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UA3/8/6 Report of the Task-Force on Part-Time Faculty

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REPORT OF THE TASK-FORCE ON PART-TIME FACULTY

Western Kentucky University
January 1992

Submitted by:

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INTRODUCTION

During the 1991 fall semester, President Thomas Meredith appointed a Task Force on Part-Time Faculty at Western Kentucky University. He requested that the task force conduct a study and make recommendations to the university regarding such issues as part-time faculty compensation and benefits, rates of usage, quality of instruction, orientation and evaluation, and administration and budgeting. The study was stimulated, in part, by the fact that the university has in recent years reached historic highs in the use of part-time faculty.

The task force collected data about part-time faculty from a number of sources including national data bases, benchmark institutions, other Kentucky universities and Western’s records. In addition, two opinion surveys were conducted by the task force. One, administered to each academic department head on campus, sought responses to an extensive questionnaire regarding their experiences and perceptions about part-time faculty. The other survey was sent to each person employed by Western as a part-time faculty member during the 1991 fall semester. There were 201 usable responses received to this survey, a response rate of 56%. The complete results from each of these surveys are included in the appendix of this report.

For the purposes of this study, part-time faculty are defined as those individuals specifically employed and compensated by the university as part-time faculty. Graduate assistants and faculty participating in the optional retirement program are not included. Except as noted, data in this study relating to part-time faculty are expressed in full-time faculty equivalents which permits more accurate comparative assessments.
TRENDS IN PART-TIME FACULTY EMPLOYMENT

Through 1984-85, Western Kentucky University employed relatively few part-time faculty members to assist with instruction (approximately 5-7% of all full-time equivalent faculty). Since that time, however, the university has come to rely more heavily on part-time faculty (see Table 1). By the 1990 fall semester, part-time faculty had expanded to represent approximately 20% of all full-time equivalent faculty at Western (including the Community College).

Of the thirty-two academic departments at the university, thirty utilized part-time faculty during the 1990-91 academic year. Eighty-one percent of those departments had experienced an increase in part-time usage since the 1985 fall semester, due primarily to increased university and program enrollments, failure to increase the number of full-time positions, and increased commitments to extended campus centers and the Community College (see Table 2).

The expanded use of part-time faculty has not been uniform in all areas of the university. In some (College of Business programs, Departments of Agriculture, Allied Health, Chemistry, Engineering Technology, Government, Industrial Technology, Physics and Astronomy, Sociology, for example), the use of part-time faculty has remained quite limited. In others (Departments of Communication and Broadcasting, English, Home Economics and Family Living, Journalism, Music, for example), a long-standing reliance on part-time faculty has continued to expand. And in still others (Departments of Art, Computer Science, Educational Leadership, Psychology, and Teacher Education), there has been a dramatic increase in the use of part-time faculty over the last five years.
# TABLE 1
Trends in Part-Time Faculty Use (1985-1990)

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>FALL 1985 TOTAL* (FTEF)</th>
<th>PART-TIME</th>
<th>PERCENTAGE</th>
<th>TOTAL* (FTEF)</th>
<th>FALL 1990 PART-TIME</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>9.81</td>
<td>1.00</td>
<td>10.2%</td>
<td>13.36</td>
<td>5.35</td>
<td>40.0%</td>
</tr>
<tr>
<td>Communication Broadcasting</td>
<td>22.20</td>
<td>5.90</td>
<td>26.6%</td>
<td>23.34</td>
<td>6.00</td>
<td>25.7%</td>
</tr>
<tr>
<td>English</td>
<td>46.52</td>
<td>9.50</td>
<td>20.4%</td>
<td>50.96</td>
<td>13.25</td>
<td>26.0%</td>
</tr>
<tr>
<td>Government</td>
<td>10.25</td>
<td>0</td>
<td>0%</td>
<td>12.27</td>
<td>0.75</td>
<td>6.1%</td>
</tr>
<tr>
<td>History</td>
<td>15.67</td>
<td>1.50</td>
<td>9.6%</td>
<td>18.77</td>
<td>4.25</td>
<td>22.6%</td>
</tr>
<tr>
<td>Humanities</td>
<td>1.74</td>
<td>0</td>
<td>0%</td>
<td>1.75</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Journalism</td>
<td>12.50</td>
<td>2.00</td>
<td>16.0%</td>
<td>14.94</td>
<td>4.00</td>
<td>26.8%</td>
</tr>
<tr>
<td>Mod Languages &amp; Int. Studies</td>
<td>10.97</td>
<td>1.25</td>
<td>11.4%</td>
<td>14.13</td>
<td>2.00</td>
<td>14.2%</td>
</tr>
<tr>
<td>Music</td>
<td>21.44</td>
<td>3.90</td>
<td>18.2%</td>
<td>19.72</td>
<td>5.60</td>
<td>28.4%</td>
</tr>
<tr>
<td>Philosophy &amp; Religion</td>
<td>9.82</td>
<td>0</td>
<td>0%</td>
<td>8.52</td>
<td>1.00</td>
<td>11.7%</td>
</tr>
<tr>
<td>Sociology, Anth/Social Work</td>
<td>18.04</td>
<td>1.50</td>
<td>8.3%</td>
<td>18.52</td>
<td>1.00</td>
<td>5.4%</td>
</tr>
<tr>
<td>Theatre &amp; Dance</td>
<td>7.50</td>
<td>0.50</td>
<td>6.7%</td>
<td>7.05</td>
<td>0.25</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Potter College</strong></td>
<td><strong>186.46</strong></td>
<td><strong>27.05</strong></td>
<td><strong>14.5%</strong></td>
<td><strong>203.33</strong></td>
<td><strong>44.45</strong></td>
<td><strong>21.9%</strong></td>
</tr>
<tr>
<td>Accounting</td>
<td>10.50</td>
<td>0</td>
<td>0%</td>
<td>9.85</td>
<td>0.50</td>
<td>5.1%</td>
</tr>
<tr>
<td>Adm. Office Systems</td>
<td>7.26</td>
<td>0.75</td>
<td>10.3%</td>
<td>0.50</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Economics</td>
<td>11.50</td>
<td>0</td>
<td>0%</td>
<td>11.80</td>
<td>1.00</td>
<td>8.5%</td>
</tr>
<tr>
<td>Finance &amp; HIS</td>
<td>13.50</td>
<td>2.25</td>
<td>16.7%</td>
<td>11.50</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Management &amp; Marketing</td>
<td>13.17</td>
<td>0.75</td>
<td>5.7%</td>
<td>9.25</td>
<td>0.25</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Business College</strong></td>
<td><strong>55.93</strong></td>
<td><strong>3.75</strong></td>
<td><strong>6.7%</strong></td>
<td><strong>42.90</strong></td>
<td><strong>1.75</strong></td>
<td><strong>4.1%</strong></td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>13.87</td>
<td>0</td>
<td>0%</td>
<td>16.77</td>
<td>3.25</td>
<td>19.4%</td>
</tr>
<tr>
<td>Home Ec &amp; Family Living</td>
<td>17.02</td>
<td>2.90</td>
<td>17.0%</td>
<td>14.42</td>
<td>3.00</td>
<td>20.8%</td>
</tr>
<tr>
<td>Military Science</td>
<td>7.52</td>
<td>0</td>
<td>0%</td>
<td>2.74</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Physical Ed &amp; Recreation</td>
<td>17.41</td>
<td>1.00</td>
<td>5.7%</td>
<td>17.07</td>
<td>2.50</td>
<td>14.6%</td>
</tr>
<tr>
<td>Psychology</td>
<td>25.76</td>
<td>0.25</td>
<td>0.9%</td>
<td>29.92</td>
<td>5.25</td>
<td>17.5%</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>36.03</td>
<td>0.50</td>
<td>1.4%</td>
<td>50.36</td>
<td>12.75</td>
<td>25.3%</td>
</tr>
<tr>
<td><strong>Educational College</strong></td>
<td><strong>117.61</strong></td>
<td><strong>4.65</strong></td>
<td><strong>4.0%</strong></td>
<td><strong>131.28</strong></td>
<td><strong>26.75</strong></td>
<td><strong>20.4%</strong></td>
</tr>
<tr>
<td>Agriculture</td>
<td>12.67</td>
<td>0</td>
<td>0%</td>
<td>13.38</td>
<td>0.50</td>
<td>3.7%</td>
</tr>
<tr>
<td>Allied Health</td>
<td>7.38</td>
<td>0.33</td>
<td>4.5%</td>
<td>6.56</td>
<td>0.33</td>
<td>5.0%</td>
</tr>
<tr>
<td>Biology</td>
<td>15.76</td>
<td>0.50</td>
<td>3.1%</td>
<td>20.55</td>
<td>3.58</td>
<td>17.4%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>12.61</td>
<td>0</td>
<td>0%</td>
<td>15.80</td>
<td>0.75</td>
<td>4.7%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>11.63</td>
<td>0.25</td>
<td>2.1%</td>
<td>11.42</td>
<td>3.75</td>
<td>32.8%</td>
</tr>
<tr>
<td>Geography &amp; Geology</td>
<td>14.18</td>
<td>0.25</td>
<td>1.8%</td>
<td>14.35</td>
<td>2.00</td>
<td>13.9%</td>
</tr>
<tr>
<td>Health &amp; Safety(Public Health)</td>
<td>14.51</td>
<td>0.75</td>
<td>5.2%</td>
<td>15.42</td>
<td>2.50</td>
<td>16.2%</td>
</tr>
<tr>
<td>Industrial/Engineering Tech</td>
<td>26.50</td>
<td>3.58</td>
<td>13.5%</td>
<td>19.95</td>
<td>1.50</td>
<td>7.5%</td>
</tr>
<tr>
<td>Math</td>
<td>26.98</td>
<td>1.00</td>
<td>3.7%</td>
<td>30.95</td>
<td>2.83</td>
<td>9.1%</td>
</tr>
<tr>
<td>Nursing</td>
<td>18.17</td>
<td>0</td>
<td>0%</td>
<td>23.20</td>
<td>3.00</td>
<td>12.9%</td>
</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td>10.79</td>
<td>0.25</td>
<td>2.3%</td>
<td>11.75</td>
<td>0.25</td>
<td>2.1%</td>
</tr>
<tr>
<td>Science College</td>
<td>171.18</td>
<td>6.91</td>
<td>4.0%</td>
<td>183.33</td>
<td>20.99</td>
<td>11.4%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td><strong>.20</strong></td>
<td><strong>0</strong></td>
<td><strong>0%</strong></td>
<td><strong>.115</strong></td>
<td><strong>0</strong></td>
<td><strong>0%</strong></td>
</tr>
<tr>
<td>University Total</td>
<td>531.38</td>
<td>42.36</td>
<td>8.0%</td>
<td>561.99</td>
<td>93.94</td>
<td>16.7%</td>
</tr>
<tr>
<td>Community College</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>42.35</td>
<td>25.25</td>
<td>59.6%</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>531.38</strong></td>
<td><strong>42.36</strong></td>
<td><strong>8.0%</strong></td>
<td><strong>604.34</strong></td>
<td><strong>119.19</strong></td>
<td><strong>19.7%</strong></td>
</tr>
</tbody>
</table>

*Full-Time Equivalent Faculty-Instruction
## Usage Categories (by Colleges): Fall 1990

<table>
<thead>
<tr>
<th>College</th>
<th>&lt; 10%</th>
<th>10-20%</th>
<th>20-30%</th>
<th>&gt; 30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potter</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

(40.6%) (28.1%) (25%) (6.3%)

---

## Changes in Departmental Usage (By Colleges)
Fall 1985 to Fall 1990

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Depts with Increase</th>
<th>Number of Depts with Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potter</td>
<td>10 (91%)</td>
<td>1 (9%)</td>
</tr>
<tr>
<td>Business</td>
<td>2 (40%)</td>
<td>3 (60%)</td>
</tr>
<tr>
<td>Education</td>
<td>5 (100%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Science</td>
<td>9 (82%)</td>
<td>2 (18%)</td>
</tr>
<tr>
<td>WKU</td>
<td>26 (81%)</td>
<td>6 (19%)</td>
</tr>
</tbody>
</table>
The increased reliance on part-time faculty was particularly evident as a means of staffing the reestablished and rapidly growing Community College and the expanded commitment to extended campus centers. For example, part-time faculty now represent about 60% of the total (full and full-time equivalent) faculty in the Community College and in extended campus instruction. During the 1990 fall semester, 35.9 full-time equivalent, part-time faculty taught in extended campus centers, an increase from 9.5 in the 1985 fall semester (see Table 3). There was a decline to 30.7 full-time equivalent part-time faculty teaching in extended campus centers in fall 1991 which may represent a leveling off in the expansion of recent years.

According to the results of a survey conducted by the U.S. Department of Education's National Center for Educational Statistics in the fall of 1987, of the 318,000 total faculty* at four-year public institutions, 23% were part-time (regular and temporary) compared to 40% at four-year private institutions and 58% at two-year public institutions. Among all four-year institutions, comprehensive and liberal arts schools had the highest percent of part-time faculty with 34%, compared with 24% for research institutions and 31% for doctoral schools.

The 1987 survey reveals that 79% of part-time faculty were hired in the non-professorial ranks (instructor, lecturer, etc.) and 21% held traditional ranks (assistant, associate, or full professor). Almost all (95%) of the part-time faculty held non-tenure positions and 64% of the part-time faculty had a one-term appointment. The average length of employment at the same institution was 6.5 years for part-time faculty. The average length of employment for part-time faculty at Western is less than the national average. This is due primarily to the fact that the use of part-time faculty at Western has expanded rapidly in recent years.

* headcount data
**TABLE 3**

Trends in
Part-Time Faculty Use on-and Off-campus
(in full-time equivalent faculty - FTEF)

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>FALL 1985</th>
<th></th>
<th>FALL 1990</th>
<th></th>
<th>FALL 1991</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ON-CAMPUS</td>
<td>OFF-CAMPUS</td>
<td>ON-CAMPUS</td>
<td>OFF-CAMPUS</td>
<td>ON-CAMPUS</td>
<td>OFF-CAMPUS</td>
</tr>
<tr>
<td>Art</td>
<td>0.75</td>
<td>0.25</td>
<td>4.25</td>
<td>1.1</td>
<td>5.08</td>
<td>1.08</td>
</tr>
<tr>
<td>Communication Broadcasting</td>
<td>5.4</td>
<td>0.5</td>
<td>5.0</td>
<td>1.0</td>
<td>4.75</td>
<td>1.5</td>
</tr>
<tr>
<td>English</td>
<td>8.25</td>
<td>1.25</td>
<td>9.0</td>
<td>4.25</td>
<td>11.75</td>
<td>3.25</td>
</tr>
<tr>
<td>Government</td>
<td>0</td>
<td>0</td>
<td>2.5</td>
<td>1.75</td>
<td>2.0</td>
<td>2.25</td>
</tr>
<tr>
<td>History</td>
<td>0.5</td>
<td>1.0</td>
<td>0.75</td>
<td>0.25</td>
<td>2.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Journalism</td>
<td>2.0</td>
<td>0</td>
<td>3.75</td>
<td>0.25</td>
<td>2.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Modern Languages &amp; Int. Stud</td>
<td>1.25</td>
<td>0</td>
<td>1.75</td>
<td>0.25</td>
<td>2.5</td>
<td>0.25</td>
</tr>
<tr>
<td>Music</td>
<td>3.9</td>
<td>0</td>
<td>5.1</td>
<td>0.5</td>
<td>5.69</td>
<td>0.5</td>
</tr>
<tr>
<td>Philosophy &amp; Religion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.0</td>
<td>0</td>
<td>1.25</td>
</tr>
<tr>
<td>Sociology, Anthropology/Soc Wrk</td>
<td>0.75</td>
<td>0.75</td>
<td>0.25</td>
<td>0.75</td>
<td>1.25</td>
<td>0.75</td>
</tr>
<tr>
<td>Theatre &amp; Dance</td>
<td>0.5</td>
<td>0</td>
<td>1.0</td>
<td>0.25</td>
<td>1.25</td>
<td>0.25</td>
</tr>
<tr>
<td>Potter college</td>
<td>23.30</td>
<td>3.75</td>
<td>32.60</td>
<td>11.85</td>
<td>36.27</td>
<td>11.58</td>
</tr>
<tr>
<td>Accounting</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Admin, Off. Systems</td>
<td>0.75</td>
<td>0</td>
<td>0.75</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
</tr>
<tr>
<td>Economics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Finance &amp; MIS</td>
<td>1.0</td>
<td>1.25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Management &amp; Marketing</td>
<td>0.75</td>
<td>0</td>
<td>0.25</td>
<td>0</td>
<td>2.25</td>
<td>0</td>
</tr>
<tr>
<td>Ed. Leadership</td>
<td>2.5</td>
<td>1.25</td>
<td>1.50</td>
<td>0.25</td>
<td>2.25</td>
<td>0.25</td>
</tr>
<tr>
<td>Home Ec. &amp; Family Living</td>
<td>0</td>
<td>0</td>
<td>1.0</td>
<td>2.25</td>
<td>2.08</td>
<td>2.0</td>
</tr>
<tr>
<td>Military Science</td>
<td>1.9</td>
<td>1.0</td>
<td>1.5</td>
<td>1.5</td>
<td>1.0</td>
<td>1.25</td>
</tr>
<tr>
<td>Physical Ed &amp; Recreation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychology</td>
<td>1.0</td>
<td>0</td>
<td>2.5</td>
<td>0</td>
<td>1.75</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>0</td>
<td>0.25</td>
<td>1.75</td>
<td>3.5</td>
<td>2.25</td>
<td>3.5</td>
</tr>
<tr>
<td>College of Education</td>
<td>0.5</td>
<td>8.75</td>
<td>4.0</td>
<td>8.58</td>
<td>1.83</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>3.4</td>
<td>1.25</td>
<td>15.50</td>
<td>11.25</td>
<td>15.66</td>
<td>8.58</td>
</tr>
<tr>
<td>Allied Health</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
<td>0.25</td>
<td>0.25</td>
</tr>
<tr>
<td>Biology</td>
<td>0.33</td>
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<td>0.33</td>
<td>0</td>
<td>0.33</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
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<td>0</td>
<td>2.33</td>
<td>1.25</td>
<td>1.07</td>
<td>2.85</td>
</tr>
<tr>
<td>Computer Science</td>
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<td>0</td>
<td>2.0</td>
<td>1.75</td>
<td>0.75</td>
<td>1.25</td>
</tr>
<tr>
<td>Geography &amp; Geology</td>
<td>0</td>
<td>0.25</td>
<td>1.25</td>
<td>0.75</td>
<td>2.63</td>
<td>1.25</td>
</tr>
<tr>
<td>Health &amp; Safety (Public Health)</td>
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<td>0</td>
<td>2.0</td>
<td>0.5</td>
<td>1.25</td>
<td>0.5</td>
</tr>
<tr>
<td>Industrial/Engineering Tech.</td>
<td>0.83</td>
<td>2.75</td>
<td>1.0</td>
<td>0.5</td>
<td>2.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.75</td>
<td>0.25</td>
<td>1.5</td>
<td>1.33</td>
<td>1.17</td>
<td>1.25</td>
</tr>
<tr>
<td>Nursing</td>
<td>0</td>
<td>0</td>
<td>2.0</td>
<td>1.0</td>
<td>3.58</td>
<td>0</td>
</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td>0.25</td>
<td>0</td>
<td>0.25</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
</tr>
<tr>
<td>Science College</td>
<td>3.66</td>
<td>3.25</td>
<td>12.91</td>
<td>8.08</td>
<td>14.53</td>
<td>8.51</td>
</tr>
<tr>
<td><strong>UNIVERSITY TOTAL</strong></td>
<td><strong>32.86</strong></td>
<td><strong>9.5</strong></td>
<td><strong>62.51</strong></td>
<td><strong>31.43</strong></td>
<td><strong>68.71</strong></td>
<td><strong>28.92</strong></td>
</tr>
<tr>
<td><strong>COMMUNITY COLLEGE</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>20.5</strong></td>
<td><strong>4.5</strong></td>
<td><strong>21.46</strong></td>
<td><strong>1.75</strong></td>
</tr>
<tr>
<td><strong>GRAND TOTAL-PART-TIME FACULTY</strong></td>
<td><strong>32.86</strong></td>
<td><strong>9.5</strong></td>
<td><strong>83.01</strong></td>
<td><strong>35.93</strong></td>
<td><strong>90.17</strong></td>
<td><strong>30.67</strong></td>
</tr>
<tr>
<td>Total FTEF-University &amp; Community College</td>
<td>504.76</td>
<td>26.52</td>
<td>543.86</td>
<td>60.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Part-Time of Total FTEF</td>
<td>6.5%</td>
<td>36.3%</td>
<td>15.3%</td>
<td>59.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A survey of nine benchmark institutions did not include historical data, but current percentages of part-time faculty were found to vary from 11% (at Indiana State University) to 30% (at Middle Tennessee State University). Part-time workloads ranged from 3 hours to 15 hours, with the average load being 6 to 9 hours per semester (see Table 4).

Extended campus assignment policies among benchmark institutions differ distinctly from Western's policy. Only two of the nine universities use part-time personnel for off-campus instruction. Instead, full-time faculty teach off-campus courses as "overloads" at part-time faculty rates.

ADMINISTRATION, BUDGETING, AND COMPENSATION

The university has traditionally budgeted for on-campus part-time faculty expenditures through an account in central administration entitled "Academic Instruction Expenses, Undesignated." Funds in that account are then transferred to cover actual expenditures as they are incurred for part-time faculty stipends. In the early 1980's, this account was budgeted at approximately $180,000 which essentially covered the actual expenditures for part-time faculty on campus. By the mid-80's the central part-time budget had increased modestly to $200,000; it then increased substantially to $558,000 in 1990-91 and to $560,000 in 1991-92.

However, expenditures for part-time faculty increased even more dramatically over the decade, so that by the mid 80's there was an annual deficit of about $50,000 which grew to $300,000 by 1990-91 (see Table 5). This reflected an actual annual expenditure of about $860,000 for on-campus part-time faculty. A similar deficit is anticipated for 1991-92.

The expanded use of part-time faculty in extended campus centers, which are budgeted separately, has resulted in an additional deficit
<table>
<thead>
<tr>
<th>University</th>
<th>PT/FT FAC Ratio (%)</th>
<th>Evaluation Procedure</th>
<th>Maximum WKLD Hrs/semester</th>
<th>Recruitment</th>
<th>Off-Campus Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State Univ</td>
<td>---</td>
<td>chair</td>
<td>11 (9 ave)</td>
<td>chair*</td>
<td>FT fac</td>
</tr>
<tr>
<td>Georgia Southern Univ</td>
<td>12/88</td>
<td>chair with student evaluations</td>
<td>3</td>
<td>head</td>
<td>FT &amp; PT (50/50)</td>
</tr>
<tr>
<td>Illinois State Univ</td>
<td>26/74</td>
<td>chair</td>
<td>9 (6 ave)</td>
<td>chair</td>
<td>FT</td>
</tr>
<tr>
<td>Indiana State Univ</td>
<td>11/89</td>
<td>head</td>
<td>15</td>
<td>head</td>
<td>FT (few PT in education)</td>
</tr>
<tr>
<td>Jacksonville State Univ</td>
<td>20/80</td>
<td>head with student evaluations</td>
<td>15</td>
<td>head**</td>
<td>FT &amp; PT (50/50)</td>
</tr>
<tr>
<td>Middle Tenn State Univ</td>
<td>30/70</td>
<td>chair with student evaluations</td>
<td>9 (6 ave)</td>
<td>chair</td>
<td>FT</td>
</tr>
<tr>
<td>Southwest Missouri State Univ</td>
<td>26/74</td>
<td>head with student evaluations</td>
<td>6 (3 ave)</td>
<td>head</td>
<td>---</td>
</tr>
<tr>
<td>Univ of Arkansas-Little Rock</td>
<td>---</td>
<td>head</td>
<td>9</td>
<td>head</td>
<td>FT (as overload on weekends)</td>
</tr>
<tr>
<td>Univ of North Iowa</td>
<td>---</td>
<td>head</td>
<td>9</td>
<td>head</td>
<td>FT</td>
</tr>
</tbody>
</table>

* With approval of Department Personnel Committee
** Orientation by department head
Actual expenditures for part-time faculty on-campus exceeded funds budgeted for same by approximately $300,000 for 1990-91. A similar amount is projected for 1991-92. In addition, expenditures for part-time faculty employed in Extended Campus Centers exceeded funds budgeted for that purpose by $50,000 in 1990-91.
(expenditures over budgeted funds) in those accounts of over $50,000 annually on expenditures of $310,000. These deficits must be covered through the transfer of lapsed salary funds from other parts of the Academic Affairs budget (vacant positions) and through supplementary funds transferred from university institutional accounts (for example, unanticipated tuition revenue).

Part-time faculty are employed on a one-semester basis, primarily through department heads in the relevant program. A Terms of Employment and Assignment Agreement, signed by the part-time faculty member, the department head, and the dean, specifies the assignment and recommended stipend for the semester. These agreements and stipend recommendations are then forwarded to the Office of the Vice President for Academic Affairs when the semester payroll is prepared and recommended to the President for payment. Department heads are responsible for ensuring that part-time faculty recommended for employment have appropriate qualifications for the course(s) they teach.

For part-time faculty employed at Western Kentucky University, the compensation per three-hour course is based on four grade levels, which conform to SACS requirements.

<table>
<thead>
<tr>
<th>GRADE I</th>
<th>$990</th>
<th>Persons in this category should hold at least a bachelor’s degree and have a minimum of three years of related experience or hold the master’s degree.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE II</td>
<td>$1,080</td>
<td>Persons in this category should hold at least the master’s degree and have 3-5 years of teaching experience or have other special training and experience related to the teaching position.</td>
</tr>
<tr>
<td>GRADE III</td>
<td>$1,170</td>
<td>Persons in this category should hold at least the master’s degree and have 5 or more years of teaching experience, hold other degrees or certifications (Ed.S., CPA, CPE, etc.) or special qualifications, or hold the doctorate.</td>
</tr>
<tr>
<td>GRADE IV</td>
<td>$1,260</td>
<td>Persons in this category should hold the doctorate and have a minimum of 7 years of teaching experience or other special qualifications applicable to their teaching role.</td>
</tr>
</tbody>
</table>
Part-time personnel receive their first paychecks six weeks after the semester begins and are paid every two weeks thereafter.

In general, part-time faculty compensation at WKU appears to be lower than that at the benchmark institutions surveyed (see Table 6). Six of the nine benchmark schools compensated their part-time faculty at a higher rate, three significantly so. According to several associate vice presidents for academic affairs interviewed, their higher stipends may be the result of market pressures and the competition among institutions within metropolitan areas. When compared with other Kentucky universities, WKU's stipends for part-time faculty are below the median.

At present, part-time faculty benefits at WKU include Worker's Compensation and Social Security. In addition, part-time faculty may elect to join the Kentucky Retirement System under certain conditions (Personnel Policies, 74-75). When they choose to join KTRS, the payment must be made by the end of the calendar year in which the courses are taught, and the entire amount must be paid by the part-time faculty member.

The university provides its part-time faculty with identification cards, which can be used for checking books from the university libraries, cashing checks at the business office, College Heights Bookstore discounts, and entry to recreational facilities. Part-time personnel can purchase parking stickers and are eligible to receive tuition discounts according to their percentage of a full load taught. The discount must be used during the semester when teaching. Spouses are entitled to half this discount.

According to the U.S. Department of Education's 1987 national survey, 13% of part-time faculty working 20 or fewer hours per week at non-doctoral four-year institutions received some form of medical insurance benefits, 7% received life insurance benefits, 11% participated
TABLE 6
PART-TIME FACULTY COMPENSATION AT SELECTED BENCHMARK UNIVERSITIES
FALL SEMESTER 1991

<table>
<thead>
<tr>
<th>University</th>
<th>Salary Range/3-hour Semester Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State University</td>
<td>$2000 - $2500</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>$1500 - $1680</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>$2000 - $4000</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>$900 - $1800</td>
</tr>
<tr>
<td>Jacksonville State University</td>
<td>$1000 ($1500 graduate)</td>
</tr>
<tr>
<td>Middle Tennessee State University</td>
<td>$1185 - $1785</td>
</tr>
<tr>
<td>Southwest Missouri State University</td>
<td>$1800 - $4500</td>
</tr>
<tr>
<td>University of Arkansas - Little Rock</td>
<td>$1500 - $1800</td>
</tr>
<tr>
<td>University of North Iowa</td>
<td>Determined by Department</td>
</tr>
</tbody>
</table>

PART-TIME FACULTY COMPENSATION AT KENTUCKY UNIVERSITIES
FALL SEMESTER 1991

<table>
<thead>
<tr>
<th>University</th>
<th>Salary Range/3-hour Semester Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Kentucky University</td>
<td>$1600 - $1900</td>
</tr>
<tr>
<td>Kentucky State University</td>
<td>$1050 - $1371</td>
</tr>
<tr>
<td>Morehead State University</td>
<td>$1200</td>
</tr>
<tr>
<td>Murray State University</td>
<td>$1000</td>
</tr>
<tr>
<td>Northern Kentucky University</td>
<td>Not Available</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>$1800</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>$1680 - $1770</td>
</tr>
<tr>
<td>Western Kentucky University</td>
<td>$990 - $1260</td>
</tr>
</tbody>
</table>
in retirement plan with institutional contribution, and 20% received a
tuition remission. Professional travel funds were available to 16% of the
part-time faculty at these types of institutions.

Nationally, the average part-time faculty worked a full work week
with an average of 14 hours per week at the academic institution and 28
hours per week on other paid activities; 52% of the part-time faculty held
other full-time employment.

Of the 201 part-time WKU faculty who responded to the task force's
survey, 75% indicated that they have other employment, with 58% being
employed full-time elsewhere.

PROFESSIONAL SUPPORT, SUPERVISION, AND EVALUATION

Although the majority of part-time faculty are assigned to teach
introductory level courses, five departments also utilize part-time
personnel for internships, practicums, or clinics. Few part-time faculty
are expected to assume non-instructional departmental responsibilities.

Almost all departments provide their on-campus part-time faculty with
adequate secretarial support and classroom supplies, but one third are
unable to grant access to office space or a telephone. Although several
part-time instructors commented that the lack of office space was an
inconvenience, only a small minority of this group believed their teaching
effectiveness would improve if office space were provided.

Perceptions regarding orientation differ greatly between department
heads and part-time faculty. While heads reported that required or
optional orientation is provided, the majority of part-time faculty
indicated that orientation is not provided, except to those in the College
of Education and Behavioral Sciences. Although only 26% of the part-time
respondents indicated that their departments conducted
orientation/training sessions, 90% indicated that they would still teach
if required to attend an orientation/training session.
Part-time faculty reported no consistent sources of information regarding course content and methodology. Fewer than 23% of the departments require part-time faculty to meet with full-time faculty, audit a course prior to teaching, work with a faculty mentor, or receive instructional supervision. The part-time faculty survey indicates that 65% of the respondents receive information about courses from department heads or full-time faculty, while 35% formulate their own approach to the course.

Department heads expressed real concerns about maintaining contact with their part-time faculty, especially those assigned to extended campus centers, where half acknowledged that supervision is not available.

The evaluation of a part-time faculty member’s performance is based almost exclusively on student questionnaires. All are evaluated during the fall semester, but only one third are evaluated in the spring.

PERCEPTIONS OF DEPARTMENT HEADS

While selection of part-time faculty in all departments is influenced by SACS faculty standards, 55% of the departments also report that their selection of part-time faculty is influenced by other professional accreditation standards. The major difficulty reported by department heads relative to the identification and selection of part-time instructors is an inadequate "pool" of qualified people from which to choose. Most department heads (69%) feel that they do not have an adequate part-time faculty "pool" and that the level of compensation is a significant impediment in securing part-time faculty. They cited the availability of insurance coverage and tuition waivers as benefits that might improve their recruiting ability. Moreover, 53% of the department heads indicated that having some local discretion over part-time compensation would allow more effective use of part-time monies in their departments.
Maintaining the instructional quality provided by part-time instructors appears to be a high priority to department heads. Over 90% of them indicated that they would not hire a "marginal" part-time instructor even if student demand for an additional course section were high. Instead, they ranked the options as follows: (1) cancel the course section or increase class sizes (tie); (3) hire a new unknown part-time instructor; (4) reduce release-time; (5) permit full-time faculty overloads.

From evaluations based almost exclusively on student questionnaires, most department heads seem to feel that the quality of instruction delivered by part-time instructors is comparable to that of full-time faculty. No department head rated part-time faculty instruction as poor, and 84% of the department heads rated the instruction of their part-time faculty as good or excellent. With regard to course content and rigor, 84% of the department heads reported that courses taught by part-time faculty compared favorably, for the most part, with courses taught by full-time faculty.

Even though the majority of departments indicated that they do not typically receive unsolicited compliments or complaints from students or faculty regarding part-time instructors, the data received from those departments reporting such comments indicates a 3 to 1 ratio of compliments to complaints.

Two thirds of the department heads believe that the current maximum part-time workload of nine hours per semester is appropriate. Of those who do not, four favor increasing the maximum and six favor decreasing it. Regarding the appropriate percentage of departmental credit-hour production by part-time faculty: 12 heads prefer less than 10%; 13 prefer 10-20%; 3 prefer 20-30%; and one prefers 30-40%. Not surprisingly, the four department heads who responded with choices exceeding 20% currently
utilize part-time faculty at those rates. When asked whether current levels of part-time usage should be increased, be maintained, or be decreased, about one third of the department heads responded in each of the three categories. Only about one fourth of the departments whose current usage is between 0% and 20% stated that their part-time instruction should be reduced. However, the majority (60%) of the departments whose current usage exceeds 20% stated that a reduction would be appropriate.

In general, department heads seem to recognize the need for part-time faculty and to be satisfied with the quality of their performance. Judging from their written comments, however, most department heads are dissatisfied with the level of compensation, the lack of supervision (especially at extended campuses), and the absence of a clear policy for the future. As one department head wrote:

This department began using part-time faculty on an emergency basis to meet expansion needs about which we were not consulted. Yesterday's emergency, however, has turned into today's way of life . . . The larger questions here concern enrollment management, resource allocation, and long-term planning.

PERCEPTIONS OF PART-TIME FACULTY

Many of the 201 part-time faculty members who responded to the task force's questionnaire expressed an appreciation that their opinions were being solicited. It is apparent from the survey results that the respondents' reasons for teaching part-time at this university are multi-dimensional. Enjoyment, the opportunity to share professional knowledge, and intellectual stimulation were all rated above money as motivators for current part-time faculty.

The respondents are generally pleased with the departmental support services provided, and 75% feel that they are respected as an important part of the university community. When asked to cite their most serious complaints and to elaborate on any issues of concern to them, some made
positive comments. However, the majority expressed serious
dissatisfactions that fall into three major categories.

The number one source of dissatisfaction is compensation, which some
described as "extremely low," "pitifully low," "demeaning and
embarrassing," "disproportionate," "appalling," "ridiculous," and "an
insult and disincentive." Others blamed the university for perceiving
them as a "bargain," for treating part-time pay as a "low priority," for
failing to reward their experience, for keeping compensation the "same as
it was 16 years ago," and for paying wages "out of line with
expertise/workload." Several said they would not be back because they
could not "afford" this work. Several also noted that the little they are
paid comes six weeks after they begin work.

The second most serious complaint, expressed in different ways,
concerns a lack of the sorts of communication adequate to provide
part-time faculty with a sense of participation and respect. Extended
campus and evening class teachers feel isolated and out-of-touch with
policies, procedures, and other faculty members ("the departmental
culture"). They also feel they are denied reasonable access to support
services, such as typing and copying course materials, which some actually
pay for themselves. Another aspect of this morale problem, a lack of job
security, occurs because no part-time person is actually hired until after
classes begin each semester. Several expressed frustration over their
personal efforts to "do a good job" while getting back "the leftovers" in
terms of classes, students, classrooms, and supplies. Some see themselves
as non-persons since they have little or no office space, orientation, or
feedback.

The third overall concern of part-time faculty relates to benefits.
Some expressed a desire to participate in health insurance even if they
had to pay 100% of Western's group rate. Others saw access to the student
health service as a potential solution. Still others wished for tuition reductions in the summer when they are not offered classes to teach and thus have time to take classes. Others suggested bookstore discounts. Interest was also expressed in the possibility of contributing to a retirement system.

A recurring comment presents a revealing and disturbing attitude of distrust. Although phrased differently, this comment generally took the form of a plea that this task force survey not fall into the category of "much ado about nothing," that their valuable time not be wasted in filling out forms with no follow-up. Several said, "Thanks for asking," and even "No one has ever sought my input before," indicating once again a real lack of two-way communication. The following summarizing statement came from one survey: "... if the university continues to rely on part-time teachers, it should acknowledge their contributions, pay them a decent wage, and treat them as valuable members of the university community."

CONCLUSIONS AND RECOMMENDATIONS

As a result of the study of part-time employment at Western Kentucky University and careful analysis of the data, the task force makes the following observations.

Based on the information collected by the task force, it does not appear that Western Kentucky University is using too many part-time faculty in fulfilling its instructional mission. The percentage of part-time faculty to total faculty (17% in the university; 20% when the Community College is included) is well within the range of percentages for benchmark universities (11%-30%). In addition, most department heads at Western indicated that they either were currently using part-time faculty effectively or could use more part-time faculty if circumstances warranted. However, because part-time faculty are often less credentialed
and/or less experienced than full-time faculty, there remains the possibility that certain departments may be over-reliant on part-time faculty.

The task force was impressed by the generally high level of commitment and enthusiasm indicated by part-time faculty in their questionnaire responses. However, both department heads and faculty expressed concerns regarding the low level of compensation and the absence of a real connection between the part-time instructor and the academic department.

In an attempt to address these issues and improve the effectiveness of part-time instruction at Western Kentucky University, the task force makes the following recommendations.

QUALITY

Each department should be reviewed to ensure that part-time faculty usage remains consistent with the goals, objectives, and any accreditation standards of the department and the university.

If a department can document that excessive reliance on part-time faculty is detrimental to the quality of its program, the university should support measures to reduce that reliance.

CATEGORIES OF EMPLOYMENT

In recognition of the different roles part-time faculty play, it is recommended that two categories of part-time faculty be established and implemented as the budget allows:

1. Continuing part-time faculty
   Persons employed in this category must meet a continuing demonstrated need in a department and be expected to teach 2 to 3 classes each semester over an extended period of time. These persons should be engaged for the academic year with contracts that include additional departmental responsibilities apart from teaching and provide enhanced fringe benefits and greater potential for salary advancement.

2. Occasional part-time faculty
   Persons employed in this category contract to provide instruction on a semester-by-semester basis, with stipends calculated on a course basis.
The following guidelines should be applied to both categories in the employment of these personnel:

**GRADE I**
Persons employed in GRADE I must meet SACS requirements (hold the master's degree with 18 graduate hours in the teaching field, or meet stated requirements for exceptional cases).

**GRADE II**
In addition to the requirements in GRADE I, persons employed in GRADE II must have a minimum of 3 years college teaching experience; persons holding other degrees, certifications or appropriate work experience may substitute these qualifications for teaching experience.

**GRADE III**
Persons employed in GRADE III must hold the doctorate (or other terminal degree) in the teaching field.

**COMPENSATION**
Depending upon the part-time faculty member's category and grade, stipends per three-hour course should fall within the ranges indicated in the following table:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CONTINUING</th>
<th>OCCASIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>$1000-1400</td>
<td>$1000-1200</td>
</tr>
<tr>
<td>II</td>
<td>1170-1800</td>
<td>1170-1500</td>
</tr>
<tr>
<td>III</td>
<td>1260-2160</td>
<td>1260-1800</td>
</tr>
</tbody>
</table>

Part-time faculty initially would be employed at the lower end of these stipend ranges and would move up within them, based on performance. Stipend payments to occasional part-time faculty should begin within four weeks of the first day of the semester.

**BENEFITS**
All part-time faculty should be allowed to earn tuition credits at the rate of 1.5 credit hours per three credit hours taught. Vouchers issued to verify credits earned could then be used at any time by the employee or the employee’s spouse.

The university should pay the employer's contribution to KTRS for continuing part-time faculty.

Other benefits currently available to part-time faculty should be continued.
ORIENTATION AND SUPERVISION

Each department should be responsible for providing a proper orientation for new part-time faculty. Where appropriate, mentors for the part-time faculty should be identified from among the full-time faculty in the department.

Every effort should be made by the department to monitor performance of its part-time instructors (both on and off campus) throughout the semester.

EVALUATION

All part-time faculty should be evaluated by the department head each semester to determine the quality of instruction. Since some part-time personnel do not teach during both semesters, student evaluations of part-time faculty should be conducted in the spring semester when necessary.

MORALE

Increasing compensation will contribute substantially to improved morale. The recommended stipend scale should be implemented as soon as possible.

Names and departmental phone numbers of continuing part-time faculty should be published in the campus telephone directory.

The university should take steps to recognize outstanding teaching by part-time faculty.

Continuing part-time faculty should be invited to attend regularly scheduled department faculty meetings and other functions.

ADMINISTRATION AND BUDGETING

The university should budget adequately for anticipated part-time faculty expenditures to permit better planning and budget management.

The part-time faculty handbook should be revised to reflect any policy revisions made as a result of this study.
APPENDIX A

Part-time Faculty Survey Results
Fall 1991
1991 Part-time Faculty Survey

1. How many semesters have you taught part-time at Western in the past five years?

<table>
<thead>
<tr>
<th></th>
<th>Potter</th>
<th>Ogden</th>
<th>Education</th>
<th>Com Coll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18 (26%)</td>
<td>9 (25%)</td>
<td>9 (16%)</td>
<td>11 (37%)</td>
<td>47 (25%)</td>
</tr>
<tr>
<td>2-5</td>
<td>20 (29%)</td>
<td>12 (33%)</td>
<td>34 (62%)</td>
<td>9 (30%)</td>
<td>75 (39%)</td>
</tr>
<tr>
<td>6-10</td>
<td>28 (41%)</td>
<td>15 (42%)</td>
<td>12 (22%)</td>
<td>10 (33%)</td>
<td>65 (34%)</td>
</tr>
<tr>
<td>11-15</td>
<td>3 (4%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3 (2%)</td>
</tr>
</tbody>
</table>

2. What motivates you to teach on a part-time basis (rank in order of importance, 1 being the highest rank)?

<table>
<thead>
<tr>
<th></th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
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<tr>
<td>stimulation</td>
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<td>3</td>
<td>4</td>
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<tr>
<td>money</td>
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<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
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<tr>
<td>share</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>enjoyment</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Do you have other employment?

<table>
<thead>
<tr>
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<th>Com Coll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>24 (34%)</td>
<td>8 (18%)</td>
<td>17 (30%)</td>
<td>2 (7%)</td>
<td>51 (25%)</td>
</tr>
<tr>
<td>yes, pt</td>
<td>15 (21%)</td>
<td>8 (18%)</td>
<td>8 (14%)</td>
<td>3 (10%)</td>
<td>34 (17%)</td>
</tr>
<tr>
<td>yes, ft</td>
<td>32 (45%)</td>
<td>29 (64%)</td>
<td>31 (56%)</td>
<td>25 (83%)</td>
<td>117 (58%)</td>
</tr>
</tbody>
</table>

4. Do you feel that you are respected by regular faculty and administrators as an important part of the university community?

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>yes</td>
<td>48 (72%)</td>
<td>34 (85%)</td>
<td>39 (76%)</td>
<td>15 (65%)</td>
<td>136 (75%)</td>
</tr>
<tr>
<td>no</td>
<td>19 (28%)</td>
<td>6 (15%)</td>
<td>12 (24%)</td>
<td>8 (35%)</td>
<td>45 (25%)</td>
</tr>
</tbody>
</table>

5. When you are hired to teach, how many days in advance of classes beginning are you notified?

<table>
<thead>
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<th>Education</th>
<th>Com Coll</th>
<th>Total</th>
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<tbody>
<tr>
<td>0-10</td>
<td>32 (49%)</td>
<td>13 (28%)</td>
<td>14 (25%)</td>
<td>6 (22%)</td>
<td>65 (34%)</td>
</tr>
<tr>
<td>11-30</td>
<td>9 (14%)</td>
<td>12 (26%)</td>
<td>22 (40%)</td>
<td>5 (19%)</td>
<td>48 (25%)</td>
</tr>
<tr>
<td>31+</td>
<td>24 (37%)</td>
<td>21 (46%)</td>
<td>19 (35%)</td>
<td>16 (59%)</td>
<td>80 (41%)</td>
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</table>

6. Does the department for which you teach conduct an orientation/training for part-time faculty?

<table>
<thead>
<tr>
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<th>Com Coll</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>yes</td>
<td>16 (25%)</td>
<td>5 (12%)</td>
<td>25 (47%)</td>
<td>2 (7%)</td>
<td>48 (26%)</td>
</tr>
<tr>
<td>no</td>
<td>48 (75%)</td>
<td>37 (88%)</td>
<td>28 (53%)</td>
<td>25 (93%)</td>
<td>138 (74%)</td>
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</table>

7. If yes, do you attend the orientation/training that is conducted?

<table>
<thead>
<tr>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>14 (64%)</td>
<td>4 (36%)</td>
<td>22 (73%)</td>
<td>3 (100%)</td>
<td>43 (65%)</td>
</tr>
<tr>
<td>no</td>
<td>8 (36%)</td>
<td>7 (64%)</td>
<td>8 (27%)</td>
<td>0 (0%)</td>
<td>23 (35%)</td>
</tr>
</tbody>
</table>
8. If you do not attend, would you attend such an orientation/training provided you were paid a stipend plus travel for a day's meeting?

<table>
<thead>
<tr>
<th></th>
<th>Potter</th>
<th>Ogden</th>
<th>Education</th>
<th>Com Coll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>45 (87%)</td>
<td>28 (80%)</td>
<td>30 (88%)</td>
<td>20 (91%)</td>
<td>123 (86%)</td>
</tr>
<tr>
<td>no</td>
<td>7 (13%)</td>
<td>7 (20%)</td>
<td>4 (12%)</td>
<td>2 (9%)</td>
<td>20 (14%)</td>
</tr>
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</table>

9. Would you like more or less orientation/training?

<table>
<thead>
<tr>
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<th>Com Coll</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>more</td>
<td>29 (48%)</td>
<td>21 (53%)</td>
<td>24 (46%)</td>
<td>17 (63%)</td>
<td>91 (51%)</td>
</tr>
<tr>
<td>less</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>as is</td>
<td>32 (52%)</td>
<td>19 (47%)</td>
<td>28 (54%)</td>
<td>10 (37%)</td>
<td>89 (49%)</td>
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</table>

10. Would you teach if you were required to attend an orientation?

<table>
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<th>Com Coll</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>yes</td>
<td>59 (92%)</td>
<td>36 (82%)</td>
<td>52 (98%)</td>
<td>27 (90%)</td>
<td>157 (90%)</td>
</tr>
<tr>
<td>no</td>
<td>5 (8%)</td>
<td>8 (18%)</td>
<td>1 (2%)</td>
<td>3 (10%)</td>
<td>17 (10%)</td>
</tr>
</tbody>
</table>

11. Is your teaching evaluated?

<table>
<thead>
<tr>
<th></th>
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<th>Ogden</th>
<th>Education</th>
<th>Com Coll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>59 (89%)</td>
<td>42 (95%)</td>
<td>41 (76%)</td>
<td>21 (81%)</td>
<td>163 (86%)</td>
</tr>
<tr>
<td>no</td>
<td>7 (11%)</td>
<td>2 (5%)</td>
<td>13 (24%)</td>
<td>5 (19%)</td>
<td>27 (14%)</td>
</tr>
</tbody>
</table>

12. If yes, how is your teaching evaluated?

<table>
<thead>
<tr>
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<th>Ogden</th>
<th>Education</th>
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<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Head</td>
<td>8 (12%)</td>
<td>2 (4%)</td>
<td>5 (11%)</td>
<td>2 (8%)</td>
<td>17 (9%)</td>
</tr>
<tr>
<td>Faculty</td>
<td>13 (19%)</td>
<td>6 (11%)</td>
<td>2 (5%)</td>
<td>0 (0%)</td>
<td>21 (11%)</td>
</tr>
<tr>
<td>Students</td>
<td>47 (69%)</td>
<td>45 (85%)</td>
<td>37 (84%)</td>
<td>22 (92%)</td>
<td>151 (80%)</td>
</tr>
</tbody>
</table>

13. How do you receive information about course content and methodology?

<table>
<thead>
<tr>
<th></th>
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<th>Education</th>
<th>Com Coll</th>
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</thead>
<tbody>
<tr>
<td>Head</td>
<td>22 (23%)</td>
<td>5 (13%)</td>
<td>39 (50%)</td>
<td>14 (41%)</td>
<td>80 (33%)</td>
</tr>
<tr>
<td>Faculty</td>
<td>31 (33%)</td>
<td>19 (49%)</td>
<td>25 (32%)</td>
<td>4 (12%)</td>
<td>79 (32%)</td>
</tr>
<tr>
<td>Self</td>
<td>41 (44%)</td>
<td>15 (38%)</td>
<td>14 (18%)</td>
<td>16 (47%)</td>
<td>86 (35%)</td>
</tr>
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</table>

14. If consultation is with department head or a full-time faculty member, what mode of consultation is used?

<table>
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<th>Com Coll</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>20 (22%)</td>
<td>11 (20%)</td>
<td>32 (32%)</td>
<td>9 (33%)</td>
<td>72 (27%)</td>
</tr>
<tr>
<td>Face-Face</td>
<td>41 (46%)</td>
<td>33 (61%)</td>
<td>39 (39%)</td>
<td>14 (52%)</td>
<td>127 (47%)</td>
</tr>
<tr>
<td>Written</td>
<td>20 (22%)</td>
<td>7 (13%)</td>
<td>20 (20%)</td>
<td>3 (11%)</td>
<td>50 (19%)</td>
</tr>
<tr>
<td>Meetings</td>
<td>9 (10%)</td>
<td>3 (6%)</td>
<td>8 (8%)</td>
<td>1 (4%)</td>
<td>21 (7%)</td>
</tr>
</tbody>
</table>

15. Which of these modes would you prefer?

<table>
<thead>
<tr>
<th></th>
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<th>Ogden</th>
<th>Education</th>
<th>Com Coll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>17 (18%)</td>
<td>7 (13%)</td>
<td>11 (14%)</td>
<td>7 (21%)</td>
<td>42 (16%)</td>
</tr>
<tr>
<td>Face-Face</td>
<td>45 (48%)</td>
<td>35 (63%)</td>
<td>39 (51%)</td>
<td>15 (44%)</td>
<td>134 (52%)</td>
</tr>
<tr>
<td>Written</td>
<td>15 (16%)</td>
<td>8 (14%)</td>
<td>13 (17%)</td>
<td>3 (9%)</td>
<td>39 (15%)</td>
</tr>
<tr>
<td>Meetings</td>
<td>16 (17%)</td>
<td>6 (10%)</td>
<td>14 (18%)</td>
<td>9 (26%)</td>
<td>45 (17%)</td>
</tr>
</tbody>
</table>
### 16. How are arrangements made for student texts and supplementary readings to be available in bookstore(s)?

<table>
<thead>
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<tr>
<td>Department</td>
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<td>32 (76%)</td>
<td>28 (67%)</td>
<td>24 (86%)</td>
<td>131 (73%)</td>
</tr>
<tr>
<td>Self</td>
<td>8 (12%)</td>
<td>5 (12%)</td>
<td>6 (14%)</td>
<td>1 (4%)</td>
<td>20 (11%)</td>
</tr>
<tr>
<td>Combination</td>
<td>13 (19%)</td>
<td>5 (12%)</td>
<td>8 (19%)</td>
<td>3 (10%)</td>
<td>29 (16%)</td>
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</table>

### 17. How do you receive your own desk copies of text and supplementary materials?

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>57 (79%)</td>
<td>35 (81%)</td>
<td>31 (76%)</td>
<td>24 (86%)</td>
<td>147 (80%)</td>
</tr>
<tr>
<td>Self</td>
<td>15 (21%)</td>
<td>8 (19%)</td>
<td>10 (24%)</td>
<td>4 (14%)</td>
<td>37 (20%)</td>
</tr>
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</table>

### 18. Does Western provide you with office space?

<table>
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<th>Ogden</th>
<th>Education</th>
<th>Com Coll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>39 (56%)</td>
<td>16 (38%)</td>
<td>13 (24%)</td>
<td>3 (11%)</td>
<td>71 (37%)</td>
</tr>
<tr>
<td>no</td>
<td>31 (44%)</td>
<td>26 (62%)</td>
<td>41 (76%)</td>
<td>25 (89%)</td>
<td>123 (63%)</td>
</tr>
</tbody>
</table>

### 19. If no, would the provision of office space significantly improve your effectiveness?

<table>
<thead>
<tr>
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<th>Potter</th>
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<th>Education</th>
<th>Com Coll</th>
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</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>13 (36%)</td>
<td>13 (48%)</td>
<td>7 (15%)</td>
<td>4 (16%)</td>
<td>37 (27%)</td>
</tr>
<tr>
<td>no</td>
<td>23 (64%)</td>
<td>14 (52%)</td>
<td>41 (85%)</td>
<td>21 (84%)</td>
<td>99 (73%)</td>
</tr>
</tbody>
</table>

### 20. Are you notified of faculty or other departmental meetings?

<table>
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<tr>
<th></th>
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<th>Education</th>
<th>Com Coll</th>
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</thead>
<tbody>
<tr>
<td>yes</td>
<td>33 (49%)</td>
<td>23 (52%)</td>
<td>17 (36%)</td>
<td>4 (14%)</td>
<td>77 (41%)</td>
</tr>
<tr>
<td>no</td>
<td>35 (51%)</td>
<td>21 (48%)</td>
<td>30 (64%)</td>
<td>24 (86%)</td>
<td>110 (59%)</td>
</tr>
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</table>

### 21. Do you attend faculty or other departmental meetings?

<table>
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<tr>
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<th>Com Coll</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>12 (18%)</td>
<td>10 (23%)</td>
<td>7 (13%)</td>
<td>1 (4%)</td>
<td>30 (16%)</td>
</tr>
<tr>
<td>no</td>
<td>53 (82%)</td>
<td>34 (77%)</td>
<td>47 (87%)</td>
<td>27 (96%)</td>
<td>161 (84%)</td>
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### 22. Would you like to be more involved in departmental matters?

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>35 (56%)</td>
<td>19 (45%)</td>
<td>24 (44%)</td>
<td>13 (46%)</td>
<td>91 (49%)</td>
</tr>
<tr>
<td>no</td>
<td>28 (44%)</td>
<td>23 (55%)</td>
<td>30 (56%)</td>
<td>15 (54%)</td>
<td>96 (51%)</td>
</tr>
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</table>

### 23. Do you receive adequate departmental support services (typing, copying, etc.)?

<table>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>57 (84%)</td>
<td>34 (79%)</td>
<td>39 (76%)</td>
<td>18 (75%)</td>
<td>148 (80%)</td>
</tr>
<tr>
<td>no</td>
<td>11 (16%)</td>
<td>9 (21%)</td>
<td>12 (24%)</td>
<td>6 (25%)</td>
<td>38 (20%)</td>
</tr>
</tbody>
</table>
24. Rank in order of importance to you (1 being the highest rank) any benefits which should be made available for part-time faculty if financial resources were available.

<table>
<thead>
<tr>
<th>Benefit</th>
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<tr>
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<td>3</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>athletic</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>parking</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>tuition</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
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<td>pay</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Question #25. Please list three of your most serious complaints as a part-time faculty member.

**Music**
1. Parking is a nightmare!
2. Our checks began coming very late in the semester!
3. I think part-time faculty should be hired by the year and not by the semester.

1. Lack of fringe benefits
2. Salary

1. Compensation is extremely low
2. Limited load that we are permitted to teach
3. No benefits

1. Part-time teachers are not paid enough -- I took early retirement 5 years and my time ran out. I am teaching the same classes as a part-time teacher, and I make about a third of what I was making in the 5-year program. I don't think my teaching is any less effective because I'm making less money, but I do enjoy it!

1. Grading equivalent to full-time professors (not a complaint but a problem)

**Social Work**
1. Feeling isolated from the mainstream of the student/departmental culture. No way to solve this.
2. Lack of preparation time for constructing the course. This was no one's fault, but it was rather difficult to put something together in a short timeframe.

1. Here the faculty and staff are top notch!

**English**
1. More money as pay is needed - at least $2,000 per class
2. Access to health/medical benefits is needed - at least access to student health services

1. Doing the same work - or more - as full-time faculty, but being paid a fraction of what a full-time faculty member makes. Furthermore, I do a better job than 50% of full-time faculty.
2. No health insurance, which causes my having to work another job not only for more money but to be able to survive in a world with sky-high medical costs.
3. Having another job to "make ends meet," but which takes away from my time to do an even more effective job as a teacher. I want to do the best job I can, yet I feel I am unable to because the university doesn't secure my position here. How can I do my best when the university doesn't provide me with the means to do my best, thus, forcing me out of a chance to be a professional? I don't like distinguishing what I do at WKU as my "school work" and my other job as my "work". The former is my life, and the latter is only my survival.
Speech Communication

1. No complaints - I love teaching and they give me the flexibility to manage my class and input some valuable, non-textbook experiences.

2. The pitifully low salary paid to part-time staff. I have no other actual complaints.

3. I find that most of my inconveniences or difficulties are due to reasons beyond the control of WKU or the department. I have had a very positive teaching experience in this department.

4. I feel disconnected and do not really know what is going on at the main campus.
5. The money could be higher.
6. Really, I don't have any serious complaints and am happy with the department.

7. I actually don't have three complaints. More money would be nice but ...

1. Because I teach at night I feel very isolated.
2. I must do/pay for my own typing, copying, etc.
3. I feel very dispensable - in fact I will have been dispensed with following this semester without any notification from the department. I had no idea I wouldn't be teaching until I happened to see that my name wasn't in the Spring Bulletin (a troubling lack of communication from the Department of Communication!) I feel that apparently the university makes no attempt to show solidarity with part-time instructors. My goal is to one day teach full-time but not only has the possibility of my teaching full-time at WKU been unacknowledged and undiscussed, when one is simply "let go" without notification, one has to question one's worth to the institution.

1. Mediocre facilities on off-campus site (though steadily improving)
2. Poor pay
3. Preparation for and/or unwillingness to do college-level work on part of some students. The offering of LME 101 classes on the Glasgow campus has been a major help to the students there - those that have had the course don't panic when told they'll have to do "library research" to complete an assignment.

1. Pay is too low.
2. Too long between last check of one semester and the first of the next.
3. I have trouble getting to use my office space.

1. I have little or no information on department policies.
2. I pay more in child care than I am paid for teaching a class.
3. When I try to bring new ideas in, I don't think they are taken seriously.
Ar't

1. No benefits from the university:
   Health insurance
   Contributing to a retirement plan

1. Low compensation for professional time and work
2. People who have been teaching part-time for several years and have established high credibility receive the same compensation as those with far fewer years.
3. $1,100/course is disgraceful.

1. Off-campus instructors must come to campus twice just to copy a handout or exam - the department has no dito machine for quick cheap copies - I live 30 miles from campus, and I'm not compensated for a double run into Bowling Green to get a handout copied.
2. I miss things because they are placed in my mailbox, and I may not go into Bowling Green for a week - Important communication should be mailed to off-campus instructors.
3. I enjoy teaching, but I cannot afford to. With a Masters, I am only allowed to instruct three courses, and the pay is 1/2 of other universities where I have taught courses. The regular instructors get paid more to teach off-campus, but part-time instructors do not. The university will not hire a M.A. to teach full-time but is happy to underpay them and call them "part-time." Double standards and unfair pay is poor policy for WKU and its students.

1. Lack of compensation which is comparable to expertise/workload
2. Lack of communication as to resources, standards, policies of the department.
3. Lack of depth in library materials in Art Education

1. Not paid enough!
2. Not paid enough!
3. Not paid enough!

1. Little money is received for such large numbers of students
2. No sign of appreciation of work done by full-time faculty
3. Classes taught seem to be treated as important by the administrators

1. LOW PAY, NO BENEFITS, NO RESPECT
2. LOW PAY, NO BENEFITS, NO RESPECT
3. LOW PAY, NO BENEFITS, NO RESPECT

1. No benefits
2. Inadequate pay
3. Inadequate pay

1. I have no complaints. I really enjoy the classes I teach for Western.

Sociology

1. Higher compensation
2. Participation in faculty matters/guidance
3. Respect from other faculty
Theatre & Dance

1. Money, money, money. The compensation is exactly the same as it was 16 years ago when I taught part-time in the English Department.

1. I have no complaints. I couldn’t possibly have been treated any nicer or with more respect by Dr. Leonard and his staff. I am greatly impressed with the Theatre and Dance Department and the entire WKU organization. The only thing that could possibly make me more content would be to be put on full-time instead of only the three classes I already teach.

1. No job security considering budget cuts.
2. Class size means workload exceeds part-time compensation by wide margin
3. Students ill prepared for minimal requirements of entry level class; writing, spelling, speaking, vocabulary or mature department.

Journalism

1. Compensation for retired professors teaching on a part-time basis is demeaning and embarrassing.
2. Too many unqualified people teaching required courses
3. Too often "repeat part-timers" are known to be "easy graders" thus attracting students interested only in obtaining an easy grade rather than knowledge.

1. No serious complaints.
1. I would like my salary to extend 12 months. Not getting paid in the summer could be tough for some part-time teachers.

1. Low compensation
2. Irregular scheduling practices
3. Lack of professional recognition from university

History

1. Compensation - I feel part-time faculty have been given a very low priority during the last five years.
2. Parking - but I am very much aware of the problem with university parking - and have all privileges of any other faculty.

1. No retirement or health benefits
2. Not enough pay

1. No in-grade pay raise to compensate for rising taxes and living expenses for last ten years -- to my knowledge
2. No tenure or retirement offered - regardless of years of teaching and traveling
3. No health benefits offered for illness (surgery) or accident (primarily automobile)

1. No real benefits
2. If not a pay raise, at least some mileage stipend would be adequate.
1. Lack of office space
2. Monetary compensation is too low
3. Would like to be more involved in departmental matters

1. I have no complaints. I enjoy my teaching very much. It is fun. Maybe I could be paid better.

1. Our salary is very low for a fine job. I have classes of 35 students that require a lot of preparation and correction of homework and tests. I work as a full-time teacher but paid as a part-time instructor. An office is very important to counsel and tutor students.

1. Low salaries
2. Lack of identity as part of the university community
3. Lack of benefits (insurance, etc.)

1. I'm content with my position. I enjoy the evening class. The Glasgow campus personnel do everything possible to make my job more effective.

1. Money
2. Money
3. Money - or adequate and appropriate compensation for the work done.

1. There is not a private room for part-time.

1. Lack of health insurance
2. Low compensation
3. Lack of office space

1. Class size
2. Low pay
3. Since I teach night classes (6:45 p.m.) at Fine Arts Center, all doors close after 5:00 p.m. except one), I would like to have a key which opens the first and the second floor doors.

1. Inadequate parking spaces
2. Inadequate office arrangement
3. Lower pay - no health insurance
Question #26. Please comment on any of the above issues or others that have been omitted.

Music
First, I feel very good about the spirit of my colleagues in the Music Department especially under the adverse conditions since Wayne Hobbs left as Department Head. The support from the administration has been less than positive, but the faculty have devoted themselves to teaching excellence for their students. The climate in the department now with the new department head is calmly relaxed and comfortable which I, for one, welcome.

Compensation - much too low. I have my masters and am equally as qualified as many regular faculty members. Benefits -- There are none, though there should be. Part-timers should be offered benefits (health, etc.) even if some benefits require 100 contribution by the part-time faculty.

I enjoy the teaching and as a local high school music teacher feel my involvement is helping WKU students as well as my high school students, by allowing me to involve them with Western activities. Local high school teachers, like myself, part-time instructors at WKU, can help both Western and high school students by leading them towards college and specifically WKU.

Social Work
I have enjoyed the experience but have had to "feel my way" along. I feel the Department Head has been available and willing to help but structurally probably has too many things to "Juggle" to meet the needs of all part-time faculty.

English
Anyone who teaches two or more classes works 20-30 hours a week, and is therefore entitled to some reasonable healthcare benefits -- and is entitled to a decent paycheck. I didn't become a teacher because I wanted to get rich, but I do expect to be able to earn a decent living (above the poverty level) by teaching at a university. Do you realize that I could make more money - with more benefits - if I worked as a waitress? Some full faculty at UK teach 2 courses a semester (graduate courses at that) and make $40,000+. I can't be as effective at teaching if I also have to work at another job to make ends meet. Why not have short-term, non-tenured, full-time contracts. Take a part-time instructor; give him 4-5 classes to teach; and pay him a living wage with benefits. Lots of part-time instructors are single parents who may not be able to afford to teach much longer. Our department can't find enough PTI's - partly due to the $. I'm a Ph.D.> (in May 92); I teach 3 sections a semester; yet I make less than a waitress? It's a form of serfdom. The English Department has a lot of grading. I have 60+ papers each week. I need more $. I love to teach, but I can't afford to be here much longer.

Speech
The department may have been weak on training first time faculty, but that has improved. Audio-visual equipment and supply usage are at a non-existent level and could enhance my particular class experiences tremendously!!
I am treated well by faculty, staff and student. I would like to be listed on the faculty roll, since I teach three classes. For student benefit, I should be in the faculty/student phone book.

I would like to be able to give my students the chance to learn and grow in a unique classroom setting, but I feel that as a department we are set and do not like change. I would like the chance to attend a department meeting, but I feel that as a part-time faculty I am not invited. Everyone in the department has been more than helpful but I would like to see us pull together and accomplish better educational goals for our students.

What motivates me to teach on a part-time basis in intellectual stimulation, money, opportunity to share professional knowledge and enjoyment. To rank in order of importance would be impossibility.

Full-time faculty members and ad staff in my department have always treated me with the highest respect, both personally and professionally. Teaching here is a positive experience or I would have quit years ago.

I think that the disproportionate level of compensation between full and part-time faculty creates a feeling of animosity. I think the process for recruiting, engaging part-time faculty should be tightened up to eliminate the perception that anyone will be hired to fill a vacancy in the schedule.

I have been teaching at Western for nearly 10 years and the only pay increase I have gotten is the natural rank promotion after so many years of experience. Fortunately money is not the reason I teach. But it wouldn’t be so bad to at least get a puny 2% increase every so often. I mean 2% of $140,000 is a lot of money, but 2% of what I make (1,140 per 1 class (3 hrs) is not that much!

Part-time faculty should at least have access to student health services as a common benefit.

GIVE US A RAISE! WE ARE ELIGIBLE FOR WELFARE! YOU SHOULD BE ASHAMED!

I have access to ordering classroom supplies. I find this most helpful.

The financial compensation at WKU is appalling. When compared to other comparably sized institutions, it is an embarrassment. This illustrates a lack of respect for the job done by part-time faculty. Coupled with the interest shown by colleagues, I feel like an unvalued member of this institution.
Theatre & Dance

I love to teach and have often been told I'm a good teacher. I resent being exploited. Basically, I teach to help out my husband's department. Certainly, I get nothing from the university for it.

As I indicated, WKU has an outstanding Theatre program, and I am proud to be a part of it.

Many times I feel students are far more concerned with how they can finagle a grade than what they may be actually learning. Upon hearing that I require attendance at plays for my theatre appreciation class, a student once said to me, "Well, I ain't gonna see no God damn play." I wanted to say, "Well, I ain't gonna give you no God damn grade neither." Naturally, I did not. Students talk excessively throughout class. Sometimes, I cannot hear a question asked from the front row. Somehow, I expect mature behavior above the secondary level. Lately, my class size has increased from twenty to thirty percent gradually since I first began teaching, without a corresponding raise in pay. The part-time job takes up all my free time. Perhaps not even God knows what I would o were this a full-time job.

Journalism

It has been my observation that the Department of Journalism through necessity has employed an inordinately high number of part-time instructors. Too often, a high percentage have been inexperienced and unqualified. Action should be taken by whatever means to ensure competency in teaching, particularly in upper level required courses. If, in the event this continues to be economically impossible, then even more stringent measures must be instituted to limit enrollment within the department. Of course, adequate compensation is not the only answer to the above problem, but it will go a long, long way toward helping to alleviate it!

I believe the only God given talent I have is teaching students to love and respect the written word. I love what I'm doing, and doing what I love. I would do it for nothing, but don't tell anyone that.

History

As a retired professor in the department (at the time of retirement not eligible for optional retirement), I feel there should be a different scale for individuals who have doctorates and have taught for years in the department. Experience plus qualifications should be a factor in compensation - rather than just a standard for all. I have a very good professional relationship with the Department Head and other colleagues at the university. Not a complaint - except the salary scale - for part-timers.
I believe part-time teachers should receive higher compensation because to teach at the college level you must have a masters degree. The stipend at Western per class now should be raised to $3,000 per class not at $990 per class. An individual with a masters degree should be paid more for class since a masters degree is a professional degree. More money should be spent on teachers not athletic centers or sporting and recreational facilities.

Most of the part-time teachers at this department had voiced their complaints, a low salary for their work. In the last four years, I have been teaching at Western, I have observed a considerable growth in the number of students that have decided to choose Spanish as their major or minor after they have finished the 170 Spanish course. Part-time teachers are conscious about how important it is to provide a good experience for the students so they will remain in this field. This year we have 60 majors and minors in Spanish. It is very difficult to try to teach a foreign language to large classes (32-35). I have to spend many hours in preparing classes and correcting papers.

Because I have a full-time position with the university, I have a "base of operation" and an identity in the community. It is my observation, however, that the situation is difficult for those whose only connection with the university is part-time teaching. The only acknowledgment made of their existence, besides assigning classes to them, of course, is an occasional public statement deciding the need to have them at the university. A sensitive part-time teacher might begin to feel like a plaque that everyone wants to stamp out. Although the majority of part-timers appear well-qualified and experienced, no recognition is made of this fact. They don't even merit a listing in the WKU phone book! It seems to me that if the university continues to rely on part-time teachers, it should acknowledge their contributions, pay them a decent wage, and treat them as valuable members of the university community.

Many part-time faculty members are dedicated to the area they teach in, and they enjoy teaching. Unfortunately, they have been overlooked for a very long time. A great many part-time faculty members at WKU are women who do not have other employment. Perhaps they haven't been fairly compensated in the past because it wasn't seen as a pressing issue. Whatever, anyone who successfully performs required duties deserves to be rewarded by being fairly compensated - and in our society that means money.

Uncertainty until the last moment whether my class will be held or cancelled troubles me. For example, during Christmas break, what should I do?

a. Visit my family?  b. Search for another job?  c. Prepare a course that might be cancelled?
Since I teach Japanese language, it has taken a lot of effort to prepare the courses and interest students. New class size guidelines make it very difficult to provide the second course for those students who want to continue. I would like to have my own office or at least to have a plan where my materials are safe.

I feel as if part-time faculty members need greater recognition. We receive lower pay, no benefits, and inadequate office arrangements. Part-time faculty members receive honorable mention but an employee at McDonalds receives greater pay and benefits.
TO: DR. JOHN PETERSEN
RE: PART-TIME INSTRUCTORS IN ENGLISH

As I remarked on the questionnaire, thanks for asking us what the problems are. We usually feel administrators neither know nor care about our struggles. Thank you for showing us to be wrong about the former; we hope to be wrong about the latter. Here are several disturbing elements about our working conditions:

1. We have at least 3 PTs with no phone access in either their offices or in an adjoining hallway. Every PT of 3/4 time or more needs access to a phone.

2. PTs should be able to receive year-round tuition breaks. Did you know that we have to pay full tuition for summer classes? That is when we'd like to take courses, for during the regular semesters (working two jobs as most of us do), we have less time. If PTs have taught during the fall and spring, they should receive their tuition discount for the following summer as well.

3. PTs should receive an automatic cost-of-living increase of $100/class for each year they teach at Western. I teach better now than I did five years ago, but due to inflation, WKU pays me less! I would say the lack of raises hurts our morale even more than the low pay. Every year we get our hopes up and are subsequently dashed to the rocks. It hurts.

4. PTs who teach fulltime should get fulltime pay. Sort of seems obvious, doesn't it? Yet we had three instructors last semester who taught four classes for part-time pay, and right now I am doing the same. (By the way, is this legal?) These situations occur because of the low pay. Many of our teachers look for other jobs during the semester (I do, myself), and when they leave, someone has to teach those sections the rest of the semester.

5. Our department needs fulltime instructor lines. English has to cover an amazing number of general education requirements, more so by far than any other department. Therefore we need 2-3 fulltime instructors, for we can't find enough PTs to cover everything. Instructors teach general education as well as professors do, but for only half the cost. For an additional savings, the fulltime instructors could (in lieu of advising and research during the regular terms) be assigned a summer course as part of an eleven-month contract.
6. We desperately need a pay raise. We're not greedy, but of the eight people who began this semester in our office cluster, seven of us were the primary bread-winners in our families. (Two have since departed, unable to make it financially.) Of the six remaining, three of us are single parents, and four of us have other jobs. I think a fair PT beginning wage would be half the amount a beginning assistant professor gets per class, with the automatic $100/class increment each year.

Thanks for reading this. I feel compelled to point out two positive things about teaching at Western. First, our students are generally quite good—better than we would find at a community college. And second, our bosses, Drs. Millichap and Glaser, are superb. They are knowledgeable, efficient, responsible, and supportive. Frankly, they are the tie that has kept some of us hanging in there when we wanted to leave. I really hope you can do something to help our situation, for we need it.
QUESTION 25. Please list 3 of your most serious complaints as a part-time faculty member.

Agriculture:
1. Unrealistic suspenses from the registrar's office.
2. Inability of the registrar's office to keep me advised of student status; even when weeks have passed.
3. Ridiculous pay scale.

Allied Health:
1. Salary is extremely low—almost embarrassing.
2. Parking is impossible.
3. Classroom space is frequently shifted, and I feel that I get "leftovers."

Biology:
1. Only one complaint, I feel that part-time faculty should receive a pay raise after completion of x number of hours with any given department.
2. Unfamiliarity with university policies and procedures.
3. Inadequate compensation for the amount of time and effort involved.
4. Low pay. I work as hard, if not harder, than some full-time professors but I am paid "slave wages" in comparison.
5. Lack of cooperation from book salesman and representatives.
7. I receive no departmental support services. An office or services should be available at the school and at the time where and when I teach class. Most part-time teachers are full-time high school teachers and so have access to these services through their schools. This discriminates against the few of us who do not have access to support services.
8. Low pay.
9. No raises -- we should receive pay raised based on years of service and merit just like full-time faculty.

Chemistry
1. I really have none.
2. Low part-time pay rate!
Computer Science

1. I must be my own lab assistant, therefore, students have minimal lab opportunities and significant class time is used for labs.
2. Communication and interaction with the full-time staff is very cumbersome due to the geographic dislocation.
3. Compensation seems to be 30% to 100% too low compared to other universities.

1. Totally inadequate salary.
2. Lack of benefits.
3. Lack of recognition of worth of experience!!

1. The pay is extremely low. When you think that the average professor in my department makes 36,000-40,000 and teaches 8 classes a year, for an average of $5,000/class. I am paid 1/5 to 1/6 as much and do a good job.

1. Lack of support for equipment lab.
2. Funds to hire assistant in order to keep lab open before/after class.
3. Lack of faculty training in area network.
4. Need to provide copy service of extended campus.

Engineering Technology

1. Inadequate compensation relative to time required for preparation and student consultation.
2. Inordinate amount of time spent on remedial work due to inadequate student preparation.
3. Parking situation makes part-time work very inconvenient requires additional time be devoted when time is not available.

1. Insufficient faculty parking space.
2. Insufficient supply of lab manuals.

1. Inadequate compensation.
2. Difficulty in getting to know students (a photo directory would help).
3. Lack of feedback from university on teaching methods or techniques.

Geography

1. I have no complaints with the department thus far. Due to logistics (I teach mostly extended campus) I receive little help in forms of typing, Xeroxing, etc.

1. Lack of access to departmental materials -- rocks and minerals collections; maps, etc.
2. Absence of a toll-free number to contact Western or Western-Glasgow.
1. Pay too low.
2. Partial tuition waiver or scholarship for tuition is only available in the semester one teacher. I teach part-time for WKU only in fall and spring semesters during which time I teach full-time at my school, which does not allow time for me to take classes those semesters. I like to take classes in the summer session, but in so doing receive no tuition discount. This is not a very fair system for part-time faculty who are not asked to teach in the summer.

Industrial Technology

1. Not involved in curriculum issues.
2. Having other faculty to make curriculum decisions outside their areas of expertise.

1. Compensation very low (a bargain for university).
2. First payday of each semester is six weeks later.
3. No health benefits.

1. Parking.
2. Building conditions.
3. Supplies.

Mathematics

1. I have been teaching part-time for several years. The salary has not increased since I first taught part-time in 1981. The salary does not compensate for the time and involvement.
2. Parking
3. Class size entirely too large.

1. No benefits.
2. Low pay.

1. The compensation has not increased since I began teaching for Western. Full-time salaries certainly have increased some. I do not feel the compensation is in the line with other part-time opportunities for the professional with the degree of education and experience.

1. Poor salary.
2. Extremely large class size (night sections are packed).
3. Lack of benefits enjoyed by full-time instructors.

1. I believe we do not receive adequate compensation. I really do put in a lot of time preparing for my classes.
2. I feel like an outsider. If feel unaccepted.
3. Off-campus teaching is worse than on-campus. I did not have the correct information for my students and it made things very difficult.

1. No communication with day-time faculty.
2. Although not a personal problem, the money will not attract anyone who needs financial help - this job is strictly a "all giving" job.

1. Western (not the math dept.) seems to use part-time faculty as a type of "slave labor". Many part-timers really need the work and have no recourse. They work under WKU's conditions or they don't work at all. The pay has not been increased for more years than I can remember.

Nursing

1. The compensation is not adequate.
2. Need more benefits for PT faculty.

1. Teach off campus at hospital but when needed at WKU - need parking made available.
2. Copy of pay schedule for part time employment.

1. Salary - I am very reluctant to teach classes in the future because of the low salary.
2. Lack of orientation - although full time faculty was very helpful - no formal orientation was offered.
3. Tuition waiver - this would offset low salary and make part-time positions somewhat more desirable.

1. Not knowing exactly what full-time faculty want taught.
2. Need a more thorough orientation with all faculty who are teaching the same class or lab discussing details.

1. Parking - My class meets at 1:00 p.m. It is necessary for me to get to WKU at least one hour early just to find a place to park. Because of the parking, I choose to meet with students at the Medical Center rather than at WKU.
2. Salary - Part-time instructors often are hired because of special expertise. Often, the salary is not in line with that expertise. Also, many part-time instructors spend a lot of outside time preparing their classes which is not compensated.
3. Participation - I don't always know what my role should be. I like to participate in the activities of the department but am not always sure if/when/ or how I can do this.

1. Main problem is poor salary. My salary does not justify the amount of hours I put into this part-time job every week. I've been going to graduate school full-time and have 2 other part-time jobs. My job at the hospital pays 3 times more than this teaching job. Because of the amount of work, I can't justify this meager salary and plan on not returning next semester. I discussed this problem with my 2 colleagues who agreed with me. We addressed our superior to no avail.
Physics

1. If one includes the time spent in preparation, reading current articles to keep informed plus the class contact hours, I figure I receive under $10 per hour. Not so hot! Teaching two classes that include the same material would improve the hourly rate considerably.

Public Health

1. Compensation is not adequate for my education and professional experience (years of experience).
2. Teaching at night does not provide for support and socialization with department staff.

1. Low pay.
2. No monetary allowance for professional development opportunities.
3. No job security.

1. There has been some debate over travel compensation; whether we should receive it or not. The suggestion was made to carpool. It is not a practical suggestion or policy to do so for many reasons. I must drive to teach at Glasgow. This travel money goes toward the upkeep of my car which is very necessary. I would not be able to teach away from the main campus without it.

1. When you teach 3 classes, you spend as much time as full time faculties. However, salary and benefits are uncomparable. Also, you work hard and perform duty well but there are not any rewards and recognitions. Therefore, there isn't much incentive except for our own satisfaction.

1. Low pay.
2. No office space.
3. Science and Technology Hall is in terrible and dangerous shape.

Question 26. Please comment on any above issue or others that have been omitted.

Agriculture

1. The only reason to a registrar is to support students and faculty. The registrar office should not be a slave to a computer. Specifically, my mid-term grades were not forwarded to the registrar's office by a noon deadline through no fault of mine nor students; however, the registrar refused to submit three deficiency letters. I have had thousands of employees working for me and would not permit a "no" from any of them, e.g. the mission must be accomplished. As an alumnus of WKU, I have reasonably generous donor, but with money being spent for employees with a negative attitude, I have no recourse,
but to reduce or eliminate my contributions.

Need I say anything about the pay scale? I would rather teach as a volunteer than accept any more meager pay. I do not nor do I want the money and I have finally been insulted. Please, please give those dedicated part-time faculty a reasonable wage to do the tenured professor's job. With 75% of the Glasgow-faculty part-time, you would have a real problems if they stop teaching like I am. Faculty salary is WKU's major problem (29% student increase, 5% faculty decrease) A sad situation!

**Allied Health**

1. I teach two 2 hour classes per semester, averaging 50 students per class. I try to vary test questions and assignments, but I still have a huge amount of grading, of which a student grader can be very little help. Most of this work I do at home, and it is extremely time-consuming. I am not paid more to teach large classes, and I think this is an unfair practice.

**Biology**

1. The only thing I have to comment on is the fact that we as teaching assistants, graduate assistants, or part-time faculty are pressed to enhance our education but the university will not help offset the monetary problem with a stipend of substance or a tuition waiver. This fact makes it hard to do a quality job without killing ourselves. There is only so much time one can spend on academic pursuits when one is working 2 other jobs just to be able to eat and survive. We do quality or above quality work at twice the stress for 1/2 the pay (this is a kind estimate).

2. Off-campus students have little access to support an/or counseling. They need better advisors and available tutors.

3. I would like to say that I very much enjoy my job. Teaching at this level has been very personally rewarding. The members of my department respect and value my role and I have good working relationships with other faculty members. As a part-time faculty member, I spend 25 hours a week teaching classes, maintaining office hours and prepping for labs. I work hard, I do a good job. Ask my students, my department had. Unfortunately, right now my frustration level is extremely high. I resent the philosophies and policies of WKU which have resulted in gross budgets for athletics and some administrative departments while my department struggles with inadequate resources and classroom crowding. Thank you for asking my opinions in those matters. I hope together we can accomplish change.
Chemistry

1. Quality of part-time instruction is generally poor, mostly because of low part-time pay rate. The students should not best possible professions. Because I enjoy university teaching and because I have an income as a retired professor -- I teach part-time. I hope, after 30 years, on a sound basis. Higher pay for part-time people would get you more qualified people to teach.

Computer Science

1. I appreciate Dr. Modesitt sending the weekly, departmental newsletter.

Part-time faculty should not have to request things like bookstore hours, student handbooks, campus directories, schedule bulletins and other university information. Should be some sort of mailing list especially for extended campus instructors.

It is very cumbersome for extended campus students to obtain textbooks. It is also difficult for me to arrange for their availability locally.

2. CS dept. chair does a super job - as budget & regs. allow - with part-time people!

3. Great support from Computer Science Dept. & Glasgow Campus Administration

Engineering Technology

1. If WKU is going to rely on a part-time faculty, more compensation needs to be offered. Offering bookstore discounts (including computer hardware/software) would help.

I do appreciate the opportunity to teach and hope I am contributing to WKU's mission. I have more opportunity to talk with the department head this semester, and that has helped.

Geography and Geology

1. Orientation should be optional, if at all. I would not be able to attend such a session unless it was after hours. With previous experience I would resent a mandatory orientation as
a waste of time and resources.

Industrial Technology

1. In Spring '87 part-time faculty were to receive a raise in pay which was suspended due to budget cuts. In the subsequent five years, no action or interest has taken place. The gap between appreciation and compensation is a bit too wide.

Mathematics

1. I enjoy teaching part time because I taught full time at WKU in the Math Department for 7 years. It is very rewarding, but the salary definitely needs to be increased. I am strongly considering not teaching part time due to the fact of no increase in salary for over 10 years. I believe this to be extremely unjust on the part of the university. (I gave up the full time position to teach in the public school system with an increase of salary of several thousand dollars annually.)

1. Many of these questions do not apply, since I teach on site at G.E. appliances in Louisville, KY.

1. I enjoy teaching part time for Western because of the course content and the contact with adults, many very anxious to learn. I also enjoy being able to "teach" without all the meeting and trivial paperwork of the public school system. I would not continue to teach for Western if the requirements were increased without significant increase in compensation.

1. Overall, I am quite pleased with my position. The Mathematics Department has worked with me so that we could offer a class to the students that is fitting for my schedule and the university's. Salaries are extremely low in comparison to other universities, otherwise I have no major complaints.

1. There needs to be a pay-raise and then each year the part time faculty need raises just as the regular faculty.

Nursing

1. I'm not sure there is an orientation/training program for part time members. I was individually orientated by one of the full time faculty members off campus in the hospital setting. As a graduate of the nursing program, had general idea how to plan my activities. The faculty are always willing to help if I need it.

1. As a nurse in the community I make $16-22/hour working part-time. After calculating my hours teaching, (includes actual teaching time, preparation, and grading) I made less than minimum wage this last semester. As much as I have enjoyed my teaching experiences this fall, I can't justify or afford to
continue teaching.

1. I enjoy my part-time work with WKU and I hope you get many responses to your survey.

Public Health

1. I enjoy teaching and working with the people in Health & Safety. Dr. David Dunn is a pleasure to work with and I have no complaints about the department at all.

1. With preparation time, travel time, and actual teaching time, the present pay does not adequately compensate. I love teaching and would hate to have to stop because of financial conflicts and time problems.

1. I have been teaching four years-three classes with over one hundred students each semester. When I began teaching, the stipend was $1080 per class. The pay is still the same. The compensation is not proportional to the service provided and the effort invested
25. Please list 3 of your most serious complaints as a part-time faculty member.

I really have no major complaints, but this past semester, I had some conflicts with other classes scheduled in the classrooms that I was assigned.

No specific complaints other than parking is extremely limited. This problem requires that I arrive at least 20 minutes early to ensure that I can park and get to class on time.

No parking. Do not agree with some of the classes not being a prerequisite to taking others in the paralegal program.

Difficult to know departmental policies on student "discipline" matters—attendance, tardies, sickness, etc. Difficult for students to get the support they need. Textbooks much too expensive for developmental classes.

I do not have serious complaints.

Since I am a first time instructor, I could have used help on filling out forms required by the registrar's office and also grading.

Absence of faculty parking spaces for evening classes.

No complaints. I enjoy it.

Part-time faculty are not considered to be "real" faculty members. Example: No discount given at Kinko's unless you are full-time faculty member. Department heads and part-time faculty rarely interact after the semester begins. We are never invited to "real" faculty meetings throughout the year. Compensation for my effort is barely worth the hassle of trying to be part of faculty who really care.

I have enjoyed teaching and have no major complaints. If I had to complain about something it would be the parking problem.

Compensation should be improved, but otherwise I feel this is a fine program.

Need quiet office space near faculty in same department. More and better parking.

Pay is too low, no health insurance benefits, and no retirement benefits.
Condition of Glasgow campus and class is too large (32 in an accounting class).

Not receiving any pay until the sixth week of the semester, not having a place to park when I come to the Community College, and pay is far too low.

Classrooms are not maintained (light bulbs, etc.), classrooms do not have proper temperature, and classrooms do not have windows that open.

Not feeling part of the group- department. The term "part-time" often makes others believe you are not really committed to teaching and not being given the opportunity to interact with the "full-time" faculty.

My pay is covered if seven students enroll. When budget cuts roll around, don't cut classes like mine-- they're profitable. Parking, parking!!! and a cost of living increase should be granted for part-time faculty with longer years of service.

The most significant problem for part-time faculty (day) is the absence of parking. This is especially critical for those with 9:15, 10:30 or mid afternoon classes. The shuttle is not a viable alternative for these.

As a new part-time faculty member, I received little to no orientation, only after I initiated questions. There is extremely low pay for a professional teacher. Time spent preparing for class and lecturing is not adequately compensated. I do not feel part of the university and that no one is holding me accountable for my teaching performance.

Support services are weak, more involvement in regular faculty discussions or at least included in discussions and meetings, and more of my opinion asked-- I have something to offer!

Very low compensation, the class will be offered depending on the number of students and no benefits from the University: Health Insurance, Retirement, etc.

Physical Plant: Roof leaks, heat and air conditioning.

Lack of monies to provide hands-on learning in the office area regarding technology. There is no better way to learn than actually "do it". Book reading doesn't cut it. i.e. Access to computers for all courses --- typewriting, file management, dictation, transcription, etc. In addition, all the equipment is so old and outdated that it is a joke. Students come from high schools with better equipment, facilities, and support materials. Our typewriters are 20 years old and many are beyond repair. I have students who bring their own portable machines to class. And I had to fight hard (along with others) to get some new computers in the Grise Lab. Then they leave the old printers which break
down constantly and don't even perform certain functions to accommodate the software. Instead, new desks and cushion chairs were purchased--- needed also but not to the degree that the printers are needed. I really struggle with the Community College concept when no funds are available for full-time faculty, supplies, equipment, and travel expenses.

Department Heads and All Staff at Community College are very helpful.
26. Please comment on any of the above issues or others that have been omitted.

I wish a cohesive spirit would transpire from this questionnaire and make some "real" difference for part-time faculty. I'll be waiting!!

I strongly recommend that the University require teaching faculty to teach full-time. The mission of Western Kentucky University is to educate the student population in this region of our state. There are too many colleges where the faculty (ex. College of Business) individual teaching productivity is not up to the hours being taught and the faculty salary - put these guys to work and your money problem will be solved.

I basically teach part-time because I enjoy the students. My only serious complaint is that I have trouble obtaining textbooks and other materials. I pay for my own copying and do my own. I also have my tests typed through my office.

I've taught part-time since 1981, received good evaluations from my students, promote the University in my workplace and profession, support athletics and endowments, work with little or no pay increases and only a pigeon hole to drop in my mail - And this is the first time someone has my opinion on anything! Thanks for asking - but please follow-up!

Salary is so low as to be an insult and disincentive except for the few of us who do it for personal satisfaction. However, the many other disincentives soon wear the thin veneer of personal motivation into non-existence. This is my last semester to teach. I have been denied the pay I was entitled to when hired and the pay is a disgrace in any event. I could write pages more - it is too bad!! so sad!!!

Suggest Community College because of use of so many part-time faculty come up with common questions/as a sheet explaining what is expected of you, rules & policies, pay, contract with University, support services, etc. Would like to see student evaluation given and results sent to instructor. Quality teaching should be compensated at a much higher rate.

If roof is not repaired soon, water damage will be so extreme, that major expenses will be incurred which are not necessary.
25. Educational Leadership

Being geographically separated from the campus, it is difficult to attend faculty/department meetings especially if they are morning meetings.

I'd like to (a) be informed of meetings and (b) have them occasionally be at a time more convenient for part time faculty to move the meeting to the campus to attend.

None--I've been very happy serving Western as a full-time and part-time faculty member (5)

Of course, I could use more money for my time and efforts spent.

Better parking facilities.

Register students for the section that I teach according to area of learning rather than by course needed.

No travel allowance.

Inadequate salary (3)

No typing and printing services.

No formal orientation.

Attendance at faculty meetings.

Evaluations from department.

26. Educational Leadership

I love WKU, and have since I started as a student in 1967. Mostly, I teach part time out of that love. But the compensation is wholly inadequate.

There has been no increase in salary for twenty years.

The Educational Administration Department has always been very supportive and cooperative with me as a part time faculty member.

I have thoroughly enjoyed my experience and hope to do it again sometime.

May I say that my experience with WKU thus far as a part time faculty is very positive. I look forward to my continued involvement.

I appreciate the opportunity to work on the graduate faculty for WKU. Dr. Fred Stickel, Dr. Steve Schnacke, Dr. George Overstreet, and Carmen Schneider are excellent people to work with. They have been very supportive anytime I have questions or concerns.
I would like greater access to books in my teaching area. I know publishers send books to full-time faculty, but as part-time faculty, I don't have the same opportunity. I believe this would be valuable to me, because it would help me to stay more current.

After being totally prepared for a course it can still be taken away and given to a full time prof who didn't make his load.

All my classes are off-campus and require too much travel time. The pay is inadequate.

It would be nice if travel were paid (mileage)

Finding a parking space. I have to leave work early enough to allow time to search or walk long distances. Not knowing if I'll teach until after classes begin. Finding time for on-campus errands like buying a parking permit and getting an ID. I haven't taken time to get an ID for at least 3 years.
I have thoroughly enjoyed my time at WKU. I have found that people in my area greatly respect the university; it has a good reputation. This respect has also helped me professionally.

I love teaching part-time, it is perfect for my family lifestyle. I have two young children and they are my first priority. Teaching part-time allows me to keep current with professional developments. Sometimes I feel like I am doing volunteer work, especially in the fall when we wait 6 weeks for our first paycheck!

The off-campus settings, in addition to the travel problem mentioned, are often second-class in comparison to campus. Students there do not have the same opportunities (library, etc.) to do to any depth in the classes. We wind up dong "Teach the textbook", and that is a weak approach to graduate classes. I believe "off-campus" sacrifices quality for quantity.
25. Physical Education

Parking space.

The room I was assigned to use was not and still is not ready. Therefore, we are meeting in two different places for class—one of which is too crowded.

Not shown enough regard.

Classes treated as "second class" though they are popular, educational, and very well attended.

Not able to expand course load, though there is a demand.

I would like a break on my tuition!

26. Physical Education

Classes need to be more important at ballgames and extra curricular activities. Every time there is a ballgame, I can't get into Diddle to park and part of the time the students can't get in the room on basketball game nights.
25. Psychology

I don't feel like a part of the University or the department due to little or no contact with other colleagues.

Lack of information on where to return roster set. Just told to return, but no stated address. For out of town instructors SES would be nice to return in. Other than that it is very enjoyable. Once paycheck issues were straightened out, they arrived in a timely manner.

Low pay (2)

No office space. (No real office space.)

I am underpaid. With a Ph.D. and rank of full professor, I would receive 2-3 times more if I taught this course as an overload at my home institution.

Communication I receive from the registrar's office should include a stamp for return.

Difficulty getting materials copied, typed, and general secretary support. I pay secretary $60 per course I teach; reimbursement for this would be helpful.

No fringes (e.g., tuition reduction for family members, discounts at bookstore, discounts at sporting events)

I have none; I have enjoyed the class thoroughly and have felt myself benefitted professionally, financially, and have enjoyed a great rapport with my students. Hope to repeat the experience in the future.

Lack of involvement with other campus activities.

I really can't think of any other complaints. I love it!

Not being told about teaching assignments. I find out about teaching or not teaching when Bulletins come out.

26. Psychology

I thoroughly enjoy teaching for Western. It really energizes me. I love the students. It's one of the most exciting opportunities I've had professionally. I would like to be more involved with other teachers. My degree is in psychology. Presently I am teaching sixth grade full time. I would be interested in adding other classes at WKU to my teaching schedule.

I thoroughly enjoy teaching and working with students. The pay is terrible. For some courses, I calculate my time is reimbursed just slightly above minimum wage. It is getting more difficult for me to justify the time investment as other professional opportunities are offered to me for my part time interests, even though I would prefer teaching over other consultation and part time options. Thanks for your consideration shown by conducting this study.

My course was off-campus and out of town so a number of issues would be non-applicable.

I enjoy teaching for Western. I am pretty satisfied with the way things are handled.
25. Teacher Education

Part-time instructors' names aren't always listed in schedule bulletin, it would be better than staff.

I have no complaints at this point.

I have no complaints. I enjoy the work.

I have none.

None.

While I enjoy the teaching, the compensation is so low that it almost is not worth my time away from a full time job.

Not enough money for the time spent.

Lack of departmental support services, compensation, lack of office or departmental space.

I work with intern teachers. I am not connected with the faculty. We do not receive our assignments as early in the fall as I think we should.

Low pay, low pay, low pay.

Poor parking accommodations. We seem to receive very little raises in pay with experience. Faster method of getting material copied.

The only communication with my department is on my own initiative.

Being passed over when a full time vacancy is announced and I have applied for it.

Stipend is way too low. No office or even sharing an office.

Need better orientation when first beginning.

I end up paying for my own copies. Takes too long to send to WKU and get returned. I have to pay all postage for mailing letters to my students and mailing forms and evaluation to WKU.

Lack of communication from campus.

More students teachers, more intern teachers, like working in education dept.

Communication from dept. needs to be given well in advance if there are textbook or other changes.
When I first began teaching this course, I discussed it with Mrs. Hive. She gave me an outline. I added my materials and adapted it to my methods. I also talked with Dr. Englebright on several occasions. I have enjoyed teaching the course even though the salary is not much when preparation time and class time are considered. I would like to take some other courses and would appreciate the tuition waiver.

Working as a part-time faculty member limits my contact with support services. At times when I've inquired into the possibility of copying items, etc., I've been told they must be submitted two weeks in advance--that is not feasible. Although compensation is not my main reason for teaching part-time, I feel that the payment is very inadequate for time involved and quality of service. Many times in order to park close to the building, I will arrive an hour before class time, I use this time for class work, but an very limited on finding space. At times, the classroom will be occupied, preventing me from working there.

This information may not apply to those of us working with interns and student teachers.

I supervise student teachers in high schools and middle schools. To qualify, I attended a seminar to learn methods of evaluation under the KTIP program.

I enjoy working with WKU. It seems this is one way I can help repay what Western has done for me. I enjoy the young people and hope to share some of my experience with them in the hopes they may find it helps them to become excellent teachers.

The adjunct position may be used by some as a transition from secondary or elementary ed. to a college position. Instead of being encouraged, we are made to sign a PT contract which says in essence... "Don't expect any perks or preferential treatment" R. Lewis, Ph.D.

Provides no lunch funds when you are traveling to schools. Does not pay for KTIP update travel to WKU that is necessary to job. Should provide some funds for folders and other needed supplies -- copying and postage.

Like very much working with Western Kentucky University.
APPENDIX B

Department Head Survey Results
Regarding Part-time Faculty

Fall 1991
Part-Time Faculty Task Force  
Department Head Survey

Department: **Summary of 32 Responses***

1. Did your department utilize part-time faculty during the 1990-91 academic year?
   - 30 Yes  
   - 2 No

2. Is the use of part-time faculty in your department influenced by professional accrediting standards (other than SACS)?
   - 16 Yes  
   - 14 No

3. Of your part-time faculty's workload hours (both on and off campus), what percentage is utilized in each of the following course categories?  
   [Numbers are means of departmental percentages.]
   - 13% Pre-college  
   - 20% 200-level  
   - 57% 100-level  
   - 12% 300-level  
   - 6% 400-level  
   - 4% Graduate

4. Does your department utilize part-time faculty for internships, practicums, or clinics?
   - 5 Yes  
   - 27 No

5. Has there been an increase in the number of part-time faculty workload hours in your department during the past five years?
   - 24 Yes  
   - 8 No

6. If so, what factors have led to that increase? (Please check all that apply.)
   - 15 Increased enrollments at the university
   - 18 Increased enrollments in your discipline
   - 12 Failure to fill vacated positions in your department
   - 6 Increased amount of release time awarded to full-time faculty
   - 16 Increased extended-campus commitments
   - 4 Other; please specify

7. Is the instruction of part-time faculty evaluated in the same way as that of regular faculty?
   - 20 Yes  
   - 10 No

   If no, please indicate how the process differs.

*This summary does not include the Community College.*
8. In which terms are part-time faculty evaluated by students?
   - Fall
   - Spring

9. When your part-time faculty are evaluated by students, how do the evaluations compare with evaluations of full-time faculty?
   - Better
   - No difference
   - Worse
   - Unknown

10. How would you rate the quality of instruction by your part-time faculty?
    - Excellent
    - Good
    - Fair
    - Poor
    - Unknown

11. Which of the following statements best summarizes your feelings about the quality (i.e., content, level of rigor, and so on) of courses taught by your part-time faculty when compared to the same course taught by your full-time faculty?
    - The courses compare favorably the majority of the time.
    - The courses generally do not compare favorably.
    - I do not know how the courses compare.

12. Do you frequently receive complaints about the quality of instruction by part-time faculty?
    - Yes
    - No

   If yes, from whom do you receive such complaints?
    - Students
    - Other faculty

13. Do you frequently receive compliments about the quality of instruction by part-time faculty?
    - Yes
    - No

   If yes, from whom do you receive such compliments?
    - Students
    - Other faculty

14. Suppose there is student demand for a course section but all your regular full-time and part-time faculty have been assigned full workloads. Please indicate the ways in which you have responded to this situation in the past. (Check all that apply.)

   On campus  Off campus
   - Cancelled the course section.
   - Hired a part-time instructor whose past performance had been marginal.
   - Hired a new part-time instructor about whom you knew very little.
Increased the number of students in other sections of the same course (within the constraints of classroom size).
Reduced the amount of release-time for full-time faculty members.
Other; please specify.

15. Regarding the situation described in question 14, please indicate your opinion regarding the appropriateness of each of the following responses by ranking them in order of preference.

On Campus

#1 (tie) #1 Cancel the course section.
#6 #6 Hire a part-time instructor whose past performance has been marginal.
#3 #2 Hire a new part-time instructor about whom you know very little.
#1 (tie) #3 Increase the number of students in other sections of the same course.
#4 #4 Reduce the amount of release-time for full-time faculty members.
#5 #5 Permit full-time faculty to teach overloads.
Other; please specify.

16. How much money was your department allocated for part-time instruction during the 1990-91 academic year?

$ __________

17. Do you feel that you have an adequate part-time faculty "pool" to meet your needs?

_9_ Yes _22_ No

18. Is the level of compensation a significant impediment in securing part-time faculty for your department?

_20_ Yes _7_ No _4_ Unsure

19. Would the extension of some benefits/perquisites significantly improve your ability to recruit part-time faculty?

_18_ Yes _4_ No _9_ Unsure

20. Please rank (1 being the highest) those benefits/perquisites that you consider most important in securing and retaining qualified part-time faculty.

_#1_ Extra service stipends
21. Would having some departmental discretion over part-time compensation allow more effective use of part-time monies in your department?
   
   _18_ Yes   _6_ No   _7_ Unsure

22. Who should be involved in the process of approving the appointment of part-time faculty?
   
   _15_ Full-time faculty members  
   _30_ Department head  
   _5_ Other; please specify Dean

23. In addition to their instructional responsibilities, do your part-time faculty have departmental responsibilities in any of the following areas?

   Advising        2 Yes  29 No
   Committee assignments 2 Yes  29 No
   Research/creative activities 0 Yes  31 No
   Other non-instructional responsibilities 4 Yes  27 No

   Please specify: _______________________________________________________

24. If part-time faculty have responsibilities to the department other than instruction, are these responsibilities evaluated in the same way as are those of regular faculty?

   _4_ Yes   _1_ No   _26_ Not applicable

   If no, please indicate how the process differs.

   ________________________________________________________________

25. Please indicate the extent to which your department provides each of the following services to part-time instructors.

   Orientation

   _14_ Required   _11_ Optional   _5_ Not available
Training

_4_ Required _11_ Optional _15_ Not available

Opportunity to meet with regular faculty teaching the same course(s)

_6_ Required _23_ Optional _2_ Not available

Auditing class prior to teaching

_0_ Required _27_ Optional _4_ Not available

Faculty mentor

_7_ Required _19_ Optional _5_ Not available

Instructional supervision on campus

_7_ Required _17_ Optional _7_ Not available

Instructional supervision off campus

_2_ Required _11_ Optional _17_ Not available

If you provide instructional supervision, how is this accomplished?

26. Which of the following items does your department provide for most part-time instructors who teach on campus or off campus? (Check all that apply.)

<table>
<thead>
<tr>
<th>Item</th>
<th>On-campus</th>
<th>Off-campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office space</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Secretarial support</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>Classroom supplies</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>Office supplies</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Books</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Telephone access</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Instructional printing</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>Travel expenses</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Other; please specify</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
27. Related to part-time faculty, please rank those items that you consider most troublesome.

- #1 Locating qualified people
- #4 Establishing personnel files
- #7 Maintaining personnel files
- #5 Obtaining contracts
- #6 Obtaining payroll and tax information
- #2 Maintaining communication
- #3 Sending and receiving forms (e.g., class rolls, grade sheets, course evaluation forms)

___ Other; please specify __________________________

28. How do you maintain communication with part-time faculty? (Check all that apply.)

- 29 Telephone
- 25 Departmental mailbox
- 15 Correspondence to residence
- 8 Other; please specify _____________ in person

29. Part-time instructors currently may be assigned a maximum of 9 workload hours per semester. Do you consider this maximum load appropriate?

- 21 Yes  10 No

If no, what should be the maximum number of workload hours per semester for part-time instructors? 3-6; 6(5); 11; 12(2); 15

30. What percentage of credit-hour production by part-time instructors do you consider appropriate for your department?

- 12 less than 10%
- 13 10-20%
- 3 20-30%
- 1 30-40%
- 0 40-50%
- 0 more than 50%

31. Considering both program quality and student demand, which of the following best expresses your opinion regarding your department's current use of part-time faculty? (Check one.)

- 10 If circumstances warranted, it would be appropriate to use more part-time faculty.
- 10 We are currently using part-time instructors effectively, but we should not exceed present usage.
- 11 We are overly dependent on part-time instructors, and we should reduce present usage.

32. Please indicate below the part-time faculty issues that you believe to be crucial, demanding immediate attention by the university.
PART-TIME FACULTY SURVEYS

Department Heads' Responses to Question #32

Please indicate the part-time faculty issues that you believe to be crucial, demanding immediate attention by the university.

COLLEGE OF EDUCATION

Educational Leadership - no response

Home Economics and Family Living
Compensation, benefits, availability of budget

PE & Recreation
They are underpaid!

Psychology
Better pay - recommended numerous times

Teacher Education - no response

COLLEGE OF BUSINESS

Accounting - no response

Economics
There are none. The concerns of full-time faculty are of much more importance.

Finance and MIS
The availability of budget for employment of part-time faculty. The evaluation of part-time faculty.

Management
Part-time faculty should be replaced by full-time faculty. Part-time faculty have a greater tendency to skip classes (i.e., to simply not show up without having made an announcement and/or previous arrangements for their classes), and this is very difficult to control since most part-time people have other jobs and are very independent (i.e., they are not teaching for the small compensation involved).

Marketing - no response

POTTER COLLEGE

Art
1) The apparent lack of a consistent policy which I'm sure this survey may help produce.

2) More money

3) Some indication that their work is appreciated in some meaningful way (benefits).
**Communication & Broadcasting**
Salary - part-time faculty have had no increase in some ten years. We are experiencing a loss of good, experienced teachers because of the available pay.

**English**
We should reduce dependence on part-time instruction by creating a number of instructorships. These positions should be full-time, with reasonable pay and benefits. Part-time teaching should be based on a percentage of the pay and benefits for instructors. Of course, this would raise the cost of part-time instruction, but it would also increase the quality and the fairness at the same time.

**Government**
The current pay level is embarrassing to me, but I have never had a prospect refuse because of it.

**History**
Pay scale, benefits

**Journalism**
Compensation is #1 concern. We know of several well-qualified people who won't work for the university maximum pay for adjuncts.

**Modern Languages and Intercultural Studies**
Increased monetary value of each stipend. Better, more effective way to incorporate them into the daily workings of the department.

**Music**
Inadequate compensation, Pool limited

**Philosophy & Religion**
Ms. Pulcinelli has the attachment

**Sociology and Anthropology**
There is an immediate need to increase the amount of compensation for teaching courses on a part-time basis. The embarrassingly low stipends we have make it very difficult to attract and retain qualified people to teach for us. What we need is a full-time instructor position for an M.A. in Sociology to teach in the extended campus and community college programs. For example, for spring, 1992, we had requests for 6 community college classes and 4 courses in Glasgow, but we were able to schedule only 4 of the 10 courses. We need a full-time person, being paid at a decent rate of compensation, to help us meet the increased demand.

**Theatre & Dance** - no response

**OGDEN COLLEGE**

**Allied Health** - no response

**Biology**
salary and benefits

**Chemistry** - no response
Computer Science
Provide expectations. Increase stipends (we are among lowest in nation - see attached). Provide office space. Ensure ample access to repro facilities. Include in Center for Teaching and Learning, e.g., Orientation. Evaluate teaching with same criteria as full-time.

Geography & Geology - no response

Public Health
Stipend is much too low.

Engineering Technology - no response

Industrial Technology - no response

Mathematics
Increase the pay.

Nursing
I currently have one person teaching part-time fall 1991, and she has declined teaching again due to compensation. Can make $18 an hour at hospital. She figures to take a clinical course with preparation, making assignments, meeting with faculty, she earns less than $8 per hour at WKU. (She only has a BSN.) People with Masters degrees in nursing are unwilling to teach for WKU part-time salary; therefore, we must use BSN prepared and they do not meet SACS, NLN (National League for Nursing) or KBN (Kentucky Board of Nursing) faculty requirements.

Physics and Astronomy - no response
MEMORANDUM TO: Anna Jo Johnson
Task Force for Part-time Faculty

FROM: Dr. Alan B. Anderson, Head
Philosophy and Religion

DATE: September 19, 1991

SUBJECT: Concerns about Part-time Faculty

Background:

The regular faculty of this department are fully employed on this campus. We usually have the highest student-faculty ratio in the university. Therefore, when we began to receive requests to offer courses in extended campus programs, the Community College, and the Glasgow campus, we were able to respond only by hiring part-time faculty. We usually have 3-4 part-time faculty offering 4-8 religious studies courses in Glasgow and extended campus locations. All have been Ph.D's or Ph.D candidates from Vanderbilt or Southern Baptist Seminary in Louisville.

We have been less successful in recruiting part-time faculty in philosophy. This year, for the first time, we are using graduate students from our M.A. in Humanities program who meet the SACS criteria including 18 hours in their field—in this case, philosophy.

Concerns:

1. The stipends for part-time teaching are too low. While roughly equivalent to those offered by other institutions, they are exploitative of the persons involved. And the low cost of part-time faculty is a regular temptation to the university to balance its books on the backs of part-time faculty. Were these stipends more equitable, the university might find it easier to replace part-time faculty with full-time—since the difference in cost would be less.

2. The quality of instruction offered by part-time faculty cannot be, in the nature of the situation, as good as that offered by full-time faculty. The time and energy of part-time faculty may be divided; they may not be in regular communication with colleagues about their students and their teaching; they may not have access to the requisite support systems for academic life, e.g., a library; and they may not have any institutional responsibility for their academic context, e.g., the curriculum they teach. Of course, part-time faculty may do any of these things, and some do. The point is that part-time faculty in their part-time roles are not and cannot be expected to do many of the
things required for professional development and academic excellence.

3. It is difficult to provide adequate supervision for part-time faculty. A classroom visit once a semester by the few department heads able to do it is no substitute for occasionally listening outside a classroom door as I walk by, for occasional if brief interactions about teaching with a new faculty member, or having the department head routinely available for student complaints. I regularly send part-time faculty with little teaching experience, who I know only on the basis of a dossier and an hour's interview, to extended campus locations which are, in my mind, at least, small, remote and isolated. I consider it sheer luck that we've had no major disaster--at least, that I know about.

Problems:

1. It is difficult, close to impossible, for Western to pay travel funds to bring part-time faculty to Bowling Green because of state policies. This bears upon our ability to offer philosophy and religious studies in the Community College since, unlike some other fields, there are no known qualified instructors in philosophy and religious studies who already reside in Bowling Green--other than an occasional graduate student at Western.

2. Even if we solved this first problem, the Community College apparently has insufficient funds to pay travel expenses as well stipends for courses in philosophy and religious studies which they say they need and, in some programs, require.

General comments:

This department began using part-time faculty on an emergency basis to meet expansion needs about which we were not consulted. Yesterday's emergency, however, has turned into today's way of life. Instead of these part-time positions turning into full-time positions as the need for them is demonstrated, we continue these ad hoc arrangements. The larger questions here concern enrollment management, resource allocation, and long-term planning. I hope your task force will not hesitate to raise these larger questions.

Best wishes in your work. Please call upon me if I can be of further assistance.

ABA:msk