IMPACT OF STRUCTURED ORIENTATION PROGRAMS ON THE TEACHING
PRACTICE OF PART-TIME FACULTY IN THE ONTARIO COMMUNITY
COLLEGE SYSTEM

CAPSTONE PROJECT

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ABSTRACT

The purpose of the study was to determine the impact of formal structured orientation programs on the teaching practice of part-time faculty in the Ontario community college system. This qualitative interview study involved the participation of six part-time faculty at a medium sized college in Central Ontario. All participants were part-time faculty members who began teaching during the 2007 fall semester.

The results of the study indicate that orientation efforts must include elements of integration and professional development in order to provide part-time faculty with a greater sense of connection to the institution. Cultivating effective orientation and professional development opportunities will help part-time faculty adjust and adapt to their educational environment and succeed in their positions. It is the recommendation of the researcher that senior level college administrators should work more closely with departmental deans and coordinators to synchronize orientation efforts and that all colleges should require new part-time faculty to participate in orientation programs prior to, or concurrent with, their initial teaching assignment. Departments must also be encouraged to develop and sustain a culture that promotes communication and inclusion.

DEDICATION

My life has been enriched by many "teachers" from my mother and father to my public

school bus driver, from my athletic coaches to my summer camp counselors, and from

my professors and classmates, to my students, colleagues, and friends. To those teachers,

who have influenced me, guided me, encouraged me, and supported me – thank you.

And a special thank you to those who are no longer with us but who continue to motivate

and inspire me every day.

This paper is dedicated to your memory:

Grandpa MacEachern, Grandpa Patterson, Aunt Dorothy, and Dr. Dave Dineen.

ACKNOWLEDGEMENTS

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CHAPTER 1: THE PROBLEM DEFINED

Background Statement

In today's competitive global marketplace colleges must consider the realities associated with the increased presence of part-time faculty and the constructive role these teachers can play in providing the quality education necessary for students to succeed in the 21st century. Part-time instructors bring an extraordinary array of backgrounds, accomplishments, and experiences that can enhance instruction and contribute to the diversity of many educational institutions (Gappa & Leslie, 1993). In economic terms, educators represent a significant capital investment and should, according to Yarrington (1973), be considered the greatest single resource of a college (as cited in Roueche, Roueche, & Milliron, 1995). Ensuring that such an investment will appreciate in value is essential in order for colleges to effectively respond to the increasing demands of this new and challenging educational market (Smith, 2007).

Part-time faculty shoulder a significant share of the responsibility for teaching in the college classroom of today (Gappa & Leslie, 1993) and yet few colleges provide significant orientation or development opportunities for these faculty members. In order for this growing instructional force to become effective allies in the teaching and learning enterprise, Reasons (2002) states "it seems reasonable to provide a level of training commensurate with the level of responsibility given to today's part-time faculty" (p. 2).

The research for this study was conducted at a medium sized college in Central Ontario. In an effort to eliminate or at least minimize the negative stigma often associated with part-time teaching this study will attempt to determine how colleges can

focus their attention on the importance of integrating these qualified and committed professionals into the academic community by providing ongoing support, guidance, and recognition (Gappa & Leslie, 1993). Integrating adjunct faculty through formal orientation programs, mentoring opportunities, involvement in department and institution decision making, and professional development programs not only improves the morale of part-timers but also expands their capacities and strengthens their commitment to the institution (Gappa & Leslie, 1993). Establishing a stronger teaching culture by recognizing that "all faculty members – regardless of the fraction of time they are employed – carry a significant professional responsibility for achieving and maintaining excellence in the classroom" (Gappa & Leslie, 1993, p. 265) will not only benefit the profession but will also provide a more effective and engaging learning environment for students.

Problem Statement

Calls for increased institutional effectiveness have come from many stakeholders, including part-time faculty and the students they teach. In their book, Strangers in Their Own Land, authors John and Suanne Roueche, and Mark Milliron (1995) contend that:

> The initial socialization effort is more than a welcoming event; it is part of a well-developed plan for acquainting faculty with the culture of the institution, the norms of the institution, the expectations of the college, and the roles of the new members of the community. (p. 61)

How can colleges ensure that new part-time instructors are not exposed to the "sink or swim" philosophy of orientation where they are left to discover pertinent information by chance opportunity or random experience?

Purpose of Study

The purpose of this study is to determine the impact of formal structured orientation programs on the teaching practice of part-time faculty in the Ontario community college system.

Research Questions

This qualitative study will attempt to answer the following research questions:

1. Can the implementation of formal structured orientation programs strengthen and enhance the teaching practice of part-time faculty?

2. Can structured orientation programs improve the morale of part-time faculty?

3. Will the investment in part-time faculty orientation programs result in a greater sense of connection and loyalty to the institution by those part-timers?

4. Who do part-time faculty believe should be responsible for the orientation, integration, and ongoing support of part-time faculty?

Definition of Terms

Part-Time Faculty

In the context of this paper the term part-time faculty refers to teachers who do not receive a salary or vacations but are paid for the performance of each contact hour at an hourly rate calculated by the Human Resources Department of the college. Throughout this paper the terms adjunct, contingent, temporary, and non full-time are used interchangeably in reference to part-time faculty.

Orientation Programs

Formal, organized, and comprehensive faculty development programs geared to the specific needs of new part-time instructors.

Limitations of Study

The researcher's status as a former part-time instructor at the college under study may be perceived as a limitation of the study. Interpretations and conclusions could be impacted if researcher bias exists. The researcher does recognize that bias is an inevitable part of the research process and will make a concerted effort to minimize the effect of personal bias. Considering this potential constraint from an alternate perspective, the researcher's familiarity with the role of part-time faculty and personal experience in the college system may permit greater insight into the relevant issues regarding the study.

Additionally, time and resources limit this study to a small convenience sample of

the available population of part-time educators at a medium sized college in Central

Ontario.

CHAPTER 2: LITERATURE REVIEW

Introduction

Over the past several decades, community colleges in Canada and the U.S. have witnessed an increase in the number of part-time faculty teaching in their classrooms. Statistics provided by the American Federation of Teachers (AFT) revealed that the number of adjunct faculty in U.S. community colleges increased by 133 percent between 1971 and 1986 while the increase in full-time faculty was only 22 percent during the same time (American Federation of Teachers, 2002). Two decades later, the 2004 National Study of Postsecondary Faculty in the U.S. reported that 67 percent of faculty at public two-year colleges worked on a part-time basis (Wallin, 2007).

A similar trend has emerged in the Canadian community college system over the past fifteen years. According to the February 2007 edition of the "Part-Time Times", a publication supported by the Ontario Public Service Employees Union (OPSEU), the total number of part-time college instructors has reached 17 000 in the province of Ontario (www.collegeworkers.org). At the Ontario college represented in this study, the number of non full-time faculty tripled from 179 in March 1991, to 457 in March 2004 (Boelryk & Krant, 2005). Interestingly, the number of full-time faculty at the same college decreased from 303 to 245 during the same period (Boelryk & Krant, 2005).

Until recently, research on adjunct faculty teaching in North American colleges and universities was difficult to find, and there seemed to be limited discussion among institutional leaders regarding this increasingly critical issue (Lyons, 2004). The literature suggests that part-time faculty play an important role in the college classroom

of today and will have an increasingly important responsibility in fulfilling the

institutional missions of community colleges in the future (Green, 2007).   In spite of the

awareness of the significant role that part-time instructors play, community colleges

appear to vary in their approach to orienting, motivating, developing, and supporting

these faculty members (Wallin, 2007). Supported by current literature, this researcher

believes that colleges must respond to the realities associated with the increased presence

of part-time faculty. Given that a student entering college today is more likely to be

taught by a part-time instructor than by a full-time faculty member (Smith, 2007), it is

imperative that educational institutions cultivate effective orientation and professional

development opportunities that will help adjunct faculty adapt and adjust to their

educational environment and succeed in their positions. Most importantly, the vital role

these instructors can perform in providing the quality education necessary for students to

succeed in today's global economy must be embraced and enhanced through effective

orientation and integration efforts.

<p align="center">The Rise of Adjunct Faculty</p>

In the fast paced and rapidly changing world of the 21st century the guarantee of a

full-time permanent job is no longer a realistic expectation (Stewart, Belcourt, Bohlander,

Snell, & Sherman, 2003). Over the past two decades, almost fifty percent of all jobs

created in Canada were identified as nontraditional, meaning part-time or casual status

jobs or temporary or contract work (Stewart et al.). The community college environment

is no different as evidenced by the trend toward the increased use of part-time or adjunct

faculty in both the U.S. and Canada. According to Richard Lyons, author of numerous

publications about adjunct faculty and founder of Faculty Development Associates, this increase is so dramatic that most colleges could not function efficiently without part-time faculty (2004).

Non full-time instructors create a connection between the college and the community by bringing their current and relevant expertise to the classroom (Roueche, Roueche, & Milliron, 1995). Students in particular appear to appreciate the real-world, contemporary examples that are uniquely woven into the lectures and lesson plans of their adjunct instructors (Green, 2007). Temporary faculty also offer increased flexibility for institutions attempting to manage changing enrollment demands or who require interim staff during the short-term absence of a full-time faculty member. However, "the primary reason why adjuncts are a perennial fixture in community colleges is economic" (Ellison, 2002, p. 5). Many colleges cite fiscal pressures as one of the main reasons for hiring part-time instructors. On average colleges pay adjuncts one-third the salary of full-time faculty and generally do not provide them with medical benefits, office space, training, or paid hours for student advisement (Ellison, 2002).

Once considered a temporary solution to temporary fiscal challenges, adjunct faculty have become a permanent fixture in the world of academe (Gappa & Leslie, 1993). Gappa and Leslie (1993) reported that as many as 60 percent of community college instructors were identified as adjunct or temporary faculty in the 1990s and latest estimates indicate that there has been a dramatic increase in the use of adjunct faculty at postsecondary institutions in Canada and the U.S. (Farran, 2007). Research has also shown that "as a college degree has become more widely valued as a ticket to upward

mobility, enrollments have increased significantly" (Lyons, 2004, p. 3). Many students currently in the workforce are looking to upgrade their skills and educational qualifications but are demanding evening and weekend courses in order to strike a balance between their full-time employment commitments and their studies. In the past, many institutions employed only a small number of adjunct instructors, however, in order to meet the demands of today's educational market, the expansion of course offerings into nontraditional hours is on the rise (Lyons, 2004) and the employment of part-time instructors has increased dramatically as a result.

Employment Conditions of Part-Time Instructors

Until the early 90's, few studies of any real scope had been undertaken to examine the employment conditions of part-time instructors and yet they had been employed as faculty since the community college system was established (Gappa & Leslie, 1993). Recognizing that faculties were often "bifurcated into high- and low-status 'castes'" (Gappa & Leslie, 1993, p. 12), with part-time faculty frequently treated as second-class citizens, Judith Gappa and David Leslie conducted a study and released their findings in a 1993 publication entitled The Invisible Faculty. Exposing the myths and false assumptions about this "invisible" faculty the authors revealed the important role adjunct instructors play in the education system and suggested that "institutions can and must do more to overcome the bifurcation of their faculties and to foster a unity of purpose that is reinforced by a new sense of community" (p. 12).

Lyons (1999) suggests that adjunct instructors are typically well grounded in their

areas of expertise but are often ill prepared to adequately address the varied needs of

today's learners. Today's students may find difficulty comprehending a concept through

traditional textbook instruction or may simply become bored by what the literature

describes as the old ways of learning (Prensky, 2001b). Research suggests that adjunct

instructors often assume that the same methods that were successful for them when they

were a student will be equally successful for the digitally networked learners of today

(Prensky, 2001a). According to Lyons (1999) this inclination "contributes to many new

adjunct instructors [simply] covering the material through extensive lecture and

ineffectively managed classroom discussions" (p. 2).

Community colleges often speak with pride about their concern for their students,

their faculties, and for the communities that they serve. These colleges regard themselves

as premiere teaching institutions with high expectations of faculty. Unfortunately,

according to authors Cohen and Brawer (1996), many of these colleges view part-time

instructors as transients and are therefore unwilling to invest resources in hiring,

integrating, and evaluating them (as cited in Ellison, 2002). Not only do they generally

receive lower wages, part-timers also have significantly different working conditions than

full-time faculty. Amenities such as a computer, office space, keys or codes, and library

and photocopying privileges are not necessarily accessible to adjunct academics (Farran,

2007). According to Roueche et al. (1995) alienating this large cadre of educators or

treating them as an expendable commodity is unconscionable behaviour and poor policy

especially among administrators who take pride in being a community.

Interestingly, the American Federation of Teachers (2002) suggests that adjunct

faculty exhibit relative longevity averaging seven years in their current position. Research conducted by Leslie and Gappa (2002) indicates that part-time faculty are generally more motivated by their passion for their discipline and the satisfaction they find in sharing that knowledge than by economic interests or career pursuits. They are experienced, stable professionals who find fulfillment in teaching and their attitudes, interests, and motives are relatively similar to those of full-time faculty (Leslie & Gappa, 2002). Additionally, research conducted by Lyons (1999) indicates that there is no significant difference between the quality of instruction presented by adjunct faculty versus instruction delivered by their full-time counterparts.

The literature suggests that colleges must recognize the critical contributions made by part-time instructors to teaching and learning in the higher education enterprise. According to Roueche et al. (1995):

> For the contributions and extraordinary potential they bring, part-timers should be treated as valuable citizens of the academic community. Part-time faculty are sleeping giants, their sheer numbers and their impact on college instruction cannot and should not be ignored. (p. 157)

Similarly, Reasons (2002) believes that in order to achieve effectiveness in the classroom it is imperative that part-time faculty receive a level of training and access to information that reflects the expectations of college administrators and the responsibilities entrusted to part-time faculty by those administrators.

Orientation and Professional Development

Grounded in their industry experience, part-time instructors provide a credible, real-world perspective that can enhance and enrich instruction (Wallin, 2007). According to Yarrington (1973) cited in Roueche et al. 1995:

> The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment…and it is only good sense that the investment should be helped to appreciate in value and not be allowed to wear itself out or slide into obsolescence by inattention or neglect. (p. 120)

Part-time faculty are attracted to the teaching profession for a number of personal and professional reasons that are as varied as their diverse backgrounds (Greive, 2005). As a result, administrators must be sensitive to their needs and consider the most effective way to integrate them into the college culture. However, developing a culture of inclusion involves more than providing adjunct faculty with a campus tour (Gappa & Leslie, 1993). Integrating and engaging contingent faculty through formal orientation programs, mentoring opportunities, involvement in department and institution decision making, and professional development programs also requires departmental and central administration support. The literature suggests developing an organizational infrastructure that is tailored to part-time faculty needs (Smith, 2007). Due to the very nature of their part-time status, adjunct faculty may be less involved or may not be as knowledgeable as their full-time colleagues about student support services, technology help desks, library services, and other helpful tools and campus services (Wallin, 2007).

Additionally, in order to continue to guarantee high quality postsecondary education, the literature recommends that colleges must also "make the commensurate fiscal commitment to faculty (full- and part-time) who must produce that education" (Gappa & Leslie, 1993, p. 109). Teaching is a complex business that requires communication, collaboration, flexibility, and passion. Often described as an art, teaching has the greatest impact when it is performed by capable, engaging, and dedicated artists (Roueche, Milliron, & Roueche, 2003). Whether those artists are hourly or salaried employees should make no difference to their craft. Recognizing the value of all faculty in the pursuit of academic and institutional excellence not only benefits the profession, it also supports the mandate of the community college system to provide accessibility, equity, and affordability for all students (Wallin, 2007).

The literature suggests that in order to play a constructive role in providing quality education colleges must advocate for the adoption of fair and equitable policies for part-time instructors (Gappa & Leslie, 1993). According to Gappa and Leslie (1993) forward thinking administrators want their institutions to be known for having:

> Improved their academic programs *because* they employ part-time faculty, not in spite of their part-time faculty…[and to be viewed as a model] of academic *health* and academic *integrity* because they operate on the assumption that all their faculty are members of the academic profession. (p. 277)

Research indicates that most adjunct instructors are highly motivated to succeed and will contribute significantly to the mission of the college they support especially when those colleges provide a basic investment in their development (Lyons, 1999).

Best Practices

In recent years, an increasing number of colleges have introduced faculty orientation and development programs geared to part-time instructors. In 1996, Indian River Community College in Fort Pierce, Florida, "initiated a comprehensive, yet inexpensive, adjunct faculty development program" (Lyons, 1999, p. 2). This four session "Instructor Effectiveness Training" program is delivered on consecutive Saturday mornings and is a requirement for new part-time instructors before or concurrent with, their first contact with students in a formal classroom setting (Lyons, 1999). Participants receive essential information for successfully implementing their courses and they also develop a network of peer support (Lyons, 1999).

Cuyahoga Community College in Cleveland, Ohio, introduced a comprehensive orientation and development program for part-time faculty in 1987 in response to a series of concerns and complaints about the challenges of teaching at off-campus locations (Gappa & Leslie, 1993). Operating campuses in three different locations throughout the city, Cuyahoga recognized the need to strengthen and improve their communication systems with, and for, adjunct faculty. Additional issues that had separated part-timers from the larger academic community were also identified and the realization that these divisive issues would not fade away inspired Cuyahoga to take action (Roueche et al., 1995). The Educators Peer Instructional Consulting (EPIC) program was born and matched new part-time faculty with full-time faculty mentors (Gappa & Leslie, 1993). During the course of the program Cuyahoga Community College was hiring approximately 150 new part-time faculty members each year (Gappa & Leslie, 1993).

On average ninety percent of those part-time faculty participated in EPIC mentoring relationships with one of 65 full-time faculty mentors (Gappa & Leslie, 1993). Although no longer operational as the EPIC program, Cuyahoga remains committed to maintaining a culture of inclusion by providing extensive mentoring and professional development opportunities for adjunct faculty (R. France, personal communication, February 23, 2007).

Humber College Institute of Technology and Advanced Learning in Toronto, Ontario, offers a Teaching Effectiveness Certificate Program specifically for non full-time faculty (P. Hedley, personal communication, February 23, 2007). Offered over a period of five Saturdays each semester, this certificate program provides an important link between the college and its part-time faculty. Additionally, the college now embraces part-time faculty and welcomes them to attend most professional development workshops, departmental meetings, or other information and communication opportunities offered at Humber. In prior years attendance had been restricted to only full-time faculty but today, Humber appears to support the concept presented by Roueche et al. (1995) that "part-time faculty should have the same advantages and opportunities to improve their teaching as do full-time" (p. 155).

In an effort to help new part-time faculty acclimate to the teaching environment, Northeast Texas Community College, a small rural college in Mount Pleasant, Texas, partnered with four other local colleges to design the Academy for Part-Time Teachers. Over the course of four weeks the Academy provides 24 hours of programming through a combination of in-class and online delivery. Recognizing the unique needs of their part-

time instructors, the "purpose of the Academy is to help faculty develop skills in designing and providing instruction that is consistent with the colleges' commitment to excellence" (Wallin, 2007, p. 69).

Similarly, Black Hawk College, a medium sized college in Moline, Illinois, has partnered with a college in neighbouring Iowa to present an annual faculty teaching enrichment day called the Adjunct Academy (Wallin, 2007). Sharing resources through networking, discussing strategies for improving student learning, and celebrating success, are the key elements of the Adjunct Academy. Evaluations reveal that adjunct faculty value this professional development program and feel connected to and supported by their respective college (Wallin, 2007).

As competition for highly skilled adjunct faculty increases, recruitment and retention has become a concern for many colleges. In Washington State, the competition to be selected as one of twenty participants in Tacoma Community College's Adjunct Faculty Institute is fierce. To be eligible for the ten-week learning experience, and the $500.00 stipend received upon successful completion of the program, candidates must complete an application process and be scheduled to teach at least one course while attending the Institute (Wallin, 2007). Addressing the issue of retention, Tacoma Community College has found that those who participate in their Adjunct Faculty Institute are more likely to remain with the college (Wallin, 2007). The competition to participate in the Adjunct Faculty Institute is a testament to the quality of the program and the commitment of college administrators to the integration of adjunct faculty into the Tacoma Community College culture.

Outside of the Adjunct Faculty Institute Tacoma Community College also provides ongoing support to all members of the part-time faculty in numerous other ways. Adjunct instructors receive financial support to attend conferences, they have access to all full-time faculty training initiatives, and they are invited to attend a day long adjunct gathering that concludes with a formal evening dinner, prior to the start of the semester (Wallin, 2007). As further acknowledgment of their role, part-time instructors "who attend the adjunct faculty gathering are compensated for their participation, a recognition of the importance of the time and commitment to the college and their students" (Wallin, 2007, p. 72).

With a high reliance on adjunct faculty, Rio Salado College in Tempe, Arizona represents one of the most progressive examples of integration highlighted in the literature. Inspired by business and industry and employing the concepts of total quality management and continuous improvement, Rio Salado College has developed support processes that are aligned across all departments and disciplines (Smith, 2007). This systems approach ensures adjunct faculty have the tools and support networks necessary to allow them to focus on their primary duties as instructors in the classroom rather than becoming mired in operational challenges and concerns (Smith, 2007).

In contrast to many other institutions, adjunct faculty at Rio Salado College are "not left alone to navigate through the semester after being handed the instructor's edition of the textbook" (Smith, 2007, p. 61). Supporting both students and faculty the technology help desk at the college is available on a 24-hour basis and is accessible by phone, internet, or in person. Working in conjunction with the technology help desk is

the instructional help desk. Designed to assist faculty teaching online courses as well as students enrolled in those courses the instructional help desk also conducts new faculty orientation sessions, provides consulting services, tutoring, and general information and support (Smith, 2007). Library services at Rio Salado College have also been designed with the adjunct instructor in mind. A virtual library orientation is available and an "around-the-clock live chat service called Ask a Librarian" (Smith, 2007, p. 62) has become a valuable service for adjunct faculty.

While ongoing communication and mentoring is provided by full-time faculty chairs in each department or discipline, faculty developers direct formal development activities at the college. Teaching and learning activities include ongoing orientation for new faculty, online professional development workshops, and annual and semi-annual faculty events. In addition to the numerous support services offered by the college, Rio Salado also acknowledges the importance of recognition and celebration. Every year outstanding adjunct faculty are recognized for their contribution to the college and to their discipline and are honoured at the annual all-faculty learning event (Smith, 2007).

Surveys completed in 2003 revealed that 80 percent of adjunct faculty at Rio Salado College felt highly valued and respected by the college (Smith, 2007). They also praised the college for providing infrastructure and services that effectively support their growth and learning while allowing them to focus on their passion for teaching.

Summary

As evidenced by the literature, the presence of part-time faculty in institutions of higher education has become an enduring reality. In the interest of offering quality

instruction to the rising number of full- and part-time students, it is the belief of this researcher that adjunct faculty should be integrated into the culture and community of colleges and recognized as increasingly important partners in the teaching and learning enterprise (Roueche et al., 1995). Education institutions must consider the value in developing programs targeted specifically to the needs of contingent faculty and take the lead of innovative colleges such as Rio Salado, Northeast Texas, and Tacoma in implementing those programs. According to Leslie and Gappa (2002) "investing in their capabilities – instead of treating them like replaceable parts – should yield long-term returns in teaching effectiveness, morale, and institutional loyalty" (p. 66). In summary, the literature supports the concept that formal, structured orientation programs can have a positive impact on the teaching practice of part-time faculty in the community college system.

CHAPTER 3: METHODOLOGY

Research Methodology

Adopting a qualitative approach, this interview study incorporated a phenomenological methodology by exploring the perceived impact of formal structured orientation programs on the teaching practice of six part-time faculty members in the Ontario community college system. This descriptive research approach was appropriate as it allowed each participant the opportunity to express their individual perceptions and fully describe their unique experiences. Producing in-depth data that would not have been possible using a questionnaire, the interview method also allowed the researcher the flexibility to "follow up on incomplete or unclear responses by asking additional probing questions" (Gay, Mills, & Airasian, 2006, p. 173).

In an effort to obtain comparable data from each participant, all interviews were conducted in a similar fashion (Gay et al., 2006). The researcher developed and employed a series of structured and semi-structured questions focused on the purpose of the study. The questions were designed to determine whether respondents felt participation in formal structured orientation programs could expand and enhance their teaching capacity. The intent of the interview questions was to identify the need for structured orientation programs specifically designed to support and strengthen the teaching practice of part-time faculty.

Population/Sample

This interview study involved the participation of six individuals. Using a convenience sample of the available population, participants for this study were part-time faculty at a medium sized college in Central Ontario. Representing a variety of different departments within the college, all participants were part-time faculty members who began teaching during the 2007 fall semester.

In order to be eligible for the study, participants must have been new to the college system and teaching for the first time during the fall of 2007. The researcher conducted an investigation of the internal e-mail and personal mail box systems at the college in order to identify potential participants. Adhering to standard procedures regarding confidentiality, a formal letter of information and consent provided details about the purpose of the study and was distributed to individuals who met the criteria for the study (see Appendix A). Of the fifteen candidates invited, six responded and participated in individual, face-to-face interviews with the researcher.

Data Collection Method

The primary data collection method involved individual, face-to-face, audiotaped interviews based on a structured format consisting of eight questions (see Appendix B). In an effort to establish a welcoming and comfortable interview environment, developing a rapport with each participant was a priority for the researcher (Glesne, 1999). Therefore, based on the nature of the initial rapport building conversation and the subsequent natural flow of the interview, the series of eight questions was not necessarily

addressed in the same sequence for each participant. Although other questions emerged

during the course of the process they were remarkably consistent additions across most of

the interviews.

Interviewing progressed over the course of a two week period from December 3

to December 14, 2007. Five of the six interviews took place in a private meeting room in

the library of the college while the sixth interview was conducted at the home of the

participant. Each interview was audiotaped using a digital voice recorder, downloaded to

the researcher's personal computer, and then transcribed verbatim by the researcher. On

average, the interviews lasted approximately 45 minutes. Prior to each interview, the

researcher reiterated the purpose of the study and reviewed the letter of information and

consent with the participant. Each participant read and signed the consent form in the

presence of the researcher before the commencement of the formal aspect of the

interview.

Although time consuming to conduct and transcribe, the interview method

afforded the researcher the flexibility to clarify questions and probe further as deemed

necessary and appropriate to gather rich data about the experiences and opinions of the

participants (Gay et al., 2006).

Data Analysis Method

Throughout the course of the research process the concept of "analytic noting"

(Glesne, 1999, p. 53) was employed. On numerous occasions insights about the data

collected were revealed to the researcher at unexpected moments. Making analytic notes

about personal thoughts and reflections as they occurred assisted in identifying and organizing themes and patterns. Rudimentary notes were taken during each interview to provide context and support for the researcher during the eventual transcription process. These notes also served to identify immediate personal thoughts that might otherwise have been forgotten (Glesne, 1999).

Due to competing priorities and general time constraints the transcription process began several weeks following the conclusion of the final interview. Although tedious and time consuming the process of personally transcribing the data was gratifying and insightful. The delay in transcribing the data in no way impacted the ability to analyze the information. In fact, waiting until the researcher could dedicate a significant portion of time to the process was invaluable. Given the opportunity to become fully immersed in the data, ideas for themes and categories began to emerge through the transcription process (Gay et al., 2006).

Participants were identified using numbered codes and transcripts were prepared by the researcher referencing only the appropriate number code. Upon completion of the transcription process, the audio interviews were saved to a dedicated USB memory stick and deleted from the researcher's personal computer and two hard copies of the transcripts were created. One complete set of transcripts along with the USB memory stick were stored in a locked filing cabinet at the home of the researcher. The second set of transcripts was used for analysis and interpretation.

In an effort to acquire an initial sense of the data, the researcher dedicated sufficient time to fully read each transcript in succession. During this reading initial

impressions were recorded in the margins, specific words and sections that seemed important were highlighted or underlined, and a rudimentary coding scheme was developed (Gay et al., 2006). Through this "first read" the researcher was able to explore all aspects of the data collected. During subsequent readings, the process of coding helped to develop specific themes and patterns by narrowing the focus to several manageable ideas (Glesne, 1999). The eventual categories provided a controllable basis for structuring the analysis and interpretation of the data (Gay et al.).

Although the use of computer software was considered as a means to assist with the analysis, the researcher found the educational aspect of creating codes and charting information extremely valuable and elected not to pursue computer software support. As described by Gay et al. (2006) there is "no one single 'correct' way to organize and analyze the data" (p. 471).

Ethical Review

Central Michigan University's Institutional Review Board (IRB) committee approved the IRB proposal for this study on November 14, 2007. Additionally, an application for research approval was completed and submitted to the Research Ethics Board (REB) of the college represented in this study. The Research Ethics Board of the college under study completed its review of the research project and the study was approved for a one year period effective November 16, 2007.

CHAPTER 4: DATA ANALYSIS

Introduction

The purpose of this study was to determine the impact of formal structured orientation programs on the teaching practice of part-time faculty in the Ontario community college system. Four of the six participants interviewed had little or no exposure to formal structured orientation programs when they began their part-time teaching role at the college in question. Sporting impressive resumes and industry experience, several of the participants were hired in the spring but received little guidance or direction prior to entering the classroom in the fall. Although comfortable in leadership roles and well grounded in their areas of expertise all but one participant suggested that they did not feel prepared to effectively address the full range of needs of today's students (Lyons, 1999). In the words of one participant "I wasn't worried about the material – it was communicating with the students". Another participant who began participating in professional development courses throughout the fall semester suggested that "it would have been really awesome or it would have been a great tool for me if I had what I know now back in August or July". Several participants described themselves as nervous or anxious because they had not had any formal classroom teaching experience. Participants also raised a number of issues including concerns about classroom management, use of technology, syllabus and lecture preparation, and the implementation of college policies and procedures.

Ironically, an orientation program did exist at the college represented in this study and yet only two of the participants were aware, or had been advised by their coordinator,

dean, or fellow colleagues, about such a program. The remaining four participants
described receiving an invitation to attend a two or three hour departmental meeting in
late August which was not paid but, in several cases, was to be followed by lunch. Three
participants attended their respective departmental meeting and, in all cases, they loosely
described the session as orientation. The fourth participant declined the invitation
suggesting:

> I already had other commitments and couldn't make that happen and there was no
> pay involved. To me that's not a reality. I am putting in a fairly substantial
> amount of time [and] to participate in a freebie like that I don't think it is realistic.
> I wouldn't do it for my own employees.

The data also revealed that the needs of new part-time college faculty appear to
fall into three broad categories: orientation to the general workings of the college,
integration into the college community, and ongoing support through training and
professional development opportunities. Supported by the literature, the data also
revealed that the integration of part-time faculty into the college community and support
for their ongoing development is less likely to be effectively implemented without an
initial, structured orientation program. When asked about the impact of orientation on
teaching practice several descriptors such as reassuring, reinforcing, and influential were
repeated time and again. One participant described attendance at the initial departmental
orientation session as:

> More reassuring than anything. It was a good introduction to a lot of people that
> it would have taken me two months to meet and I'm only there for three. You put

a name to the face and what each person does – if nothing else that helped on a personal level walking through the halls and on a professional level it helps you find what you need. [You have] a connection, you feel comfortable asking questions. If [orientation] wasn't there I don't think it would have been the same year as it has been. I think it would have been more stressful for me because I would have had to figure things out.

Reiterating this sentiment another participant described the impact of the college wide orientation session this way:

[Orientation] helped me confidence wise just knowing what the college could do for the students when a student asks me "where can I get help with this?" Having that session makes me feel a lot more confident. I can say [to the student] "I'm sure you need to see so and so in the library, writing centre, etc." [It] made me a lot more confident in answering those questions. That I can confidently be sure of my answer and know enough about the college to direct [students] in the right way gives me that teacher aura. [Without that orientation session] I think that would have changed my first few weeks experience from a very positive one to a potentially very scary one.

Although participants used different terms to describe their motivation for becoming involved in the teaching profession, they all shared a similar desire to bring their industry experience to the classroom. Whether it was a desire to give back, to share knowledge, to be a motivator, or to pursue a life long passion for teaching, each participant was intrinsically motivated to enter the college classroom as an educator.

Interestingly, only one participant mentioned financial compensation as an extrinsic motivator.

Orientation to the General Workings of the College

Supported by Leslie and Gappa (1993) who suggest that "part-timers are members of departments first and institutions second" (p. 185), the data revealed that the primary responsibility for orientation should rest with the department and that each department should be supported by college-wide resources and training programs. According to one participant who attended the college wide three day orientation session:

> I didn't necessarily need to know what the college advertising department does – they came in for an hour [and I] haven't seen them since. I felt there was some irrelevant stuff. I felt they could have cut it down by at least half a day. That being said, the truly relevant items for a new instructor who had never taught before were invaluable. Unless I had gone to that orientation I probably wouldn't know as much about [the college] and the professional development programs and what they could do for me.

Those who participated in either form of orientation session (college wide or departmental) agreed that although the overall responsibility should not be shifted outside the departments there should be a commitment from senior management to ensure a link to the mission and values of the college by establishing guidelines regarding consistency in the orientation of new part-time faculty. In their book, Strangers in Their Own Land, authors John and Suanne Roueche, and Mark Milliron (1995) contend that:

The initial socialization effort is more than a welcoming event; it is part of a well-developed plan for acquainting faculty with the culture of the institution, the norms of the institution, the expectations of the college, and the roles of the new members of the community. (p. 61)

In order to institute the well-developed plan articulated by Roueche et al., several key goals around which departmental orientation programs should be organized were identified by the participants. First, part-time faculty should receive timely access to key resources such as technology and communication tools in order to effectively begin classes and deliver instruction. Training in the use of these tools and guided tours of the facilities were also identified as important aspects of this objective. The participant who was not able to attend the August meeting described the challenges encountered on the first day:

I experienced anxiety right off the bat when I realized as I was driving that I didn't even know how early the college opens. I arrived at 7:15 a.m. for my class at 8:00 a.m. and fortunately both the college and my classroom were unlocked. The classroom was open but I couldn't get into the system as I didn't have a password. I found someone in the hallway – they suggested I call the IT help desk but as it turned out, the IT help desk didn't open until 8:00 a.m.

The same participant went on to say "they laughed at me in week seven out of ten when I still didn't have a photocopier code. I consider myself a professional and am resourceful so just made it work".

Second, the introduction of new part-time faculty to key people in the department

and in the college was an important element in ensuring that part-timers feel valued and supported in their role, and connected to the larger institution. Selecting a member of the full-time faculty to serve as the leader responsible for organizing formalized mentoring opportunities was highlighted by several participants as a key element in providing this connection. In the words of one participant:

> I would certainly recommend that there is time spent with the new faculty. Linking a full-time mentor to one or more part-time faculty [would create] a greater sense of community [and encourage] ongoing two-way communication between employee and mentor.

This same participant was careful to point out a key difference between mentoring and orientation. In the opinion of the participant, orientation represents an initial, one-time information opportunity whereas mentoring is an ongoing learning relationship.

Third, part-time faculty must learn essential information about policies and procedures so that they are aware of administrative expectations especially as they relate to grading policies and course evaluation, academic misconduct, course withdrawal processes, test and examination regulations, and other guidelines unique to the college. One of the participants described a concern regarding plagiarism:

> Plagiarism recently came up on the last assignment and [for] those things there is a set standard but no one has ever explained it to me. I e-mailed my dean and explained [the situation] and asked "is it something you handle or something I handle?" I was told to go to the policy and procedure handbook but I needed more specific answers and so I am still very up in the air about how that process

works and who handles what.

And finally, the department must create a supportive climate that minimizes anxiety and promotes enthusiasm for teaching and learning. Mentoring opportunities were again highlighted as important elements of orientating and integrating new part-time faculty. In several cases participants referenced the support of fellow part-time instructors in a shared office environment. One participant described the support network as follows:

> I share an office with six other people – all part-time faculty. I see four [of them] very regularly and I take a lot of things to them. I haven't really been introduced to the full-time faculty in my department I don't think.

Another participant takes the concept further by suggesting that:

> The part-time office environment is helpful. In other colleges there are mentoring systems [and] I think it is a great system. If I have questions I am attached to one person and I can come to that person and not feel like I am hassling a coordinator or someone else who has other responsibilities. Mentoring would be a big help because at this point in time they are using part-time staff who aren't being paid either. They [part-time colleagues] are in between classes, they have their timelines and I am asking them questions but they have been a great help.

Integration into the College Community

There was consensus among the participants that orientation programs can create a sense of unity and community. Although they generally felt support was available and

communication was adequate, many expressed a desire for a structured orientation opportunity and a formal "welcome" when they began their part-time teaching career at the college under study. Supported by the literature, this researcher believes that effective orientation "provides some transition from one culture to another; orientation programs for new faculty, as well as for new students, are designed to help them begin a socialization process that acquaints them with their new campus" (Roueche et al., 1995, p. 61). In this vein, several participants highlighted the importance of social and demographic changes currently impacting community colleges and how orientation can support and facilitate effective integration for both faculty and students. The literature suggests that "increasing numbers of new and retiring faculty, increasing student diversity, and expanding college missions [all] create [an extraordinary] incentive for embracing and involving part-time faculty early on as they enter into the life of the institution" (Roueche et al., p. 79).

Ongoing Support through Training and Professional Development Opportunities

Several participants were shocked to discover that in some cases, part-time instructors comprise up to seventy percent of a department's faculty at the college studied. In fact, the realization that part-time instructors represent a large group of faculty who affect fifty percent of a student's educational experience at that college, led to a discussion about quality. Each participant agreed with Richard Lyons who suggests that there is no significant difference between the quality of instruction presented by part-time faculty versus instruction delivered by their full-time counterparts (1999). However,

there were mixed opinions regarding the perception of quality based on instructor availability, instructor understanding of college policies, awareness of college culture and tradition, and the physical presence of part-time instructors on the campus. One participant described the impact of orientation in terms of effectiveness suggesting that "to be an effective instructor having the tools to support your students is equally important as having the knowledge of the topic and being able to deal with the content". Another participant described orientation as an investment:

> As a college you are investing in your teachers. You have an investment so you have to fork over some dough to protect that investment. I understand the financial limitations but it is like marketing a program, you can put all the money you want into that program but if you don't market it you've wasted that money. You hire a teacher and they go into the classroom and do a crappy job [but] if you [had] invested money into their support and training they might not have done a crappy job. [It is] good business practice to invest or take care of your investments whether it is material or people.

Calls for increased institutional effectiveness have come from many stakeholders, including part-time faculty and the students they teach. Four of the six participants in this study described college students as the customers of the college system. One participant in particular expressed concern regarding the under valuation of part-time instructors and the negative impact such treatment would ultimately have on the customer. In all cases the participants and this researcher agree that "improving the effectiveness of instruction and quality of relations with each student [customer] is significant" (Lyons, 2004, p. 8).

According to the literature (Lyons, McIntosh, & Kysilka, 2003):

> Only a dedicated faculty comprised of a rich blend of full-time academics overseeing the curriculum and part-time faculty connected to their communities, both employing [effective teaching and learning] strategies…will in the end improve institutional quality and the relevance of students' education. (as cited in Lyons, 2004, p. 8)

Providing quality instruction to the growing number of students in today's college classrooms requires input and support from a number of constituents including the union. One participant suggested that the lack of union representation for part-time faculty in Ontario community colleges represents an important element of support currently missing from the equation. In the eyes of this participant, the bifurcation of faculties is only enhanced by the absence of equal representation. Not only do they have significantly different working conditions from those of full-time faculty, part-timers do not have union support to help improve those conditions.

Summary

Union representation or not, each of the participants agreed that colleges must be encouraged to introduce formal structured faculty orientation and development programs geared to the specific needs of new part-time instructors. The participants also agreed that although new part-time instructors should be encouraged to actively pursue additional, optional learning opportunities, they should not be exposed to the "sink or swim" philosophy of orientation. According to one participant:

Every new faculty member should be exposed to basic guidelines and parameters. When you come from a structured industry and you are not given those parameters when entering the college you are uncertain. Orientation should be department wide [focusing] on the shared needs and interests of the group in a structured and organized fashion. [Beyond that] I would expect that individuals should take advantage of the Centre for Teaching and Learning on their own based on their own specific needs and interests.

Another participant insisted that:

If [orientation] is mandatory it should be paid and it needs to be a formal welcome to the college. Start with a very general session and then break into groups per area. I have no idea what the background of my students is. I don't even know what courses they have taken before me. [This] has huge implications to what I am teaching. [There] needs to be a formal introduction to the department and the course and the student population.

The following comment from one of the participants represents a fitting close to this chapter:

I'll make the analogy between students taking baby steps and new part-time faculty taking baby steps. Provide them all the tools they need to get there [and recognize that] first timers need as much support as possible. When an employee is new to a company there is training involved and the same should be true at the college level. Orientation courses should be mandatory [and if they were] paid that would be awesome!

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to determine the impact of formal structured orientation programs on the teaching practice of part-time faculty in the Ontario community college system.

Adopting a qualitative approach this interview study involved collecting data from answers to questions about the respondents' opinions regarding formal structured orientation programs. The participants in this study were eager to share their experiences and perceptions and although many had not participated in formal orientation sessions, the passion for their work and the dedication to their students was evident. In spite of limited guidance or formal orientation opportunities the willingness of the participants to seek out solutions and turn challenges into opportunities was a common theme. Most participants did not feel that their teaching practices were altered and most would not describe themselves as more effective teachers as a result of participating in a faculty orientation session. However, when asked "has your confidence in your teaching practice been enhanced as a result of participating in an orientation session", five of the six participants answered "yes". Those who participated in departmental sessions, loosely described as orientation, and those who attended the three day college wide program, all described the experience as confidence building using terms such as reassuring, reinforcing, or influential.

Although the researcher did not encounter significant difficulties throughout the course of the study, the small sample size did limit the findings. The majority of the

respondents did not participate in formal structured orientation programs therefore limiting the amount of data available to determine the impact of such programs on their teaching practice. Additionally, the researcher's status as a former part-time instructor at the college under study may be perceived as a limitation of the study. However, the researcher recognizes that this bias is an inevitable part of the research process and made a concerted effort to minimize the effect of personal bias. In spite of these limitations the information gathered was relevant and informative and sets the stage for further research.

Conclusions

The results of the study indicate that orientation efforts must include elements of integration and professional development in order to provide part-time faculty with a greater sense of connection to the institution. Welcoming new part-time faculty with a comprehensive orientation program sets the stage for ongoing support and development in order to fulfill the needs and expectations of an increasingly complex profession. According to Roueche et al. (1995), "institutional practices critically affect the quality of instruction" (p. 15). Therefore, more effort needs to be made at the college level to ensure that the support functions available to full-time faculty are just as accessible to part-time faculty. Cultivating effective orientation and professional development opportunities will help part-time faculty adjust and adapt to their educational environment and succeed in their positions.

This conclusion is supported by the findings of the study which highlighted three key messages. First, adjunct faculty should receive access to key resources such as

technology and communication tools, and training in the use of those tools, in order to effectively deliver instruction. Second, formal mentoring opportunities were highlighted as an essential element in ensuring part-timers feel valued and supported in their role and connected to the larger institution. Third, part-time faculty must receive guidance and direction regarding college policies and procedures in order to effectively balance and manage administrative and student expectations. Incorporating these elements into a formal structured orientation program will help build confidence for those new to the profession. Providing this type of support can also strengthen the sense of unity and community and ultimately foster a greater sense of loyalty to the institution.

Once considered a temporary solution to temporary fiscal challenges, adjunct faculty have become a permanent fixture in the world of academe (Gappa & Leslie, 1993). Part-time instructors are experienced, stable professionals who find fulfillment in teaching and their attitudes, interests, and motives are relatively similar to those of full-time faculty (Leslie & Gappa, 2002). Supported by the results of this study, research also indicates that most adjunct instructors are highly motivated to succeed and will contribute significantly to the mission of the college they support especially when those colleges provide a basic investment in their development (Lyons, 1999).

In conclusion, the study revealed that participation in any type of orientation program, whether a departmental "welcome" meeting or a formal multi-session curriculum, can expand and enhance the teaching capacity of part-time educators.

Recommendations

Although a variety of orientation programs may exist, it is the recommendation of this researcher that senior level college administrators should work more closely with departmental deans and coordinators to synchronize orientation efforts. The creation of an orientation task force would allow each department to share best practices and align common themes with the overall mission of the college. The task force would include at least one full-time and one part-time faculty member from each department at the college and be chaired by the Vice-President Academic. Departments would be encouraged to follow the lead of proactive colleges such as Indian River Community College, Humber College, and Rio Salado College by constructing mandatory orientation and development programs for new part-time faculty.

In a further effort to ensure consistency across departments, the orientation task force would be encouraged to develop a college wide orientation manual with a section dedicated to department specific information. Designed as a "living document" the manual would initially be presented in a binder thereby creating a tool that is easy to update and revise as necessary throughout the semester. Additions such as recommended reading, websites of interest, and other information could be delivered by regular e-mail updates to all new part-time faculty or placed in their mail boxes to be inserted into their orientation manual. Each new part-time faculty member would receive this orientation manual upon acceptance of their teaching offer. They would also receive an invitation from the president of the college and the departmental dean to attend a formal structured orientation session prior to the beginning of the semester or shortly thereafter.

Supported by best practice literature, it is the opinion of this researcher that all colleges should require new part-time faculty to participate in orientation programs prior to, or concurrent with, their initial teaching assignment. Departments must also be encouraged to develop and sustain a culture that promotes communication and inclusion. Gappa and Leslie (1993) suggest that:

> Departments that care deeply about education, about teaching and learning, seem to foster an atmosphere in which faculty members talk with each other about these issues. Such departments also appear to involve part-timers in their talk and seem open to what the part-timers have to say. People sense they can have an effect on what happens – not just in their own isolated classroom but on the entire program of the department.…There is far less faculty bifurcation in these participatory departments and far more focus on how everyone contributes to achieving the academic outcomes department members consider important. (p. 185)

Inviting part-time faculty to departmental meetings and social functions, and encouraging their participation in professional development sessions offered by the college represents only a few examples of the recommendations supported by this researcher. Through these efforts it is hoped that leaders among the full-time faculty will begin to acknowledge that the "long-held belief that part-time instructors are a threat to their self-interest is bogus" (Lyons, 2004, p. 8). Encouraged by a greater sense of understanding and insight this college and others like it, should embrace part-time faculty as full partners in the teaching profession. They are also encouraged to make concerted efforts to minimize or eliminate the negative stigma associated with those who teach part-time.

Reiterating the words of John and Suanne Roueche, and Mark Milliron (1995) this researcher believes that:

> The initial socialization effort is more than a welcoming event; it is part of a well-developed plan for acquainting faculty with the culture of the institution, the norms of the institution, the expectations of the college, and the roles of the new members of the community. (p. 61)

As a result of this study, the researcher has recognized that improving part-time teacher effectiveness starts with a formal, structured orientation opportunity. However, further research involving a sample of new part-time faculty who will have actually participated in a formal structured orientation program is recommended. It is hoped that lessons learned through this and future research will encourage and support the implementation of orientation programs for part-time faculty throughout the Ontario community college system.

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APPENDICES

APPENDIX A

**Central Michigan University
Letter of Information and Consent**

**Project Title: Impact of Structured Orientation Programs on the Teaching Practice of
Part-Time Faculty in the Ontario Community College System**

Researcher: Martha MacEachern   *-***-**** ext. ****
mmaceachern@********.on.ca**

Date

Dear Participant,

My name is Martha MacEachern and I am a graduate student in the Master of Arts in Education
program at Central Michigan University (CMU). I am conducting research to explore the impact
of structured orientation programs on the teaching practice of part-time college faculty. This
research project or "capstone" represents the culmination of the program and is being conducted in
fulfillment of degree requirements at CMU. This research project will be overseen by my capstone
monitor, Dr. David Lloyd.

My research is qualitative in nature and the purpose of the study is to determine whether voluntary
participation in structured orientation programs has an impact on the teaching practice of part-time
faculty in the Ontario community college system. The study aims to identify the need for
mandatory structured orientation programs specifically designed to support and strengthen the
teaching practice of part-time faculty.

As you are currently teaching in a part-time capacity at ******** College, I am inviting you to
participate in this research study. The following information is provided to help you make an
informed decision regarding your voluntary participation.

Should you decide to participate in this research project, I ask that you complete the consent form
below. Signing and returning the letter will indicate your willingness to participate and a copy of
this letter will be provided for your reference. Upon receipt of your consent I will arrange an

interview time that best accommodates your schedule. The face-to-face interview will be completed within one hour. During the course of the interview you may refuse to answer any question and you may elect to conclude the interview at anytime. The research study itself should be completed within a five month timeframe from November 2007 to April 2008.   Any information obtained during this study which could identify you will be collected by the researcher and kept strictly confidential. With a small sample of only eight respondents every precaution will be taken to ensure the anonymity of all participants. Research results will only be reviewed by the researcher and the capstone monitor where deemed appropriate. There is no compensation for participating and there is no known risk.

Thank you for your time and interest in assisting me with my educational endeavours. Should you have additional questions, please contact me at ***-***-**** ext. **** or via e-mail at mmaceachern@*********.on.ca.

Best Regards,

Martha MacEachern

Faculty Monitor Contact Information:

Dr. David Lloyd
p. ***-***-**** ext. ****
e. David.Lloyd@cmich.edu

My signature below indicates that I have voluntarily agreed to participate in this research project as a participant, that I have read and understand the information provided, and that any questions I had expressed have been answered to my satisfaction.

_____   _____
Participant's Signature   Date

_____
Participant's Printed Name

Please sign below indicating your permission for the interview to be audio taped:

_____

APPENDIX B

INTERVIEW QUESTIONS

1. What was your motivation for becoming involved in the teaching profession?

2. Tell me about any experience or other qualifications you have acquired that
    support your current teaching practice.

3. Describe the teaching practices/strategies you intended to bring to the classroom
    when you began your current role as a part-time educator.

4. What delivery techniques and assessment strategies have you employed this
    semester?

5. When you accepted the part-time teaching opportunity were you offered any
    orientation and/or professional development opportunities?

    a) If no, describe the influences that have impacted your teaching practice.

    b) If yes, tell me about the orientation/professional development provided
        and the direction/support offered throughout the semester.

        i.   Were your teaching practices altered or influenced as a result of
             participating in a faculty orientation/professional development
             program?

        ii. Would you describe yourself as a more effective teacher as a result
             of participating in a faculty orientation/professional development
             program?

        iii. Has your confidence in your teaching practice been enhanced?

6.   As it relates to your teaching practice, what questions or concerns do you still have as you approach the conclusion of your first semester?

7.   Did the presence or absence of orientation/professional development opportunities impact your teaching practice?

8.   Would you recommend participation in a formal structured orientation/professional development program for all new part-time faculty?