section I on the instrument. Also, circle YES or No prior to each item to indicate its acceptability.
2. On Section II, circle YES prior to the instructional skill statement you believe should be included on the instrument. Circle NO prior to the instructional skill statement you believe should not be included on the instrument. Written comments on the instrument will be appreciated. Additional instructional skill statements and the categories in which they should be included are to be written on the last page titled "Additional Instructional Skill Statements."
3. Write comments about Section III on the instrument. Also, circle YES or NO by each statement to indicate its acceptability.
4. Return the reviewed instrument to:

Susan Faulkner
Virginia Polytechnic Institute and State University
335 Lane Hall
Blacksburg, VA 24061-0254
(703) 231-9304 - Office
(304) 425-4526 - Home
5. For those reviewers at the National Conference on Part-Time Faculty, in Scottsdale, return your reviewed instrument to the front desk of the hotel before leaving the conference.

INSTRUCTIONAL NEEDS ANALYSIS OF PART-TIME
COMMUNITY COLLEGE BUSINESS FACULTY

Questionnaire for Part-Time Business Faculty

(All individual responses to the questionnaire will be treated
confidentially and will be revealed in group data only)

Section I

Instructions: Respond to each of the four demographic questions
in the blank provided.

- YES NO 1. What is your highest level of education? (Place a check mark
before the appropriate answer)
- High school diploma
 Two-year degree from a college
 Bachelor's degree
 Master's degree
 Educational Specialist/Certificate of Advanced
 Graduate Studies
 Doctorate or Professional degree
- YES NO 2. How many years have you taught as full-time faculty?
(Answer to the nearest full year)
- _____
- YES NO 3. How many years have you taught as part-time faculty?
(Answer to the nearest full year)
- _____
- YES NO 4. What was your age at your last birthday?
- _____

Section II

Instructions: Please rate your needs for instructional skill development by circling the number that best indicates your extent of need. A rating of 1 indicates no need, and a rating of 6 indicates crucial need. Use this scale.

- 1 = no need
 2 = low need
 3 = moderate need
 4 = high need
 5 = very high need
 6 = crucial need

		<u>Planning to Teach</u>	LOW						HIGH					
YES	NO	1. Writing learning objectives	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	2. Developing course outlines (syllabi)	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	3. Writing lesson plans	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	4. Planning instructional units	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	5. Developing teacher-made instructional materials	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	6. Organizing presentations	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	7. Selecting textbooks and instructional resources	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	8. Selecting instructional methods	1	2	3	4	5	6	1	2	3	4	5	6
		<u>Teaching and Content</u>												
YES	NO	9. Using teacher-oriented instructional methods (lecture, textbook assignment and recitation, workbook, and question and answer)	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	10. Using student-oriented instructional methods (discussion, problem solving, demonstration, projects, field/study trips, and speakers)	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	11. Using audio-visual aids	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	12. Assigning outside classroom work	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	13. Applying subject matter knowledge	1	2	3	4	5	6	1	2	3	4	5	6
YES	NO	14. Using feedback from students, superiors, and peers to improve teaching	1	2	3	4	5	6	1	2	3	4	5	6

YES	NO	15.	Keeping up with new teaching methods related to the particular field	1	2	3	4	5	6
YES	NO	16.	Emphasizing major points in instruction	1	2	3	4	5	6
YES	NO	17.	Using Computer Aided Instruction (CAI)	1	2	3	4	5	6
YES	NO	18.	Using remedial/developmental instructional techniques	1	2	3	4	5	6
YES	NO	19.	Applying research findings	1	2	3	4	5	6
YES	NO	20.	Using competency-based instruction	1	2	3	4	5	6
YES	NO	21.	Using nonverbal communication	1	2	3	4	5	6
			<u>Classroom Management</u>						
YES	NO	22.	Managing classroom through computer software	1	2	3	4	5	6
YES	NO	23.	Using nontraditional delivery systems (i.e., satellite courses)	1	2	3	4	5	6
YES	NO	24.	Using recordkeeping systems	1	2	3	4	5	6
			<u>Students</u>						
YES	NO	25.	Determining student instructional needs	1	2	3	4	5	6
YES	NO	26.	Applying student motivational techniques	1	2	3	4	5	6
YES	NO	27.	Identifying student learning differences	1	2	3	4	5	6
YES	NO	28.	Applying human relation skills in instructor-student situations	1	2	3	4	5	6
YES	NO	29.	Identifying handicapped student	1	2	3	4	5	6
YES	NO	30.	Determining handicapped student instructional needs	1	2	3	4	5	6
YES	NO	31.	Determining nontraditional student instructional needs	1	2	3	4	5	6
YES	NO	32.	Using counseling center resources	1	2	3	4	5	6
YES	NO	33.	Giving students feedback and encouragement	1	2	3	4	5	6
YES	NO	34.	Advising students	1	2	3	4	5	6
YES	NO	35.	Counseling students	1	2	3	4	5	6
YES	NO	36.	Developing student rapport	1	2	3	4	5	6
YES	NO	37.	Referring stressed students to receive help	1	2	3	4	5	6

Evaluation

YES	NO	38.	Establishing grading procedures	1	2	3	4	5	6
YES	NO	39.	Determining satisfactory learning levels	1	2	3	4	5	6
YES	NO	40.	Evaluating physical learning environment	1	2	3	4	5	6
YES	NO	41.	Evaluating aesthetic learning environment	1	2	3	4	5	6
YES	NO	42.	Evaluating how students learn	1	2	3	4	5	6
YES	NO	43.	Evaluating environmental safety	1	2	3	4	5	6
YES	NO	44.	Writing test items	1	2	3	4	5	6
YES	NO	45.	Evaluating test items	1	2	3	4	5	6
YES	NO	46.	Interpreting test results	1	2	3	4	5	6
YES	NO	47.	Evaluating instructional technique effectiveness	1	2	3	4	5	6

Miscellaneous

YES	NO	48.	Identifying missions of community college	1	2	3	4	5	6
YES	NO	49.	Using team building and cooperative techniques with colleagues	1	2	3	4	5	6
YES	NO	50.	Identifying college policy (i.e., procedures for registration, course withdrawal incomplete grade, etc.)	1	2	3	4	5	6
YES	NO	51.	Keeping informed as to what is happening on campus	1	2	3	4	5	6
YES	NO	52.	Identifying part-time faculty benefits	1	2	3	4	5	6

Section III

Instructions: Place a check mark in the blank before the ONE statement that best describes why you teach as a part-time faculty member.

- YES NO I am a part-timer who was a former full-timer in academics who scaled down to part-time teaching.
- YES NO I am a part-timer, who is a student, teaching in an institution other than the one where I am pursuing a degree to gain experience and to supplement my income.
- YES NO I am a part-timer because I could not find a full-time position.
- YES NO I am a part-timer who holds another job of 35 hours or more a week.
- YES NO I am a part-timer who cares for children or other relatives and am only available to teach part-time.
- YES NO I am a part-timer for other reasons than those listed above. (Please explain in your own words why you teach part-time.)

PLEASE RETURN THIS QUESTIONNAIRE TO THE RESEARCHER WITHIN ONE WEEK USING THE ENCLOSED ENVELOPE.

APPENDIX D

Panel of Reviewers

PANEL OF REVIEWERS

Cynithia Barnes
Director of Faculty Development
Community College of Aurora
Aurora, Colorado

Dennis Bartow
Dean of Instruction
Prince George's Community College
Largo, Maryland

Lois Beeken, Inservice Director
National Center for Research in Vocational Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Mike Bishara, Chair
Engineering Technology
Southwest Virginia Community College
Richlands, Virginia

Donald L. Hoyt
Assistant Vice President for Special Projects
Cuyahoga Community College
Warrensville, Ohio

Thomas Leitzel
Associate Dean of Business and Technology
Chesapeake College
Wye Mills, Maryland

Linda Luehrs
Faculty Development Coordinator
El Paso Community College
El Paso, Arizona

Catherine Michael
National College of Education
Chicago, Illinois

Jeffrey Stewart, Professor
Business Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

James M. Williams, Assistant Dean
Communication and Academic Enhancement Division
Johnson County Community College
Overland Park, Kansas

APPENDIX E

Instrument

INSTRUCTIONAL NEEDS ANALYSIS OF PART-TIME
COMMUNITY COLLEGE BUSINESS FACULTY

Questionnaire for Part-Time Business Faculty

(All responses will be treated confidentially and will be revealed in group data only)

Section I

ANSWER EACH DEMOGRAPHIC QUESTION IN THE BLANK PROVIDED.

1. What is your highest degree? (CHECK YOUR ANSWER)

_____ High school diploma
_____ Two-year degree from a college
_____ Bachelor's degree
_____ Master's degree
_____ Educational specialist/certificate of advanced
graduate studies
_____ Doctorate or other professional degree
2. How many years have you taught as full-time faculty?
(ANSWER TO THE NEAREST FULL YEAR)

3. How many years have you taught as part-time faculty?
(ANSWER TO THE NEAREST FULL YEAR)

4. What was your age at your last birthday?

Section II

RATE YOUR NEEDS FOR INSTRUCTIONAL SKILL DEVELOPMENT BY CIRCLING THE NUMBER THAT BEST INDICATES THE EXTENT OF YOUR NEED. A RATING OF 1 INDICATES NO NEED, AND A RATING OF 5 INDICATES CRUCIAL NEED. USE THE FOLLOWING SCALE:

- 1 = no need
 2 = low need
 3 = moderate need
 4 = high need
 5 = crucial need

<u>Planning to Teach</u>	LOW				HIGH
1. Writing measurable learning objectives	1	2	3	4	5
2. Developing course outlines (syllabi)	1	2	3	4	5
3. Writing lesson plans	1	2	3	4	5
4. Developing teacher-made instructional materials (i.e., handouts, worksheets)	1	2	3	4	5
5. Organizing presentations	1	2	3	4	5
6. Selecting textbooks	1	2	3	4	5
7. Selecting instructional resources	1	2	3	4	5
8. Selecting instructional methods	1	2	3	4	5
9. Creating course competencies	1	2	3	4	5
 <u>Teaching and Content</u>					
10. Using teacher-generated instructional methods (lecture, textbook assignment and recitation, workbook, and question and answer)	1	2	3	4	5
11. Using interactive instructional methods (discussion, problem solving, demonstration, projects, and simulation)	1	2	3	4	5
12. Using external resources as instructional methods (field/study trips and speakers)	1	2	3	4	5
13. Using audio-visual aids	1	2	3	4	5
14. Assigning homework	1	2	3	4	5
15. Using feedback from students, supervisors, or peers to improve teaching	1	2	3	4	5

	LOW			HIGH	
16. Using the resources and services in the library	1	2	3	4	5
17. Applying theoretical knowledge to practical situations	1	2	3	4	5
18. Keeping up with new teaching methods	1	2	3	4	5
19. Emphasizing major points in instruction	1	2	3	4	5
20. Using computer-aided instruction (CAI)	1	2	3	4	5
21. Using remedial/developmental instructional techniques	1	2	3	4	5
22. Integrating research findings	1	2	3	4	5
23. Using competency-based instruction	1	2	3	4	5
24. Using nonverbal communication	1	2	3	4	5
25. Using nontraditional delivery systems (i.e., satellite or television courses)	1	2	3	4	5
<u>Classroom Management</u>					
26. Managing classroom records through computer software	1	2	3	4	5
27. Using manual recordkeeping systems	1	2	3	4	5
<u>Students</u>					
28. Determining traditional student instructional needs	1	2	3	4	5
29. Determining nontraditional student instructional needs (i.e., older adults, males in nursing programs, females in construction programs)	1	2	3	4	5
30. Applying student motivational techniques	1	2	3	4	5
31. Identifying student learning differences	1	2	3	4	5
32. Applying human relation skills in instructor-student situations	1	2	3	4	5
33. Identifying special needs student	1	2	3	4	5
34. Determining special needs student instructional needs	1	2	3	4	5
35. Using counseling center resources	1	2	3	4	5

	LOW			HIGH
36. Giving students feedback and encouragement	1	2	3	4 5
37. Advising students	1	2	3	4 5
38. Counseling students	1	2	3	4 5
39. Developing student rapport	1	2	3	4 5
40. Dealing with disruptive students	1	2	3	4 5
41. Referring students in difficulty to support services	1	2	3	4 5

Evaluation

42. Establishing grading procedures	1	2	3	4 5
43. Determining appropriate learning levels	1	2	3	4 5
44. Evaluating physical learning environment	1	2	3	4 5
45. Evaluating aesthetic learning environment	1	2	3	4 5
46. Evaluating environmental safety	1	2	3	4 5
47. Constructing objective test questions	1	2	3	4 5
48. Writing essay test questions	1	2	3	4 5
49. Evaluating objective tests	1	2	3	4 5
50. Evaluating essay tests	1	2	3	4 5
51. Interpreting test results	1	2	3	4 5
52. Assigning grades	1	2	3	4 5

Miscellaneous Instructional Needs

53. Identifying missions of the institution	1	2	3	4 5
54. Identifying college policies and procedures (i.e., procedures for registration, course withdrawal, incomplete grade)	1	2	3	4 5
55. Keeping informed as to what is happening on campus	1	2	3	4 5
56. Identifying part-time faculty benefits	1	2	3	4 5
57. Communicating with full-time faculty	1	2	3	4 5

Section III

CHECK THE BLANK BEFORE THE ONE STATEMENT THAT BEST DESCRIBES WHY YOU TEACH AS A PART-TIME FACULTY MEMBER.

_____ I am a part-timer who was a former full-timer in academics who scaled down to part-time teaching.

_____ I am a part-timer, who is a student, teaching in an institution other than the one where I am pursuing a degree to gain experience and to supplement my income.

_____ I am a part-timer who is seeking a full-time teaching position.

_____ I am a part-timer who holds another job of 35 hours or more a week.

_____ I am a part-timer who cares for children or other relatives and am only available to teach part time.

_____ I am a part-timer for reasons other than those listed above. (Please explain in your own words why you teach part-time.)

PLEASE RETURN THIS QUESTIONNAIRE TO THE RESEARCHER WITHIN ONE WEEK USING THE ENCLOSED ENVELOPE.

THANK YOU FOR YOUR COOPERATION

Susan L. Faulkner
Division of Vocational and
Technical Education
Virginia Tech
Blacksburg, VA 24061-0254
(703) 231-8722

B. June Schmidt
Division of Vocational and
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APPENDIX F

First Letter to Part-Time Business Faculty

March 1, 1990

Dear

We are conducting research on the in-service education needs of part-time business faculty in community colleges. We feel this is an important project because according to recent reports, the number of part-time faculty teaching in community colleges exceeds the number of full-time faculty. The focus of our research is to describe the in-service education needs of part-time business faculty for developing instructional skills.

We would appreciate your completing and returning the enclosed questionnaire by March 8, 1990. The estimated time for participants to complete the questionnaire is 10 minutes. A copy of the summary of results will be sent to your business chairperson this summer.

As a participant in this study, you may be assured of complete confidentiality. The questionnaire has been numbered for mailing purposes only. This number will be checked off our mailing list when your questionnaire is returned. Your name will never appear on the questionnaire.

We appreciate your participation in this exciting project, and we look forward to hearing from you. Your consideration and support in assisting us with this study, which is aimed at helping community colleges, is needed. Feel free to write or call us at (703) 231-9304 if you have any questions.

Sincerely,

Susan L. Faulkner
Research Associate

B. June Schmidt
Associate Professor

Enclosure

APPENDIX G

Postcard to Part-Time Business Faculty

March 8, 1990

Last week a questionnaire seeking your needs for in-service education for developing instructional skills was mailed to you. If you have already completed and returned the questionnaire, please accept my thanks. If you have not, please do so today. It is important that your needs are included in the results to accurately report the needs of part-time business faculty.

If you need another questionnaire, please call me at (703) 231-8722 and I will get another one to you via mail.

Susan L. Faulkner

APPENDIX H

Second Letter to Part-Time Business Faculty

March 26, 1990

Dear

About three weeks ago we wrote to you asking your preferences for in-service education for developing instructional skills. As of today we have not received your completed questionnaire.

This research has been undertaken to establish a data base of the in-service education needs of part-time business faculty in community colleges. Administrators planning in-service education activities are particularly interested in receiving the results of the study.

We are writing to you again because of the significance each questionnaire has to the results of the study. Your name was selected from lists of part-time business faculty sent to us by business chairpersons in community colleges. Only 216 part-time business faculty were selected in the sample.

For your convenience, we have enclosed a replacement questionnaire and return envelope. Your cooperation in completing and returning this questionnaire is appreciated.

Sincerely,

Susan L. Faulkner
Research Associate

B. June Schmidt
Associate Professor

Enclosure

APPENDIX I

Written Comments Made by Part-Time Business Faculty
Respondents, Who Were Classified as Part-Unknowners,
Concerning Why They Teach

Written Comments Made by Part-Time Business
Faculty, Who Were Classified as Part-Unknowners,
Concerning Why They Teach

I sold my business in April 1989 and would like to stay current in my field as well as share my knowledge with students.

I have a very demanding full-time professional career but teach part time to keep in contact with challenging young people whose demands constantly reinforce my updating of presentation skills.

I teach part time because the trend in higher education is to employ part timers so the school can better control costs and meet the needs of varying enrollments.

There is a need to teach entry level people in our profession. Having the credibility of the school behind the course is helpful.

I teach to gain experience prior to my Ph.D. studies and a full-time teaching career.

As a 15-year veteran in property management, I teach because I enjoy it. I want to see good quality people in the management business; and I am forced to keep up with the changes in our industry, which is an added benefit my clients receive.

The profession I teach in is highly specialized with many incompetent people in our market. I teach

to educate and to make better quality professional sales people. I teach for the benefit of the consuming public.

I started teaching as a part timer when I was employed, and I enjoyed it so much that I continued it after retiring from full-time work.

I am a CPA partner in a local firm, which has great difficulty in learning about students graduating from a junior college and going into a four-year institution. We, at the firm, believe that we should make a contribution to the college and at the same time learn about the qualifications of such students.

I enjoy meeting new students and getting to know them. I enjoy teaching a subject that will be of tangible value in the lives of my students. I enjoy sharing in the same emotions as experienced by the student upon successfully completing a course, and I get a great deal of pleasure over the years from hearing from those former students who stay in touch.

I teach because I enjoy working with adults who are interested in learning. I teach the work of the profession at which I work 70 to 80 hours per week and one I love. I enjoy my work and enjoy teaching about it.

I am in banking. I teach mostly for community involvement.

I teach part time because I never completed my master's degree, and my college hires only people with master's or doctorate degrees to teach full time.

I teach part time for the value of education and not for the money.

I am retired from the United States Navy, and I have a lot to share with others.

I like to teach, and I plan to retire in about two years. I would like to continue to be active in this way.

I was a part timer, who was student, and was employed by the institution that awarded me my degrees. The part-timer income paid for my education.

I teach part time to remain active and aware of the world through the younger generation, to offer to my students someone who is concerned about them and their personal growth, to provide the practical side of courses and develop an awareness in them of the world around them, and to achieve personal satisfaction when I feel I have done a good job.

I am retired from industry (science). I feel technical competency is vital in the sciences. Since I have never had any education courses, I am not familiar with academic jargon. The students accept

the fact that I am not a professor. My school does not pay for or expect part-time faculty to counsel students or have any out-of-class interaction. I think this is BAD!

I enjoy teaching, but I can't afford to teach full time.

I teach as a community service by a full-time attorney.

I teach because I enjoy teaching and the challenge it presents.

The only support I get from my college is selecting a textbook and providing a classroom. Otherwise, I get nothing! I don't even get clerical and photocopying support. Part-timers are exploited. I teach because I love it. I don't teach for the meager \$1,200 a semester. I teach accounting and have professional certification (CMA) as well as a master's degree. I am a finance/accounting manager at a Fortune 200 company. I should be highly qualified. The pay and support are awful considering what they are getting.

I own my own business. Teaching has its own rewards. It also keeps me sharp. I am a computer consultant, and I teach computer languages.

APPENDIX J

Complete Correlation Matrices and
Significance Levels

Kendalls tau b Correlation Testing the Relationship Between Level of Education and
Need for Instruction Skill Category

	Degree	Plan to Teach	Teaching & Content	Classroom Management	Students	Evalu- ation	Misc.
Degree	1.00000 0.00000	-0.17554 0.0093	-0.06644 0.3204	0.02183 0.7607	-0.08127 0.2239	-0.06587 0.3278	-0.01515 0.8236
Plan to Teach	-0.17554 0.0093	1.00000 0.00000	0.57229 0.0001	0.31719 0.0000	0.53016 0.0001	0.55833 0.0001	0.28658 0.0000
Teaching & Content	-0.06644 0.3204	0.57229 0.0001	1.00000 0.0000	0.48741 0.0001	0.64574 0.0001	0.63750 0.0001	0.39013 0.0001
Classroom Management	0.02183 0.7607	0.31719 0.0000	0.48741 0.0001	1.00000 0.0000	0.32237 0.0000	0.34928 0.0000	0.27564 0.0000
Students	-0.08127 0.2239	0.53016 0.0001	0.64574 0.0001	1.00000 0.0000	0.60206 0.0001	0.38074 0.0001	
Evalu- ation	-0.06587 0.3278	0.55833 0.0001	0.63750 0.0001	0.60206 0.0001	1.00000 0.0000	0.33518 0.0000	
Misc.	-0.01515 0.8236	0.28658 0.0000	0.39013 0.0001	0.27564 0.0000	0.38074 0.0001	0.33518 0.0000	1.00000 0.0000

Pearson Correlation Testing the Relationship Between Age of Part-Time Business Faculty and Need for Instructional Skill Category

	Age	Plan to Teach	Teaching & Content	Classroom Management	Students	Evaluation	Misc.
Age	1.00000 0.00000	-0.20200 0.0188	-0.15223 0.0780	-0.10376 0.2311	-0.11793 0.1731	-0.12177 0.1594	-0.18131 0.0353
Plan to Teach	-0.20200 0.0188	1.00000 0.00000	0.74257 0.0001	0.41128 0.0001	0.67389 0.0001	0.71164 0.0001	0.39150 0.0001
Teaching & Content	-0.15223 0.0780	0.74257 0.0001	1.00000 0.0000	0.61552 0.0001	0.82696 0.0001	0.80533 0.0001	0.54813 0.0001
Classroom Management	-0.10376 0.2311	0.41128 0.0001	0.61552 0.0001	1.00000 0.0000	0.42712 0.0001	0.45399 0.0001	0.38444 0.0001
Students	-0.11793 0.1731	0.67389 0.0001	0.82696 0.0001	0.42712 0.0001	1.00000 0.0000	0.77826 0.0001	0.53531 0.0001
Evaluation	-0.12177 0.1594	0.71164 0.0001	0.80533 0.0001	0.45399 0.0001	0.77826 0.0001	1.00000 0.0000	0.46152 0.0001
Misc.	-0.18131 0.0353	0.39150 0.0001	0.54813 0.0001	0.38444 0.0001	0.53531 0.0001	0.46152 0.0001	1.00000 0.0000

Pearson Correlation Testing the Relationship Between Years of Full-Time Teaching Experience and Need for Instruction Skill Category

	F/T Exp.	Planning to Teach	Teaching & Content	Classroom Management	Students	Evaluation	Misc.
F/T Exp.	1.00000 0.00000	-0.12590 0.1457	-0.12416 0.1514	-0.05617 0.5176	-0.13777 0.1110	-0.08141 0.3479	-0.16768 0.0519
Planning to Teach	-0.12590 0.1457	1.00000 0.00000	0.74257 0.0001	0.41128 0.0001	0.67389 0.0001	0.71164 0.0001	0.39150 0.0001
Teaching & Content	-0.12416 0.1514	0.74257 0.0001	1.00000 0.0000	0.61552 0.0001	0.82696 0.0001	0.80533 0.0001	0.54813 0.0001
Classroom Management	-0.05617 0.5176	0.41128 0.0001	0.61552 0.0001	1.00000 0.0000	0.42712 0.0001	0.45399 0.0001	0.38444 0.0001
Students	-0.13777 0.1110	0.67389 0.0001	0.82696 0.0001	0.42712 0.0001	1.00000 0.0000	0.77826 0.0001	0.53531 0.0001
Evaluation	-0.08141 0.3479	0.71164 0.0001	0.80533 0.0001	0.45399 0.0001	0.77826 0.0001	1.00000 0.0000	0.46152 0.0001
Misc.	-0.16768 0.0519	0.39150 0.0001	0.54813 0.0001	0.38444 0.0001	0.53531 0.0001	0.46152 0.0001	1.00000 0.0000

Pearson Correlation Testing the Relationship Between Years of Part-Time Teaching Experience and Need for Instructional Skill Category

	P/T Exp.	Planning to Teach	Teaching & Content	Classroom Management	Students	Evaluation	Misc.
P/T Exp.	1.00000 0.00000	0.04962 0.5676	0.05558 0.5220	0.00049 0.9955	0.03038 0.7265	0.09573 0.2694	-0.11054 0.2018
Planning to Teach	0.04962 0.5676	1.00000 0.0000	0.74257 0.0001	0.41128 0.0001	0.67389 0.0001	0.71164 0.0001	0.39150 0.0001
Teaching & Content	0.05558 0.5220	0.74257 0.0001	1.00000 0.0000	0.61552 0.0001	0.82696 0.0001	0.80533 0.0001	0.54813 0.0001
Classroom Management	0.00049 0.9955	0.41128 0.0001	0.61552 0.0001	1.00000 0.0000	0.42712 0.0001	0.45399 0.0001	0.38444 0.0001
Students	0.03038 0.7265	0.67389 0.0001	0.82696 0.0001	0.42712 0.0001	1.00000 0.0000	0.77826 0.0001	0.53531 0.0001
Evaluation	0.09573 0.2694	0.71164 0.0001	0.80533 0.0001	0.45399 0.0001	0.77826 0.0001	1.00000 0.0000	0.46152 0.0001
Misc.	-0.11054 0.2018	0.39150 0.0001	0.54813 0.0001	0.38444 0.0001	0.53531 0.0001	0.46152 0.0001	1.00000 0.0000

VITA

Susan Lynch Faulkner
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DATE OF BIRTH

May 26, 1952

EDUCATION

- Ed.D. in Higher Education Administration with a Human Resource Management concentration, Virginia Polytechnic Institute and State University, Blacksburg, Virginia (1990)
- M.S. in Vocational Education from Marshall University in Huntington, West Virginia (1982)
- B.S. in Business Education from West Virginia Institute of Technology, Montgomery, West Virginia (1976)

PROFESSIONAL EXPERIENCE

- Research Associate, Virginia Polytechnic Institute and State University, Blacksburg (August 1988 to January 1990)
Conducted research for the National Center for Research in Vocational Education (In-service Education and Vocational Administrators Leadership Projects).
- Graduate Project Assistant, Virginia Polytechnic Institute and State University, Blacksburg (July 1985 to July 1988)
Conducted research for the Vocational-Technical Education Consortium of States (V-TECS) project in the Division of Vocational and Technical Education.
- Intern, Concord College, Athens, West Virginia (1986)
Conducted a community needs assessment among three post-secondary institutions comparing perceived educational needs of adults.
- Assistant Professor of Business Supervision and Chair of Extension and Continuing Education, West Virginia Institute of Technology, Montgomery (July 1983 to November 1984)
The responsibilities included administering off-campus credit courses and supervising non-credit professional development programs and community service courses.

Instructor, West Virginia Institute of Technology,
Montgomery (August 1980 to June 1983) Taught courses
in the Secretarial Science Department.

Adult Vocational Education Instructor, Fayette Plateau
Vocational-Technical Center, Oak Hill, West Virginia
(August 1979 to August 1980) Taught courses in the
Business Department.

Teacher, Fayetteville High School, Fayetteville, West
Virginia (August 1976 to August 1979) Taught courses
in the Business Department.

RESEARCH

Susan L. Faulkner is author or coauthor of over a dozen
research reports, articles, and papers presented at
professional meetings.


Susan L. Faulkner
Susan L. Faulkner