PROFILE AND PROBLEMS OF PART TIME FACULTY
IN SELECTED B.C. COMMUNITY COLLEGES

by

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ABSTRACT

This study attempts to determine the Profile and Problems of Part-time Faculty in British Columbia Community Colleges, based on a sampling from six of the fourteen colleges in the province. These institutions were British Columbia Institute of Technology, Capilano College, Douglas College, East Kootenay College, Fraser Valley College, and Vancouver Community College. Each of the six institutions represented a unique combination of characteristics such as age of the college, geographical area covered, multi-campus or single campus, melded or unmelded (i.e. amalgamation of the college with local provincial vocational institutes), and historical usage of part-time faculty. Data for a time analysis were collected from college records which gave the distribution of part-time faculty by semester and by curriculum area for the last three to five years. This helped to determine trends in the use of part-time faculty.

A questionnaire was used as the data collection instrument for establishing the profile and problems. It was sent to every part-time faculty member who had taught in the selected colleges for the past two years.

The ratio of part-time to full-time faculty in the colleges varied from approximately 0.3:1 to 1.8:1 with an average ratio of 0.7:1. The ratios are highest in the vocational training area (approximately 2:1) followed by the university transfer area (approximately 0.7:1) and the career/technical area. (approximately 0.6:1). There is a significant difference in the ratio of part-time to full-time faculty members among the colleges in the study. Furthermore in almost all other categories differences were significant.
This could reflect the autonomy and varying needs of individual colleges.

Based on the data gathered in the study the 'typical' part-time college faculty member is male; lives within an hour's drive of the college; works in business and commerce as a managerial employee; makes about $24,000 a year from all sources; or makes about $15,000 a year if his principal source of income was from teaching in colleges; would accept an offer of full-time employment in a college if he were given suitable credit for his work experience and academic credentials; is willing to take an appreciable salary cut to teach at a community college to satisfy a career choice; is not now actively looking around for a new job; teaches at only one subject and that one usually repeated while he is at the college; teaches after 4 p.m., but would prefer to teach before 4 p.m.; has at least 8 years of work experience; has at least one teaching credential and a Master's degree; has taught courses at the secondary school level and in adult education programs; teaches a non-laboratory-oriented course with technician assistance available but no marking assistance; is apt to be invited to college professional development programs, but does not attend; is not sure how much non-teaching activities are expected of him; is a member of the college's faculty association but not a voting member unless he teaches at least one-half a load; is paid proportionately less than full-time faculty; is not represented in the college faculty's bargaining unit; usually has a mailbox; is as likely as not to have a desk to work at; has his teaching evaluated; and, finally, can be released without cause at the end of his contract or employment period. Officially, the colleges extend the same administration - support services to part-time faculty as to full-time faculty except that they usually do not grant the former the privilege of taking free credit courses.
Salaries for part-time faculty are less than for full-time faculty. Credit is seldom given for academic and teaching credentials or for work experience. Pay rates are usually based on the lowest rate of the full-time faculty scale. Among the colleges, there is a significant difference in these pay rates. Increments are not usually given and when they are they plateau at a level below that attainable by full-time faculty.

Faculty agreements say very little about part-time faculty beyond defining their category as a teacher. Generally part-time faculty are not officially represented by faculty associations. The recently enacted "British Columbia Colleges and Provincial Institutes Act" may resolve this restriction with some form of province-wide representation.

There was no agreement among the colleges on the criteria for transition from part-time to full-time status.

College administrations reported that generally part-time faculty have the same right, if not as ready access to, administrative support services.

Part-time faculty at all colleges, are usually unorganized. They do not have positions on faculty association executives and are not members of bargaining committees. Faculty associations seem quite ambivalent about the interests of part-time faculty. There is an obvious community of interest between full-time and part-time faculty but there are equally obvious problems in granting part-time faculty more representation on faculty associations.

Part-time faculty are generally defined in terms of full-time faculty. College faculty agreements deal mainly with the interests of full-time faculty.
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When I first embarked on a plan to study part-time faculty, I knew its success would depend on the willingness of the colleges in the study to participate. It was with a measure of faith, therefore, that the institutions were selected before being asked to cooperate in the study. Each institution, however, not only expressed an interest in the study but also a readiness to contribute some of its resources to help carry it out. Consequently, I would like to express my sincere thanks to the Principal and Faculty Association President of each of these institutions for making the task not only possible but a great deal easier. I am particularly grateful to my own college for granting me an educational leave during which the study was carried out.

Dr. Don Porter, Dean of Instruction at Douglas College, has not only been kind enough to serve on my M.A. Advisory Committee but has, with the Principal, Dr. George Wootton, and other of my colleagues at the College, provided me with advice and information on how to go about the task. There was such a mountain of data to examine that a computer analysis was necessary. Tom O'Shea, a doctoral student and computer consultant with the University of British Columbia Faculty of Education, put in endless hours working out a program to handle the data the way I wanted. To him my undying thanks! I would not have started on an M.A. program if it had not been for the interest generated in adult and higher education courses that I took at UBC to familiarize myself with the British Columbia community college scene. It did not take long for me
to see that one of the major challenges to the colleges was the way they would evolve organizationally and administratively in the years ahead. So I especially appreciated Dr. John Dennison's courses on Educational Institutions at UBC that opened up some of the vital issues in this area. I also would like to thank him for focusing my attention on a topic we both agreed would be of increasing interest to B.C. community colleges--Part-Time Faculty, Their Profile and Problems.

With much appreciation also to the Principal and Faculty Association President, respectively, of the following institutions:

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CHAPTER I

THE PROBLEM

Part-time faculty play an important role in community colleges but their contribution may not be fully appreciated. Faculty association agreements devote comparatively little space to them and such as there is often reflects little, if any, organized input by part-time faculty. A study of faculty agreements makes it evident that a great variation in policies exists regarding part-time faculty. Even though between 30% and 45% of all class sections are taught by part-time people, most institutional concern politically seems to be for faculty and staff organizations and the maintenance and operation of the college plant. Part-time faculty come from varied backgrounds and bring a wealth of experience to their institutions. Most of them teach no more than two days a week which restricts their professional activities at the college. Often the major concern of the part-time faculty is the lack of administrative support. They seem to face many insecurities and lack information, guidance and leadership in their relationship with the college. Without such leadership the quality of individual courses is jeopardized.

The Need for the Study

Lately, educational budgets and their cost benefits have begun to be closely scrutinized. This has necessitated limitations on capital costs, building construction, program funding and student entry to
courses and programs. The economics and efficiency of post-secondary institutions are now coming under closer watch by the Ministry of Education according to the principals of the colleges in this study. A period of spontaneous growth has come to an end and ahead lies a vigorous period of consolidation of funds, resources and manpower. Faculty salaries constitute the largest part of college budgets. Consequently, colleges where part-time faculty salaries are proportionally lower than full-time faculty may be increasingly tempted to use more part-time staff. Salary, however, is only one factor in the total educational experience. Institutions vary in their curriculum and community commitments so that the strategies they adopt to handle budget restraints will depend on the degree of decentralization of the institution, the nature of the student population, the curriculum emphasis required by the community, the extent to which existing institutional employment policies apply to part-time as well as full-time faculty, the availability of competent part-time faculty, and the geographic and socio-economic location of the institution. The use of part-time faculty may well become of increasing interest. Institutions will probably need a more comprehensive data base than they appear presently to have on part-time faculty to serve as a basis for staffing policies, personnel development programs, salary structures, capital and operating expenses, and curriculum planning decisions. Most of the colleges involved in the present study admitted that their files on part-time faculty were not set up so that data on them could easily be separated from that of full-time staff.

Much of the literature on part-time faculty in post-secondary institutions is in agreement on the assessment of relations between part-time faculty, the teaching process, and institutions. In
British Columbia a more numerically detailed study of part-time faculty may be useful at the present time. The apparent need for the study was confirmed by the reactions of both college administration and faculty association presidents.

All the institutions approached were generally interested in the study. Most had very little organized data on part-time faculty. They did have files on individual members but little else in the way of organized data systems which existed for full-time faculty. Capilano College typified the response of most of the colleges to this problem. The principal said he had realized earlier from supplying information to the B.C. Ministry of Education for annual reports that the data on part-time faculty was very inadequately detailed. Because of both this need and impending faculty negotiations, he immediately arranged for the coordination of data on part-time faculty in his college.

Each institution involved in the study realized the worth of the statistics and consented to participate with varying degrees of enthusiasm due, understandably, to the extra workload it placed on personnel staff.

Full-time faculty are probably as sensitive to part-time faculty problems as the administrations. Most faculty association presidents admitted they knew very little about their part-time colleagues and stated to the author they were going to have to pay more attention to increasingly vocal demands from them for a greater say in working conditions.

For example, the part-time faculty of Langara campus of Vancouver Community College had organized themselves for a meeting with management on matters directly concerning their status and comparative lack of
security. In preparation they gathered data describing their situation at the college (see Appendix A). They addressed themselves to what they felt were some legitimate grievances such as the existence of part-time positions which exceeded the number agreed upon as a transition point beyond which full-time positions would be opened up. Understandably, the VCC administration did not want to aggravate the situation at this meeting by supporting a study on part-time faculty which might remind the latter of their tenuous position.

Meanwhile, the British Columbia government had introduced Bill 82 dealing with the Colleges and Provincial Institutes Act which has important implications for all faculty (Appendix F). It is still unclear how these will affect college operations as intensive discussions on the interpretation of the Act continue.

Coupled with the implications of this new legislation the issues concerning part-time faculty caused full-time faculty representatives in general and College Faculty Federation officers in particular to look at their part-time associates in a way never before contemplated. From this point of view most faculty association presidents were interested in the project.

Purpose of the Study

Although recent studies have been conducted by Dr. John Dennison at UBC on full-time (permanent) faculty in British Columbia community colleges as well as on students attending these institutions, there have been no comparable studies on part-time faculty. In view of the concerns described it seemed appropriate to conduct a study on this increasingly important segment of college faculty. Thus the purposes of this project are:
1. To obtain adequate information on part-time faculty with respect to personal data, academic and professional qualifications, work experience, teaching background, and motivations for teaching.

2. To obtain from each college in the study definitions and classifications of part-time faculty, details on duties, remuneration, and hiring processes, and a time analysis of the distribution of part-time faculty in the major curriculum areas as far back as college records allowed.

In the absence of such a data base it would not be surprising if, in British Columbia, many false assumptions could have been made about part-time faculty. The third part of this study will deal with some of these as hypotheses. These are described in Chapter II after the Literature Review which gives the reader an appreciation of the background out of which such assumptions could have arisen.

The Definition of Part-Time Faculty

The definition of part-time faculty was a problem. Each institution's definition differed from that of the other's (Appendix E). Many professional employees such as counsellors and librarians do not teach classes. Should they be included? How should those who teach non-credit courses in the community education divisions of the colleges be treated?

One of the major distinctions between faculty who are full-time and those who are not is that the former usually cannot be dismissed without cause. Among faculty who are not full-time it was generally felt that those who teach credit courses had a greater academic responsibility and accountability to the college than those who taught non-credit courses.
Agreement was reached that job security and the credit nature of the course be the distinguishing features in the definition for part-time faculty used in this study. The following definitions were agreed upon.

**Part-time faculty member.** A part-time faculty member is one

a. who teaches credit courses towards *any* formal certificate diploma or transfer program in the college where credit means achievement by the student of defined curriculum standards, and

b. whose services can be terminated without cause at the end of the contract or appointment period.

**Full-time faculty member.** A full time faculty member is one who satisfies condition a. of the above definition for a part-time faculty member but whose services can be terminated only with cause and by due process which may be described in the faculty agreement.

**Part-time to full-time ratio (PT:FT ratio).** The PT:FT ratio is the ratio of the number of part-time faculty members to the number of full-time faculty members.

**Restrictions and Limitations of the Study**

Community colleges differ greatly in faculty make-up. In conducting a study on part-time faculty in colleges one might therefore anticipate the lack of a common profile of faculty member. Only six of the fourteen colleges in B.C. were involved in the study and all but one are located in the Lower Mainland. The findings can therefore be applied only with reservation to part-time college faculty throughout British Columbia.

The questionnaire used as the data collection instrument had not previously been used elsewhere and hence could not be claimed to have known validity or reliability. Care was taken, however, to overcome this limitation. Prior to the study, it was submitted to the principal and
faculty association president of each college for their criticism, followed by trial runs in a class at the University of British Columbia studying community colleges and in one of the participating colleges involving their part-time faculty.

Checks on the reliability of the findings do not exist. Only the B.C. Ministry of Education Post-Secondary Annual Statistics has any data at all on part-time faculty and these are scant. This limitation could not be overcome and, indeed, its very existence constitutes a major justification for the study.

Finally, the findings are subject to any errors resulting from the speed with which colleges drew together some of their data, and the fact that colleges had different methods of data storage and retrieval. Every attempt was made to check these data but the limitation cannot be ignored.

Overview of the Thesis

This chapter has shown the need for the study on part-time faculty and has stated the problem as well as discussing definitions and limitations. Chapter II presents a review of some of the important literature on this topic. Chapter III outlines the design of the study, and describes the data collection instruments used, the logistics of managing the data collection, the computer analysis, and statistical techniques. Chapter IV then analyzes and discusses the data followed by Chapter V in which conclusions are drawn, recommendations made and implications stated for future research.
CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents an overview of previous and current work related to the study of part-time faculty in colleges. From this overview were derived the research questions for the study which are presented in the last part of the chapter.

Research Studies

A review of relevant literature revealed only two studies that quantitatively examined part-time faculty in community colleges. The findings of the studies in West Virginia and North Carolina were remarkably similar which probably reflects the similarity in patterns of institutional evolution within the U.S.

North Carolina study. In a doctoral study (1972) on characteristics of part-time instructors in comprehensive community colleges of North Carolina, Cooke observed that:

1. Although personal satisfaction and a desire to supplement income were rated as major reasons for choosing to teach part-time, few instructors actively sought teaching positions.

2. The part-time teaching staff is in constant flux because members teach by choice, but the group which chooses to return each term tends to act as a stabilizing element. In most cases, the recruitment burden is reportedly borne by the various division administrators who need teachers.
3. Teaching activities of most instructors were limited to no more than two days per week with the greater number teaching during evening hours between 5 and 10 p.m. Such a teaching schedule, complementing an 8 a.m. to 5 p.m. employment routine, reduced participation in professional activities sponsored by institutions.

4. Few part-time staff members took part in orientation programs, in-service training, or faculty and departmental meetings. Participation by part-time instructors on curriculum development committees was almost non-existent.

5. Not only did part-time teachers find themselves outside the sphere of professional activities, but they often did not receive full administrative support for their classroom instruction.

6. The majority of instructors indicated that course outlines were not supplied to them by the colleges for the courses they taught. Those who did receive course outlines reported finding them helpful in determining material to be covered, reducing the time needed to organize courses, and keeping classes on schedule. In addition to not being assimilated into traditional routines, part-timers laboured under less attractive conditions than did their counterparts teaching during the day. They were less likely to teach courses on campus and had less than complete access to such services as the bookstore, library, media centre, student personnel, duplication, and secretarial staff. Instructional support to part-time instructors was often neglected. As their after-five enrolments increased, some institutions made an effort to strengthen the availability of support for instructional services.

7. When they were asked to state their views of the role of the community college, part-time instructors tended to relate it to the
divisions in which they taught. For example, an instructor in the adult division saw the community college's function as providing basic education, technical training, college transfer education, and helping local industry to upgrade its employees. Part-time faculty defined the role of the community college in terms of the inexpensive education provided.

Instructors did not limit themselves to defining the role of the community college, but took the opportunity to express some individual concerns. One instructor felt that the community colleges might become the private club of the middle class, with decoupage and cake decorating classes taking precedence over the teaching of basic academic skills to adults. Another stressed the need for more articulation between community colleges and the high school so that training would not be unnecessarily duplicated.

8. Because remuneration was given only for classroom teaching time, some instructors suggested that additional pay was in order for such activities as planning and student advisement.

9. A feeling of isolation from the institution was indicated by one instructor who referred to himself as an "orphan child." The personal experience related by one part-time instructor underscores the significant role that the community college plays in grassroots education. This teacher had initially enrolled in a college to obtain a high school diploma, had continued to take additional courses, and was subsequently employed to teach part-time in the institution.

10. As evidence of this satisfaction with employment in the community colleges, more than half responding to a questionnaire said that they would accept full-time employment in the community college system if it were offered to them. Almost all of the respondents (95%)
said they would teach for the college again.

West Virginia study. In 1972, instructional administrators at West Virginia Northern Community College conducted an extensive literature search on characteristics and concerns of part-time faculty. They alleged that professional development activities specially designed for part-time faculty could alleviate much of the sense of isolation and lack of administrative support that part-time faculty feel. Their major findings can be summarized as follows:

1. American community, junior and technical colleges rely heavily on the use of part-time faculty to teach. (The literature search disclosed that probably the majority of the total number of faculty are part-time employees, although they teach fewer courses than full-time employees.)

2. There is evidence that very few colleges are providing adequate means of assisting part-time faculty in becoming acquainted with the colleges they represent—i.e. statements of philosophy, policies, procedures, programs, and services available to help them carry out their responsibilities. Furthermore, fewer colleges provide any assistance in the development of professional teaching capabilities.

3. A number of persons have cited the need for professional development activities for part-time faculty but innovative means for meeting the needs of this group are difficult to identify. The very limited number of schools providing any assistance do so mainly in the area of orientation, with part-time faculty handbooks, an orientation session, a copy of the semester schedule and other printed handouts being the main methods used. A few are using such individualized materials as video-tapes, tours, and instructional packets.
4. Part-time faculty desire more information and assistance to help them carry out their professional responsibilities and want to feel a "part" of the college they represent. Both the surveys of part-time instructors reported in the literature studies and the survey of West Virginia Northern Community College personnel indicated that instructors say they especially want more help on various approaches to teaching, more information about how others teach the same course, and the function of the course they teach in relation to the total student curriculum.

5. Both part-time faculty and college administrators recognize numerous obstacles in attempting to implement "traditional" methods of professional development such as a lack of availability for many group activities, greater obligation to other responsibilities, and conflicting schedules.

British Columbia Materials

Five information sources concerning part-time faculty were found in British Columbia. These are, the UBC Status of Women Report, the College Faculties Federation of B.C., a study on part-time faculty conducted at Vancouver Community College, the B.C. Ministry of Education Post-Secondary Statistics Report, and the College and Provincial Institutes Act (Bill 82).

UBC Status of Women Report. The University of British Columbia Status of Women Report of 1975 deviated from its concerns with sex discrimination in post-secondary institutions to make some comments on the status of part-time faculty (of both sexes). It recommended that:

a. the status of part-time work be changed so that part-time faculty members enjoy the same rights to promotion, tenure, salary increases, leave and other benefits, and the same rights to vote and sit on committees as full-time faculty.
b. part-time work be no longer considered a black mark on a person's record of employment and that those who have worked part-time in the university should be considered for full-time employment when their own living circumstances allow for this change.

c. the Faculty Association be allowed to represent part-time colleagues in all ranks.

**College Faculties Federation of B.C.** Since the development of the community colleges in B.C. there has been a concern among many faculty that part-time faculty are getting "shortchanged" as far as rewards and recognition are concerned. The College Faculties Federation of B.C. (CFFBC) recognizes that there is a strong community of interest between full and part-time faculty and that the principle of equal pay for equal work should be more consistently applied. In the absence of any official bargaining powers it is impossible to obtain adequate representation for their interests except to the extent that the faculty association of the college has been willing to take up their cause. This is the present stance of the B.C. Labour Relations Board towards college bargaining units. The CFFBC draws a parallel with some labour unions which negotiate for both full-time and part-time employees. Any such comparison must be made in light of other considerations such as hiring policies, right to strike, evaluation of job performance and other factors common to management/labour relations.

In an unofficial report, the CFFBC contended that:

Faculty Associations as unions might follow the lead of other unions in bargaining for its part-time faculty as well as their full-time members. Certainly the part-time faculty themselves are becoming more vocal and politically active such as at Vancouver Community College where a large proportion depend on part-time teaching as their sole source of income.
If the present situation continues with a lack of any official bargaining position then rather paradoxically, part-time faculty, one of the most important groups in the functioning of the colleges, may become less influential in matters of salary and working conditions. There are some signs of change as faculty associations move toward supporting their part-time constituents in their quest for full membership and voting status.

Study by Vancouver Community College part-time faculty. The term instructors at Vancouver Community College (Langara) have organized themselves and have produced a short but comprehensive report listing many common concerns of part-time faculty, but making some positive recommendations. One interesting statistic in this study was that 82% of the part-time faculty sampled depended on salaries from teaching as their principal source of income with only 38% of them earning what they felt was a 'living' salary. Part of the present study will analyse salary conditions in other colleges.

Department of Education Post-Secondary Statistics. The B.C. Department of Education Statistics Report on Post-Secondary Institutions for the year 1976-1977 shows that 39% of all faculty in B.C. colleges were part-time faculty. Compared to the figure of 10% in a 1973 study by Dennison, there seems to be a marked increase. Recent legislation by the British Columbia Legislature (Appendix F), does not distinguish between full-time and part-time faculty. It views them all as professional employees. The stage seems to be set for some political struggles, especially between established faculty associations and groups of part-time faculty seeking more adequate remuneration.
Impact of Bill 82. At the time of this study, Bill 82 (College and Provincial Institutes Act) had just been enacted (refer to Appendix F). It is the first legislation directly concerned with community colleges and may have a profound impact on the status of part-time faculty. This Act categorizes all teaching faculty as "professional employees." It states that all professional employees will decide on the kind of representation they want. If part-time faculty are included in the vote they may well be the deciding element about the mode of representation for all faculty. Their inclusion may have a major effect on collective agreements which are generally addressed to the concerns of full-time or permanent faculty.

Commentary and Hypotheses

None of the references which have been cited dealt with two very important questions which, in the author's estimation, are essential in part-time/full-time faculty relationships in colleges. These are:

a. On a strictly teaching basis, do part-time faculty teach as effectively as full-time faculty?

b. How much of a full-time faculty member's job comprises teaching functions? Further to this, how large a core of full-time faculty is required to perform those necessary non-teaching functions such as curriculum development, budget preparation, and course evaluation.

The studies described in the previous section help to build a profile of the characteristics and concerns of part-time faculty. Whether or not they apply in British Columbia colleges is questionable. In Chapter I a preview was given of the third part of this study, i.e. the analysis of some of the assumptions about part-time faculty. The more prevalent of these assumptions, made by many of the principals and faculty association presidents involved in this study, are now stated
as hypotheses.

Specifically it is asserted that:

1. Part-time faculty desire full-time teaching positions.
2. They teach part-time primarily for financial reasons.
3. They are not involved in non-teaching duties in the institution.
4. They have no teaching credentials.
5. They have no previous teaching experience.
6. They are not members of the college faculty association.
7. They are not eligible for membership in the college's faculty association.
8. They exhibit a high turnover rate and typically do not teach in one institution for longer than one semester.
9. They live within a one-hour drive of the college in which they teach.
10. They teach evening courses (after 4 p.m.).
11. In academic credit courses, they teach in the non-laboratory programs.
12. For the amount of classroom teaching done, they receive proportionally less salary than full-time faculty members.
13. There is no significant difference in the basic salary scales for part-time faculty amongst the colleges selected in the study.
14. There is no significant difference in the ratio of part-time to full-time faculty members among the colleges selected in this study.
15. There is no formalized hiring policy applying to part-time faculty.
16. Part-time faculty get less administrative support services than full-time faculty.
17. The percentage of part-time faculty is increasing.

18. They teach mainly in academic (university transfer) programs.

19. Part-time faculty teach subjects that are directly connected with their present work.

20. Part-time faculty do not depend on teaching in colleges for their main source of income.
CHAPTER III

THE DESIGN OF THE STUDY

This chapter discusses some of the unique characteristics of the colleges participating in the study, followed by a description of the mode of information collection used. It then describes a time analysis of part-time faculty in major curriculum areas of the colleges and a discussion of the logistics of managing the study, concluding with a review of the computer and statistical analyses used in the study.

Characteristics of the Colleges Participating in the Study

With the evolution of individual colleges to meet local community needs and the diversity of programs this implies, it was important to determine if there would emerge a common profile of part-time faculty. The institutions chosen represent various combinations of the following characteristics:

a. population density of the college region.
b. geographic area served by the college.
c. historical part-time:full-time ratio.
d. melded or non-melded college (i.e. amalgamation of the college with local Provincial vocational institutes).
e. campus model of the college (single or multi-campus with campus principals).

Table 1 shows the relation of these characteristics with the selected colleges. East Kootenay and Fraser Valley Colleges, for example, serve large geographic areas with relatively low population densities, while
Table 1
Characteristics of the Selected Colleges

<table>
<thead>
<tr>
<th>Characteristics of the College Region</th>
<th>BCIT (provincial institute)</th>
<th>Capilano</th>
<th>Douglas</th>
<th>East Kootenay</th>
<th>Fraser Valley</th>
<th>VCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Population Density of the College Region</td>
<td>high</td>
<td>x</td>
<td>x</td>
<td>not applicable</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>medium</td>
<td>not applicable</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>low</td>
<td>x</td>
<td>x</td>
<td>not applicable</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2. Geographic Area</td>
<td>high</td>
<td>not applicable</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>medium</td>
<td>x</td>
<td>x</td>
<td>not applicable</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>low</td>
<td>x</td>
<td>x</td>
<td>not applicable</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3. Meld Status</td>
<td>melded</td>
<td>not applicable</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>non-melded</td>
<td>x</td>
<td>x</td>
<td>not applicable</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>4. Campus Model</td>
<td>single campus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>multi-campus (with campus principals)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>5. Historical PT/FT Ratio</td>
<td>at end of 1st sem. operation of the college</td>
<td>high (&gt; 0.8)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>medium (0.4-0.8)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>low (0.0-0.39)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
Vancouver Community College serves a small geographic area with a relatively high density population. Capilano and Fraser Valley Colleges began with high ratios of part-time to full-time faculty while BCIT began with a correspondingly low ratio. Two of the six colleges, Douglas College and Vancouver Community Colleges, are multicampus institutions with campus principals, while the other four colleges are single principal institutions. Because of its mandate as a provincial institution, BCIT has no territorial restrictions as do the other colleges, nor is it affected by B.C. government legislation on melding.

Mode of Information Collection

A questionnaire was chosen as the prime data collection instrument, supplemented by interviews with college principals and faculty association presidents. The distances between the colleges made it necessary to conduct many of these interviews by phone and by mail. The questionnaire was divided into two sub-questionnaires A and B. Questionnaire A was answered by the part-time faculty member while Questionnaire B was answered by an administrator in the institution.

The questionnaire was constructed to obtain data both about the hypotheses listed at the end of Chapter II and also about the personal and work-related characteristics of individual part-time faculty members. Part B of the questionnaire requested data on the organizational aspects of the employment of part-time faculty.

The questionnaire headings are as follows:

*Questionnaire A

The Profile of the Part-Time Faculty Member

1. Personal

*Refer to Appendix K for more details.
2. Academic and Professional Qualifications
3. Work Experience (outside of part-time teaching)
4. Teaching Experience
5. Institutional Relations
6. Motivations for Teaching

Questionnaire B

a. Classifications of Part-Time Faculty
b. Time Analysis: A semester by semester analysis of the distribution of part-time faculty in the three main curriculum areas of the college; academic, career, training.
c. Expected Duties and Remuneration of Part-Time Faculty
d. Administrative Services Available to Part-Time Faculty
e. Hiring Policies for Part-Time Faculty

Time Analysis

Both faculty and administrators expressed interest in seeing if there were trends in the use of part-time faculty. Each group had its own reasons. With respect to faculty the most common reasons were that any increasing trend could have serious implications on the political texture of faculty associations and, for the administrations, that increased use of part-time faculty could be 'budgetarily beneficial in a period of growing economic restraint'--that is, they could cost less than full-time faculty. Since neither of these concerns may be founded on fact, the study examines these areas to see how many part-time faculty actually do belong to faculty associations and what their pay scales are. It investigates the nature of the membership of part-time faculty in faculty associations relative to that of the full-time faculty. It also examines the salary scales for part-time faculty and the rationale
behind them. The time analysis shows the distribution of part-time faculty in three main curriculum areas of the college, university transfer, career/technical and vocational training. It presents the ratio of part-time to full-time faculty in each curriculum area for each semester of the college year going back as far as college records allow.

Supplementing the information from the questionnaire are data on three other topics:

a. criteria for part-time faculty pay scales
b. criteria for transition from a part-time position to a full-time position, and
c. categories of part-time faculty (refer to Appendices B, C, and D).

Managing the Study

The administration and faculty association of each college issued a joint letter of support to all their part-time colleagues encouraging them to fill out the questionnaire. They also provided name lists and paid the mailing costs of the questionnaire packet* to all part-time faculty who had been appointed at some time within the last two years. Most credit courses repeat within two years so all part-time faculty between 1975 and 1978 were included even though many may not have been

*The questionnaire packet consisted of three items:
a) the questionnaire consisting of
   i) Questionnaire A for part-time faculty to fill in, and
   ii) Questionnaire B for the college to fill in.
b) a return self-addressed envelope to the author of the study.
c) a covering letter from the principal and faculty association of the college explaining the nature of the study and asking their cooperation in filling it out.

Refer to Appendix K.
teaching during the year in which the study was conducted.

Each college was also asked to conduct a time analysis showing
the distribution of part-time faculty in three major curriculum areas
(university transfer, career/technical, and vocational training) for
each of the semesters of the college year extending back as far as
college records permitted. Administrators were asked to compute the
ratio of part-time to full-time faculty in each case.

The format of the questionnaire was chosen so that computer cards
could be punched directly from the questionnaires without the need of
intermediate coding sheets.

Analysis of Data

A computer program was set up to handle all the data from the
questionnaires on the University of British Columbia's IBM System 370
Model 168 computer. The program format was based upon the Statistical
1975.

The procedure for the data analysis was as follows:

1. Each hypotheses listed on page 14 was treated for significance
on a null hypothesis basis
\[ H_0 : \mu_1 = \mu_2 \]
\[ H_1 : \mu_1 \neq \mu_2 \]

2. The data from the questionnaire were analysed question by
question with selected cross tabulations and chi-square testing. Where
required within an m by n cross-tabulation (m, n > 2), multiple compari-
sions are used in sample proportions for tests of homogeneity.
3. A time analysis was presented showing the distribution of part-time faculty in three main curriculum areas of the colleges (university transfer, career/technical and vocational training). (Refer to Appendices H and I.)

4. A comparison was made between the colleges on
   a. classification of part-time faculty
   b. duties and remuneration of part-time faculty
   c. administrative services available to part-time faculty
   d. management processes affecting part-time faculty

(Refer to Appendix J.)
CHAPTER IV

RESULTS OF THE ANALYSIS

The first section of this chapter presents an analysis of each of the appropriate hypotheses. This analysis provides the beginning of a profile of part-time faculty members in B.C. colleges. The findings from Questionnaire A of the survey are then given to expand more fully on the profile. The results of Questionnaire B then follow, dealing with the policies of the institutions regarding part-time faculty with respect to job classification, expected duties and remuneration, administrative services and hiring policies. Finally an analysis is made of trends in the use of part-time faculty in each college based on data showing their distribution in major curriculum areas over several years.

The questionnaires were sent to all part-time faculty who had taught between 1975 and 1977. An analysis of the returns is given in Table 2 below. These figures refer to Questionnaire A since only one Questionnaire B was to be filled in per college. Every college completed a Questionnaire B for a 100% return. Approximately 1,531 different part-time faculty taught in the six selected colleges during this time. This is twice as many as taught in 1975-1976 according to the B.C. Post-Secondary Statistics Report (Appendix G). It indicates that there was almost a complete turnover of teachers within that two-year period. This is consistent with the analysis which showed 92% of all respondents having taught less than two years in any one community college (Questionnaire A, No. 17).
Table 2

Analysis of Questionnaire Returns by College

<table>
<thead>
<tr>
<th></th>
<th>BCIT</th>
<th>Capilano</th>
<th>Douglas</th>
<th>East Kootenay</th>
<th>Fraser Valley</th>
<th>VCC Langara</th>
<th>VCC VVI/King Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires sent out*</td>
<td>190</td>
<td>270</td>
<td>310</td>
<td>31</td>
<td>100</td>
<td>230</td>
<td>400</td>
</tr>
<tr>
<td>Questionnaires returned</td>
<td>58</td>
<td>66</td>
<td>103</td>
<td>12</td>
<td>28</td>
<td>62</td>
<td>91</td>
</tr>
<tr>
<td>% return</td>
<td>31</td>
<td>24</td>
<td>33</td>
<td>39</td>
<td>28</td>
<td>27</td>
<td>23</td>
</tr>
</tbody>
</table>

Total questionnaires to all colleges 1531
Total questionnaires returned 420
Average return 28%

*The number of questionnaires sent out (1531) approximates those actually reaching part-time faculty members. It is the total number of questionnaires delivered to each college less the number returned unopened less the number returned by the colleges as excess.
EXAMINATION AND DISCUSSION OF THE HYPOTHESES

In analyzing the hypotheses the following statistical procedures were frequently used: z-statistic; student's t-distribution and confidence interval; chi-square and Kruskal-Wallis analyses. Details of these are given in Appendix L.

Hypothesis 1. Part-time faculty desire full-time teaching positions (Questionnaire A, Nos. 6 and 38)

The responses to the questionnaire item addressed to this question indicate that a significant percentage (57%) of part-time faculty would accept a full-time teaching position if available. Related to this hypothesis are the responses to the questionnaire item which asks part-time faculty to indicate whether their teaching duties produce their principal source of income. A significant percentage (54%) of the respondents answered this question in the affirmative. Accordingly, the data indicate that hypothesis 1 may be supported (z-statistic).

Hypothesis 2. Part-time faculty teach primarily for financial reasons (Questionnaire A, No. 36)

In Questionnaire A, respondents were asked to indicate in rank order a number of reasons for teaching in a community college. The ranking of options was determined by a mean score based upon a special gradient scale from one to five where one equals first choice. The results of this question are summarized in Table 3. It is apparent from the data that salary ranks third in the rank order of motives suggested in the question. It may be concluded that part-time faculty do not teach primarily for financial reasons and hence hypothesis 2 is rejected.
Table 3
Ranking of Categories by Mean Score in Response to the Question 'Why do you teach at a community college?'

<table>
<thead>
<tr>
<th>Questionnaire Selection</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>for the satisfaction of sharing knowledge</td>
<td>3.842</td>
</tr>
<tr>
<td>it's a career choice</td>
<td>3.165</td>
</tr>
<tr>
<td>for money</td>
<td>3.136</td>
</tr>
<tr>
<td>for developing the opportunity of getting full-time teaching position</td>
<td>2.996</td>
</tr>
<tr>
<td>to try out a new experience</td>
<td>2.401</td>
</tr>
<tr>
<td>for the social prestige of teaching at a college</td>
<td>1.778</td>
</tr>
</tbody>
</table>

Hypothesis 3. Part-time faculty are not involved in non-teaching activities in the institution. (Questionnaire B, No. 7)

The part-time faculty were not asked to respond to this, rather the college administrations were asked to specify the extent to which part-time faculty were expected to participate in non-teaching activities such as committee work and student consultation. Four colleges had no policy on this, one college said non-teaching activities were not expected, one college expected 11-50% of the teaching hours to be spent extra in non-teaching activities.

The four colleges which had no policy on this all commented that the involvement in non-teaching activities of part-time faculty depended on the teaching department and the number of courses taught. Within a college there could be therefore an appreciable difference amongst the
part-time faculty in extra teaching activities. It was not possible, therefore, to test this hypothesis but there is indication it could be supported.

**Hypothesis 4.** Part-time faculty have no teaching credentials (Questionnaire A, No. 8).

Each part-time faculty member was asked to indicate completed levels of teaching certification or licensing. The findings showed that 68.6% of the 420 respondents had at least one teaching credential with 12% possessing two or more. The hypothesis is rejected (z-statistic).

**Hypothesis 5.** Part-time faculty have no previous teaching experience (Questionnaire A, No. 14).

Part-time faculty members were asked in what educational areas or institutions they had ever taught, including community colleges, and to state the length of time spent in each area.

a. 42.1% of the 420 respondents had greater than five years overall teaching experience but only 13.4% had greater than five years' experience in community colleges.

b. 90.7% of the 420 respondents had more than one year of teaching experience and 71.5% had more than one year of experience in community colleges.

The hypothesis is rejected (z-statistic).

Table 4 shows the distribution of previous teaching experience of part-time faculty at various educational levels.

The profile of teaching experience in the above areas varied significantly across the colleges (chi square statistic).

**Hypothesis 6.** Part-time faculty are not members of the college faculty association (Questionnaire A, No. 30).
Table 4

Distribution of Previous Teaching Experience of Part-Time Faculty

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent of Part-Time Faculty with teaching experience in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges</td>
<td>76%</td>
</tr>
<tr>
<td>Universities</td>
<td>35%</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>33%</td>
</tr>
<tr>
<td>Vocational/Trade Schools</td>
<td>20%</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>19%</td>
</tr>
<tr>
<td>Industry/Business/Commerce</td>
<td>17%</td>
</tr>
<tr>
<td>Professional Organizations</td>
<td>13%</td>
</tr>
<tr>
<td>Adult Education, General Interest</td>
<td>4%</td>
</tr>
<tr>
<td>Labor Education</td>
<td>3%</td>
</tr>
</tbody>
</table>

Of the 420 respondents 256 (61.1%) said they were members of a college faculty association.

Among the colleges there was a significant difference however (chi square statistic). This difference is due primarily to Fraser Valley College and BCIT where in each case only 41% of part-time faculty are members of the faculty association.

The hypothesis is rejected (z - statistic).

In two institutions, BCIT and VVI/King Edward, 35% and 30% respectively of all respondents said they weren't sure whether or not they belonged to the college faculty association.
Hypothesis 7. Part-time faculty are not eligible for membership in the college's faculty associations (Questionnaire B, Nos. 3, 4).

Only in one institution, BCIT, are part-time faculty not eligible for membership. In all the others they are eligible if they teach half of a full load or more. Among community colleges the hypothesis is rejected.

Hypothesis 8. Part-time faculty do not teach in one college for longer than one semester (Questionnaire A, No. 17).

This question was asked in order to give some idea of the turnover of part-time faculty in colleges. Only 30.0% of the respondents taught for less than one year with the majority (32%) teaching between one to two years.

Furthermore, 83.5% of the respondents had taught the same course at least two times in one community college, although this may not have been in consecutive semesters.

The hypothesis is rejected (z - statistic). Among the colleges there is no significant difference in the proportions (chi square statistic).

Hypothesis 9. Part-time faculty live within one-hour drive of the place in which they teach (Questionnaire A, No. 4).

The relationship between availability of part-time faculty and the time it takes them to get to the college is important especially for colleges serving large geographical areas.

Of all the respondents 96% said they lived within a one-hour drive from the college. There is a significant difference in the travel time profile among the colleges (chi square statistic).
Hypothesis 10. Part-time faculty teach mainly the evening courses—after 4 p.m. (Questionnaire A, No. 19).

Of all respondents, 38.3% teach after 4 p.m. This percentage is significantly different from the percentages responding to the other time slots.

This hypothesis is accepted (z - statistic). Across the colleges there is a significant difference in the proportions (chi square statistic).

When asked what time interval they would prefer to teach in, 45.4% replied they would prefer between 10 a.m. and 4 p.m. This percentage was significantly different from the percentages responding to the other time intervals.

Hypothesis 11. In academic credit programs part-time faculty teach primarily in non-laboratory oriented courses (Questionnaire A, No. 21).

Of those sampled, 65.7% taught non-laboratory oriented courses.

This hypothesis is accepted (z - statistic).

Among the colleges there is a significant difference in the proportions for each college (chi square statistic).

Hypothesis 12. Part-time faculty receive proportionally less salary than full-time faculty members for the same amount of classroom teaching (Appendix B and Questionnaire B, No. 6).

At BCIT and VCC part-time faculty were paid by courses in proportion to full-time faculty pay scales and given credit for related work experience. They negotiated their initial place on the salary grid.

East Kootenay College paid in proportion to Step 1 on the full-time grid but gave no credit for related work experience. There was no progression beyond Step 1.
Capilano College paid in proportion to the full-time grid but
gave no credit for related work experience. This progressed only to
Step 4 of a 12-step scale.

Douglas College paid two-thirds of the grid and gave no credit for
related work experience. A separate 11-step scale exists for part-time
faculty.

Fraser Valley College has two contract rates the highest of which
is about 1/10 the lowest step on the full-time faculty salary grid. Both
rates are increased at the pleasure of the college however and are not
necessarily incremented with the faculty grid. No credit is given for
related work experience.

Only if a part-time faculty has no related work experience can it
be said that he is truly getting paid proportional to a full-time faculty
member on a course basis. He would have to start on the lowest step of
the salary grid which is where full-time faculty with no work experience
usually start. Thereafter parity diminishes. If not after the first
semester then certainly after reaching a grid plateau less than that
attainable by full-time faculty.

Disparity exists immediately in all colleges for the part-time
faculty with related work experience, except at VCC where they could
theoretically start at the same level as a full-time faculty member with
equal related working experience.

Subject to these qualifications the hypothesis is accepted.

Hypothesis 13. There is no significant difference in the basic
salary scales for part-time faculty among the colleges selected in the
study.
Measurements are based on the minimums of each college's salary scale. In some colleges a progression scale exists while in others there is only one fixed rate. Table 5 lists the basic salary scales for each college.

Table 5
Salary Scales by College for Part-Time Faculty

<table>
<thead>
<tr>
<th>College</th>
<th>$/Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCIT</td>
<td>21</td>
</tr>
<tr>
<td>Capilano</td>
<td>16</td>
</tr>
<tr>
<td>Douglas</td>
<td>12</td>
</tr>
<tr>
<td>East Kootenay</td>
<td>9</td>
</tr>
<tr>
<td>Fraser Valley</td>
<td>10</td>
</tr>
<tr>
<td>VCC-Langara</td>
<td>13</td>
</tr>
<tr>
<td>VCC-VVI/King Edward</td>
<td>13</td>
</tr>
</tbody>
</table>

13.49 = Mean (X)

BCIT and East Kootenay have significantly different salary scales at the 0.05 level. Therefore the hypothesis is rejected (student's t-distribution confidence interval).

Hypothesis 14. There is no significant difference in the ratio of part-time to full-time faculty members among the colleges selected in this study.

The average of the part-time/full-time ratios for the spring and fall semesters of 1977 are summarized in Table 6.
Table 6
Average Part-Time/Full-Time Ratio
Spring and Fall Semester 1977

<table>
<thead>
<tr>
<th>College</th>
<th>Average Part-Time/Full-Time Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCIT</td>
<td>0.193</td>
</tr>
<tr>
<td>Capilano</td>
<td>1.75</td>
</tr>
<tr>
<td>Douglas</td>
<td>1.14</td>
</tr>
<tr>
<td>East Kootenay (no data)</td>
<td>-</td>
</tr>
<tr>
<td>Fraser Valley</td>
<td>1.00</td>
</tr>
<tr>
<td>VCC-Langara</td>
<td>0.55</td>
</tr>
<tr>
<td>VCC-VVI/King Edward</td>
<td>0.809</td>
</tr>
</tbody>
</table>

BCIT and Capilano have significantly different salary scales. The hypothesis is rejected (student t-distribution confidence interval).

**Hypothesis 15.** There is no formalized hiring policy applying to part-time faculty (Questionnaire B, No. 18).

Colleges were asked to indicate whether there was a hiring policy described in the faculty agreement.

a. Three colleges said they do not follow a formalized policy—East Kootenay College, Fraser Valley College and VCC-VVI/King Edward.

b. Four colleges said they did follow a formalized hiring policy.

Of all part-time faculty, 92% said they were interviewed for a position. This does not indicate the existence of a formalized hiring policy but it does imply that some procedure is being followed. Across the colleges only BCIT was significantly different (lower) in the number
of people interviewed for a position. The evidence seems to support the existence of hiring policies though these may not be stated in faculty agreements. The hypothesis therefore does not seem supportable.

Hypothesis 16. Part-time faculty get less administrative support services than full-time faculty (Questionnaire B, Nos. 11 to 17).

Each college was asked if certain administrative services available to full-time faculty were also available to part-time faculty. Seven major categories of services were selected. These were: services from library staff, bookstore purchasing privileges, availability of laboratory technician assistants, availability of marking assistance, audio-visual equipment sign out privileges, eligibility for enrolling as a student in other credit courses, and availability of copying and printing privileges.

Only Fraser Valley College was significantly different than the others with three categories out of the seven where services to part-time faculty were not the same as those for full-time faculty. All other institutions had one category or less where service was not the same.

The hypothesis is rejected on the basis of the information received from college administrations.

In one category 'eligibility for enrolling as a student in other credit courses', three colleges (Douglas, East Kootenay and Fraser Valley) indicated this service was available to full-time faculty but not to part-time faculty.

Of all part-time faculty 45% said they had been given no office desk to work at; 29% indicated they had not been assigned a mail box;
29% said they had not received outlines of the course they were to teach; 41% had not been invited to attend professional development programs in the colleges (although it is interesting to note that of those who were invited 31% did not attend). Across the colleges there was a significant difference (chi-square statistic) in the provision of a desk, a mail box, and in the degree to which part-time faculty were invited to attend professional development programs.

**Hypothesis 17.** The percentage of part-time faculty is increasing (Questionnaire B, No. 5 - Time Analysis).

Only from between spring 1976 and fall 1977 were complete data available from all the colleges. This spans six semesters (including summer). Graph 9 in Appendix I shows the trend to be approximately linear if summer semesters are omitted.

Table 7 lists the change in numbers of part-time at each college between successive spring and fall semesters of 1976 and 1977.

Restricting calculations to 1976-1977 for similar semesters, there is an increase in the percent of part-time faculty in every college for each semester except one (BCIT fall semesters) therefore the hypothesis is accepted.

**Hypothesis 18.** Part-time faculty teach mainly in academic (university transfer) programs (Questionnaire A, No. 13).

Thirty-three (33%) of all respondents taught in academic university transfer programs. This compares with 31% who taught in technical/vocational/trades training programs. In only two colleges did the number exceed 50% in academic transfer programs—Fraser Valley with 64% and
<table>
<thead>
<tr>
<th>Difference Between Semesters of</th>
<th>BCIT</th>
<th>Capilano</th>
<th>Douglas</th>
<th>East Kootenay</th>
<th>Fraser Valley</th>
<th>VCC Langara</th>
<th>VCC VVI/King Ed</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring '76 and Spring '77</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in numbers</td>
<td>84-86</td>
<td>114-117</td>
<td>109-160</td>
<td>NO</td>
<td>47-52</td>
<td>93-99</td>
<td>182-182</td>
<td>629-706</td>
</tr>
<tr>
<td>% change</td>
<td>+2.3%</td>
<td>+11%</td>
<td>+46.7%</td>
<td>+10.6%</td>
<td>+6.5%</td>
<td>0%</td>
<td></td>
<td>+12.2%</td>
</tr>
<tr>
<td>Fall '76 and Fall '77</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in numbers</td>
<td>85-72</td>
<td>130-141</td>
<td>148-168</td>
<td>DATA</td>
<td>57-73</td>
<td>84-91</td>
<td>166-174</td>
<td>670-719</td>
</tr>
<tr>
<td>% change</td>
<td>-15%</td>
<td>+8%</td>
<td>+13.5%</td>
<td>+28%</td>
<td>+8.3%</td>
<td>+4.8%</td>
<td></td>
<td>+7.3%</td>
</tr>
</tbody>
</table>
VCC-Langara with 62%. Across the colleges there was a significant difference in these proportions (chi square statistic).

The evidence indicates only a slightly larger percentage of part-time faculty in academic university transfer programs than in other programs therefore the hypothesis is rejected.

**Hypothesis 19.** Part-time faculty teach subjects that are directly connected with their present work (Questionnaire A, No. 23).

Faculty answering this question indicated that teaching was not their principal source of income. They number 179 or 42.6% of the total number of respondents. Of this number, 78% said their present work experience contributed directly to the content of the courses they were teaching. Across the colleges there was no significant difference in these proportions. The hypothesis is accepted.

**Hypothesis 20.** Part-time faculty do not depend on teaching in colleges for their main source of income (Questionnaire A, No. 6).

Of all respondents 54% said their principal source of income was from teaching in colleges. On the supposition there is a 50% probability that a part-time faculty member derives their principal source of income from the colleges, the above hypothesis is accepted ($z$ - statistic). Across the colleges there was a significant difference in the proportions (chi-squared statistic).

**THE PROFILE OF THE PART-TIME FACULTY MEMBER**

The acquired data were analyzed for profile patterns among the part-time faculty members, who responded to the questionnaire, with respect to: personal characteristics, academic and professional
qualifications, work experience, teaching experience, institutional relations and, motivations for teaching.

Personal Characteristics

Age. Of all part-time faculty 96% are between 25 and 60 years of age. This indicates that recent university graduates (less than 25 years of age) and retired or semi-retired people (greater than 60 years of age) are not involved to any great extent in part-time college teaching. The age proportions across the college were not significantly different.

Sex. Of all part-time faculty 56.5% are male. There are significant differences in the proportions across the colleges with the largest number of males at BCIT and VVI (83.6% and 70.0% respectively) and the largest number of females at VCC/King Edward and Douglas College (66.2% and 52.6% respectively).

Travel time to college. Whether they were coming from home or another place of work, about 95% of part-time faculty took an hour or less to get to the college. About 25% took 15 minutes or less. There was no significant difference in these proportions across the colleges. This would indicate that if a college is looking for part-time faculty it may have access only to those living within an hour's driving distance from the college.

Incomes. Of all part-time faculty 54% said their principal source of income was from teaching in colleges. There is an appreciable difference in annual income between those who do and those who do not
get their main income from college teaching. Of those who do, 82.8% make $20,000 or less compared with 50.3% of the other group who earn in this range. Of those who do, 15.2% make between $20,000 and $30,000 compared with 35.1% of the other group. The pattern of total annual incomes across the colleges was significantly different with the number earning more than $30,000 being largest at BCIT and East Kootenay College (20% and 12.5% respectively), and the number earning less than $10,000 being greatest at VCC/King Edward and Fraser Valley College (53.7% and 43.8% respectively).

Academic and Professional Qualifications

The figures from this study on part-time faculty were similar to those given for full-time faculty in the B.C. Post Secondary Statistics Report of 1977. The figures are shown in Table 8.

Table 8

<table>
<thead>
<tr>
<th>Highest Educational Attainment</th>
<th>Doctorate</th>
<th>Masters</th>
<th>Bachelors</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty*</td>
<td>11%</td>
<td>41%</td>
<td>25%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Part-time faculty of this study</td>
<td>5.5%</td>
<td>37.6%</td>
<td>27.6%</td>
<td>29.3%</td>
</tr>
</tbody>
</table>


The only large difference is in the number of faculty possessing a doctorate. Across the colleges there was a significant difference in the proportions of faculty at the different levels of qualifications. VCC-Langara had the highest percentages of faculty with doctorate and
master's degrees (14.3% and 55.1% respectively) while both VCC-VVI and East Kootenay College had the lowest number of doctorates (none each) with VCC-VVI and BCIT having the lowest percentages of master's degrees (15% and 23% respectively).

Teaching certification. Of all part-time faculty 31.4% had no teaching certificate of any kind; 56.2% had one teaching certificate; 12.4% had more than one teaching certificate. Across the colleges there was a significant difference in the proportions. Fraser Valley College and Capilano College had the highest percentages of part-time faculty with no teaching certificate (56% and 44% respectively). VCC-King Edward and East Kootenay College had the highest percentages of part-time faculty with at least one teaching certificate (74% and 63% respectively).

Work Experience

Present area of work. There was a fairly even distribution of work background among part-time faculty. The majority came from the categories of business and commerce (26.5%), self-employed non-specific (17.5%) and institutional (17.1%). Across the colleges there was a significant difference in the proportions. BCIT and VCC-King Edward had the highest and lowest percentages in the order among the colleges of part-time faculty in Business and Commerce with 47% and 6% respectively; Capilano and VCC-King Edward in self-employed part-time faculty with 27% and 13% respectively; VCC-King Edward and BCIT in faculty from other institutions with 56% and 3% respectively.
Years of work experience (outside of college teaching). For those whose principal source of income is not from college teaching, 44.3% have between 3 to 10 years of work experience outside of college teaching, and 50.2% have 11 years or more. Across the colleges there was no significant difference in these proportions.

Present employment status. The largest number of part-time faculty (32.4%) were in the employee-managerial area, followed closely (25.9%) by those who are owners or part owners of businesses. A significant number (13.5%) indicated they were actively seeking new jobs. Presumably many of these were included in the number (57.9%) of part-time faculty who said they would accept offers of full-time positions if they could negotiate a satisfactory starting salary commensurate with their experience and credentials.

Across the colleges the profile of employment was significantly different. BCIT and VCC-King Edward had the highest and lowest percentages of part-time faculty from employee-managerial status with 48% and 6% respectively; VCC-VVI and East Kootenay College in part-time faculty who are owners or part owners of a business with 40% and 10% respectively; East Kootenay College and Capilano College in part-time faculty who are actively seeking new positions with 30% and 0% respectively.

Teaching Experience

Areas of teaching. Many part-time faculty (29.8%) had taught in colleges. The next most frequent categories of response were general interest courses in adult education (13.9%) and universities (13.7%) and secondary schools (13.4%). Few had any teaching experience in vocational
or trade schools (8.4%) or industry, business, commerce (6.8%), or labor education (1.0%). Across the colleges there was a significant difference in these proportions. At VCC-King Edward, for example, 21% had taught secondary school level courses compared to 2% at VCC-VVI. At VCC-Langara 22% had taught university level courses compared to 7% at East Kootenay College.

Teaching experience of part-time faculty seems quite diverse. Only 19.4% said they had taught solely in colleges, while 44.2% had taught at least in secondary schools and colleges. Of all the respondents 19.8% had taught at least in industry as well as colleges, while 7.4% had taught at least in vocational schools and universities as well as colleges.

Curriculum areas in which part-time faculty teach. Thirty-three percent (33%) of part-time faculty taught university transfer subjects, while 30.7% taught technical/vocational subjects. The proportion of sections taught may not be in the same ratio however. Those teaching non-laboratory courses may be assigned more sections than those who teach courses with laboratory components. The study yielded no data on the number of courses and sections of courses taught by part-time faculty.

Across the colleges there was a significant difference in the proportions teaching university transfer subjects and those teaching in technical/vocational programs. Fraser Valley College and VCC-Langara had the largest percentages of part-time faculty in the former area (64.4% and 63.3% respectively). BCIT and VCC-VVI had the largest percentages of those teaching in technical/vocational programs (85.3% and 85.0% respectively).
Years of teaching experience in all areas. Of all part-time faculty 42.4% had more than five years of teaching experience, while 72% had more than three years.

Across the colleges there was no significant difference in these proportions.

Years of teaching in community colleges. In contrast to the previous statistic, only 13.2% of part-time faculty had more than five years' teaching experience in colleges, and 43.4% had more than three years. This may be due partly to the comparatively recent arrival of colleges on the educational scene in British Columbia, but it also suggests the likelihood that many part-time faculty have already taught, or are still teaching in other educational institutions besides colleges.

Across the colleges there was a significant difference in the proportions. VCC-Langara had the largest percentage of those with more than five years' experience (22.4%) and BCIT had the largest number of those with no previous experience (10%).

Number of institutions for whom working. Less than 13% of part-time faculty said they were under contract to two or more institutions at one time, while 27.8% said they had no contracts at all. These last data are due probably to the fact that the study covered a two-year period and included some respondents whose course or courses had not yet recycled or who had decided not to teach again.

Across the colleges there was no significant difference in these proportions.

Longest time in one college. Of the part-time faculty 61.9% had taught less than two years in colleges. This implies a rather large
turnover rate. VCC-VVI and Douglas College had the highest percentage of those with more than five years in one college (15.8% and 12% respectively), while BCIT and VCC-King Edward had the highest percentage of those with least number of years in one college (35.0% and 33.8% respectively).

Across the colleges there was no significant difference in these proportions.

Number of times repeating the same course in one college. Of all part-time faculty 61.6% have taught the same course three times or more in one college. Since the majority of part-time faculty (61.9%) stay two years or less at one college this could imply that most part-time faculty are given a course that especially suits their skills or, perhaps more likely, are given courses that full-time faculty do not wish to teach for one reason or another.

Across the colleges there was a significant difference in the proportions. VCC and BCIT had the greatest percentages of those who repeated the same subject three times or more (72% and 65% respectively).

Teaching hours. Forty (40%) of part-time faculty teach after 4 p.m. but 50.5% said they would prefer to teach before 4 p.m. With the exception of BCIT, where 62.3% would prefer to teach after 4 p.m., there seems to be a preference for earlier hours. This is consistent with the increasing number of part-time faculty who depend on part-time teaching as their main source of income and the willingness of almost 57% to accept a full-time position.

Across the colleges there was a significant difference in the proportion of teaching hours and preferences in teaching hours.
At VCC-VVI for example, 16% of the part-time faculty taught before 10 a.m. compared to 0% at East Kootenay. At VCC-King Edward 62% taught between 10 a.m. and 4 p.m. compared to 21% at BCIT. At BCIT 62% taught after 4 p.m. compared to 5% at VCC-VVI.

**Laboratory related courses.** Of the part-time faculty 66% taught in non-laboratory related courses. Across the colleges there was a significant difference in the proportions. VCC-VVI had the highest percentage teaching laboratory-oriented courses (65%). VCC-King Edward had the lowest percentage (19.1%).

**Availability of technician assistants in laboratory courses.** Of the part-time faculty 48.5% said they had technician assistants. The highest percentages were at VCC-Langara and BCIT (60.9% and 55.0% respectively). Fraser Valley College and East Kootenay College had the highest percentages of those who had no technician assistants (63.6% and 57.1% respectively). Furthermore 14.5% of all part-time faculty teaching laboratory courses were not sure whether they had assistants or not. Capilano College was the highest of these with 24.1%.

Across the colleges there was no significant difference in the proportions.

**Relevance of work experience to teaching in colleges.** Of the respondents 79.2% said their work experience contributed directly to the content of the course they were teaching.

Across the colleges there was no significant difference in the proportions.
Availability of assistance for marking papers and laboratory reports. Of all part-time faculty 84.5% said they had no assistance from the college for marking papers or laboratory reports. There was a significant difference in the proportions across the colleges such that BCIT and Langara had the largest percentages where assistance was not available (90.2% and 90.8% respectively).

Institutional Relations

Invited to attend professional development programs. Of the faculty 59.4% said they had been invited to attend college professional development programs. There was a significant difference in the proportions across the colleges. VCC-King Edward and Douglas College had the highest number of replies of those who said they were invited (83.3% and 63.3% respectively), while VCC-VVI and Fraser Valley College had the highest number of those who said they were not invited (65.0% and 53.8% respectively). Of those who were invited to attend professional development programs, only 69.7% actually attended. In this regard there was no significant difference across the colleges. It would be interesting to compare this figure with the percentage of full-time faculty who attend and those who do not.

Informed of conditions of employment. Of all part-time faculty 70.9% said they were informed of the college's conditions of employment, but this varied significantly across the colleges. BCIT and VCC-Langara ranked highest in making this information known (82.0% and 75.5% respectively), while Fraser Valley College and East Kootenay College had the highest percentages of those who said they were not informed (46.2% and 43.8% respectively). Eighty (80.0%) of all part-time faculty said
they knew of the existence of such policies, so it would appear that the colleges had not transmitted them to their part-time faculty. There was a significant difference in responses across the colleges. BCIT and Capilano had the highest percentage of 'informed' faculty (90%), while Fraser Valley College and East Kootenay College had the lowest percentages (53.8% and 40.0% respectively).

Interviewed for part-time teaching. Of all the part-time faculty 88% said they were interviewed for part-time teaching positions. The percentages varied significantly across the colleges. Capilano College and VCC-Langara had the highest percentages of those interviewed (96.8% and 93.9% respectively), while BCIT and East Kootenay College had the lowest percentages of those interviewed (67.2% and 80.0% respectively).

Membership in the college faculty associations. Of all part-time faculty 60.5% said they were members of their colleges' faculty associations but the percentages varied significantly across the colleges. VCC-Langara and Capilano had the highest numbers of members (93.9% and 76.2% respectively), while East Kootenay College and BCIT had the lowest (12.5% and 39.3% respectively). In addition, 10.4% of all part-time faculty did not know whether they were members or not.

Of those who were members of the college faculty associations only 55.8% were voting members and this percentage did not vary significantly across the colleges. VCC-VVI and Capilano had the largest percentages of part-time faculty with the vote (73.3% and 72.0% respectively), while BCIT and Fraser Valley College had the largest percentages of those who said they did not have the vote (50% and 42.9% respectively). Of those who knew they were faculty association members 20.3% did not know
whether or not they had the vote.

**Formal teaching evaluation.** Of all part-time faculty 34.7% said they had not had any formal teaching evaluation. Across the colleges there was a significant difference in the proportions.

Capilano and VCC-King Edward had the highest percentages of those who had a formal evaluation (85.7% and 79.4% respectively), while Douglas College and East Kootenay had the lowest percentages (19.2% and 31.3% respectively).

**Received outlines of the courses to be taught.** Seventy (70%) replied they had received course outlines and the proportions across the colleges were not significantly different.

**Office desks provided.** Of the part-time faculty 43.6% said they had no desk assigned to them at their colleges. The proportions varied significantly across the colleges. BCIT and VCC-King Edward had the highest percentage of faculty to whom desks were not assigned (71.7% and 69.1% respectively), while VCC-Langara and Capilano had the highest percentages of faculty to whom desks were assigned (100% and 88.7% respectively).

**Mail boxes assigned.** Seventy (70%) said they had mail boxes assigned to them but there was a significant difference in the proportions across the colleges. VCC-Langara and Capilano had the highest percentages (100% and 90.3% respectively), while East Kootenay and BCIT had the lowest (25.0% and 48.3% respectively). Some of the communications difficulties involving part-time faculty may be due in part to this rather simple problem of not allocating mail boxes so that necessary information can be picked up.
Motivations for Teaching

Time spent preparing for class. Of all the part-time faculty 37.2% said preparation time for classes was about the same as in-class time, while 38.9% said it was more. The remainder, 23.9%, spent less time. There was a significant difference in these proportions across the colleges. The percentages for greater time were highest at Fraser Valley College and VCC-Langara (62.5% and 47.9% respectively), while the percentages for less time were highest at VCC-VVI and East Kootenay College (47.4% and 43.8% respectively).

Reasons for teaching in community colleges. The reasons part-time faculty teach at community colleges are tabulated with mean rank in Table 9.

Table 9
Reasons for Teaching at a Community College
(With Mean Rank Scores)

<table>
<thead>
<tr>
<th>Reason for Teaching</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching for the satisfaction of sharing knowledge</td>
<td>3.86</td>
</tr>
<tr>
<td>2. For money</td>
<td>3.13</td>
</tr>
<tr>
<td>3. As a career choice</td>
<td>3.01</td>
</tr>
<tr>
<td>4. For developing the opportunities of getting full-time positions</td>
<td>2.81</td>
</tr>
<tr>
<td>5. To try out new experiences</td>
<td>2.42</td>
</tr>
<tr>
<td>6. For the social prestige of teaching at colleges</td>
<td>1.71</td>
</tr>
<tr>
<td>7. As something to do</td>
<td>1.43</td>
</tr>
</tbody>
</table>
The high ranking of items 2, 3, and 4 above is consistent with previous data (ref. p. 40) that over half (54%) of all part-time faculty derive their principal source of income from teaching in colleges and that 57.3% would accept offers of full-time positions (see below).

**Acceptance of full-time positions.** Of all the part-time faculty 57.3% said they would accept full-time positions if they were placed on salary scales at a level commensurate with their experience and qualifications; 19.2% were undecided. These proportions varied significantly across the colleges with the percentages of those saying they would accept full-time positions being highest at VCC-Langara and VCC-King Edward (71.4% and 68.4% respectively). The highest percentages of those who said they would not accept were at Capilano College and Douglas College (34.4% and 27.6% respectively).

**Comparison of hourly pay rates with work other than teaching at colleges.** This question was answered by those whose principal source of income was not from college teaching. Of the respondents 39.0% said the rates for teaching were lower than for their regular jobs, while approximately 35% said it was the same or higher. There was a significant difference in these proportions across the colleges. The percentages saying the pay rate for teaching was lower, were highest at East Kootenay College and VCC-Langara (75.0% and 45.5% respectively). Those who said the pay rate for teaching was higher were Capilano College and BCIt (45.0% and 44.4% respectively).
THE ADMINISTRATION OF PART-TIME FACULTY

Each college was asked in Questionnaire B to indicate its policy, with respect to part-time faculty, on position classification, expected duties and remuneration, availability of administrative services, and hiring procedures.

Classification of Part-Time Faculty

The classifications of part-time faculty in Appendix D seem to indicate that part-time faculty are support personnel to full-time faculty. The terms may vary but regardless of whether or not they designate full or partial fringe benefits, fractions of a 'full' load, hourly paid, leading or not leading to full-time employment, etc., they all refer to the full-time faculty position in some derivative form. In some colleges, notably Douglas and Capilano Colleges, there is a trend towards establishing part-time faculty as a separate entity instead of viewing them as 'miniature' full-time faculty. At Capilano, some part-time faculty have acquired a tenure privilege insofar as they will be assured of contracts if sections are available. This privilege can be withdrawn only with cause. At Douglas College a separate pay scale with regular increments has been established for part-time faculty. Although there is still a broad variety of terms used to designate part-time faculty they break down functionally into three groups: 1. the 'gapfiller'; 2) the part-timers who want to remain so, and 3) the aspirants to full-time positions.

Expected Duties and Remuneration of Part-Time Faculty

Most institutions had no policies on the expected duties of part-time faculty. Also, most institutions do not have policies on the expected
duties of full-time faculty, although some do have 'unofficial agreements' about time spent on teaching and time involved in 'committee work'. The deployment of part-time faculty seems to be the responsibility of the teaching divisions. There also appears to be a direct relationship between the fraction of a full load that a part-time faculty person has and the amount of time spent on non-teaching activities. Most of the colleges in this study grant partial or full fringe benefits if the part-time faculty person teaches a half full load or more. Often they are ineligible for these benefits when their contracts end. The pay scales of part-time faculty vary widely, as the data in Appendix J indicate. Some have built-in increments while others are fixed. In conducting this study the author found that most faculty associations were sympathetic to the situation of part-time faculty and were willing to have their faculty associations negotiate for them. Douglas College and Capilano College faculty associations have made such representations, but others, such as East Kootenay, have been forbidden to do so by the British Columbia Labour Relations Board.

Administrative Services Available to Part-Time Faculty

Administrative services are officially much the same for part-time faculty as for full-time faculty except for eligibility for free enrollment as students in other credit courses. In practice, however, many of these services are not available after 5 p.m., which is when at least 40% of all part-time faculty teach. This study did not seek the opinion of part-time faculty about their view of administrative services to determine if it corroborated the official views of college administrations.
Hiring Policies for Part-Time Faculty

Written hiring and dismissal policies vary across the colleges from "non-existent" to only "moderately defined". Perhaps because of lack of adequate representation of part-time faculty on faculty association executives, these and other policy matters are not sufficiently developed in the policies of those associations.

TIME ANALYSIS OF THE DISTRIBUTION OF PART-TIME FACULTY IN THE MAIN CURRICULUM AREAS

The part-time/full-time faculty ratio for all curriculum areas combined varies from about 0.3:1 at BCIT to 1.7:1 at VCC-VWI/King Edward. For example, at two colleges, Douglas and VCC-Langara, there is a trend to increasing the ratio, while at Capilano and Fraser Valley Colleges the trend is to a decreasing or a fairly fixed ratio.

BCIT has a rather unique situation where, with the exception of the spring semester of 1975, there are always more full-time than part-time faculty teaching overload courses.

An examination of the distribution of part-time faculty by the three major curriculum areas (university transfer, career/technical, vocational training), shows that quite different trends are evident in almost every college. The vocational training area has easily the highest part-time/full-time ratios. It varies in some institutions from a ratio of 1:1 to well over 4:1. Table 10 lists the part-time/full-time ratios for all the colleges in the study from spring 1975 to fall 1977. At Capilano, Douglas and Fraser Valley Colleges, the career/technical programs have part-time/full-time ratios that are consistently between
Table 10

Part-Time/Full-Time Faculty Ratios
From Spring 1975 to Fall 1977

<table>
<thead>
<tr>
<th>College</th>
<th>PT/FT Ratios</th>
<th>Change in PT/FT Ratio</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 1975 to Fall 1977</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCIT</td>
<td>0.38:1 to 0.18:1</td>
<td>-0.20:1</td>
<td>-52.6</td>
</tr>
<tr>
<td>Capilano</td>
<td>1.6:1 to 1.7:1</td>
<td>+0.1:1</td>
<td>+6.3</td>
</tr>
<tr>
<td>Douglas</td>
<td>0.8:1 (Spring 1976) to 1.2:1</td>
<td>+0.4:1</td>
<td>+50.0</td>
</tr>
<tr>
<td>East Kootenay</td>
<td>NO DATA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fraser Valley</td>
<td>0.9:1 to 0.91:1</td>
<td>+0.1:1</td>
<td>+11.1</td>
</tr>
<tr>
<td>VCC-Langara</td>
<td>0.4:1 (Fall 1975) to 0.57:1</td>
<td>+0.17:1</td>
<td>-42.5</td>
</tr>
<tr>
<td>VCC-VVI/King Edward</td>
<td>1.50:1 to 0.72:1</td>
<td>-0.78:1</td>
<td>-52.0</td>
</tr>
</tbody>
</table>

1:1 and 2:1, while at VCC (all campuses) the ratio is always below one. Capilano has the highest ratio in career/technical programs at about 28:1. In the university transfer area, part-time/full-time ratios range presently from Douglas College's 0.98:1 high to VCC-Langara's low of 0.46:1.

It may also be noted that the number of full-time faculty at most colleges has not changed appreciably over the last two years in both the university transfer and career/technical areas. The vocational training programs seem to account for most of the increase. This may be due to increased federal and provincial funding being made available for adult retraining, career planning and skill development programs.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter draws conclusions upon the three main purposes of the study: to develop a profile of part-time faculty, to analyze institutional relationships involving part-time faculty, to develop a time analysis on the distribution of part-time faculty in major curriculum areas and, to test a number of hypotheses stemming from assumptions frequently made about part-time faculty. Many of the findings from the analyses of the hypotheses contributed to forming the profile of part-time faculty and to clarifying some of the institutional relationships. Recommendations are then made based on the findings of the study followed by some implications for further research.

CONCLUSIONS

Although only six of the fourteen colleges in the province participated in this study, their part-time faculty constitute over 60% of the total of all part-time faculty in British Columbia. The profile given in this summary is accurate therefore in terms of the data gathered.

Profile of the Part-Time Faculty Member in Six British Columbia Community Colleges

1. There are significantly more male part-time faculty in B.C. colleges.

57
2. They are between 25 and 60 years of age. Though this is a wide age interval it shows that few part-time faculty are recent university graduates or are retired.

3. They are managerial employees in business and commerce earning approximately $24,000 a year from all sources.

4. Those whose principal source of income is from college teaching earn approximately $15,000 a year.

5. They do not depend on teaching in colleges for their main source of income.

6. They would accept an offer of a full-time position from a college if they could get credit for their academic credentials and work experience but, in general, they are not actively looking for a full-time position.

7. Sharing of knowledge and the development of a career choice are the main motivation behind their teaching at a college. They do not teach primarily for financial reasons.

8. They are not actively seeking a new job.

9. They teach the same course at only one college at which they stay for two or three semesters.

10. Their courses are usually offered in the late afternoon or evening but they prefer to teach between 10 a.m. and 4 p.m.

11. They live within an hour's drive of their college.

12. They have eight or nine years of work experience which are directly connected with the subjects they teach.

13. They have taught secondary school level courses and some general interest offerings in adult education programs.
14. The need for their services is as great in either university transfer or career/technical programs, but in either area they usually teach a non-laboratory oriented course.

15. If they teach a laboratory course they are less apt to have the same technician support service as full-time faculty.

16. They have no assistance in marking assignments.

17. The time spent on preparing each lesson is about the same as the time spent in the classroom.

18. They are invited to the college's professional development programs but usually do not attend.

19. Officially they are not required by the college to participate in non-teaching activities. They take part, however, depending directly on the size of their teaching load and the department they teach in.

20. They were interviewed for a part-time position and received written information on conditions of employment.

21. They are eligible for membership in the faculty association but their eligibility to vote depends on how many courses they teach and the part-time faculty category.

22. They get an outline of the course they are to teach.

23. They have their own mail box but are as likely as not to have a desk to work at.

24. Their teaching performance is evaluated. These evaluations have no official bearing on contract renewal since, in most colleges, a part-time faculty member can be released without cause at the end of their contract or employment period.
The part-time faculty member and institutional relations. Salaries for part-time faculty are less than for full-time faculty. Credit is seldom given for academic and teaching credentials or for work experience. Pay rates are usually based on the lowest rate of the full-time faculty scale. Among the colleges, there is a significant difference in these pay rates. Increments are not usually given and when they are they plateau at a level below that attainable by full-time faculty.

Faculty agreements say very little about part-time faculty beyond defining their category as a teacher. Capilano College has added a 'no release without cause' condition for part-time faculty to its agreement while Douglas College has established a special job description category and pay scale for sessional faculty. Generally part-time faculty are not officially represented by faculty associations. The Labour Relations Board has prohibited the East Kootenay College faculty association to represent their part-time faculty. The recently enacted "British Columbia Colleges and Provincial Institutes Act" may resolve this restriction with some form of province-wide representation.

There was no agreement among the colleges on the criteria for transition from part-time to full-time status. At BCIT, for example, it is explicitly stated in the Collective Agreement that a full-time position shall be created as soon as the number of courses taught by part-time instructors in a discipline equals a full load. By contrast, Douglas College and East Kootenay College have no policy at all on this in their faculty agreements.

College administrations reported that generally part-time faculty have the same right, if not as ready access to, administrative support services.
Part-time faculty at all colleges, with the exception of VCC (Langara), are unorganized. They do not have positions on faculty association executives and are not members of bargaining committees. Faculty associations seem quite ambivalent about the interests of part-time faculty. There is an obvious community of interest between full-time and part-time faculty but there are equally obvious problems in granting part-time faculty more representation on faculty associations. For example, not all associations may agree with the premise of "equal pay for equal work" nor might they consider it in their collective interests to credit prior work experience and credentials in establishing part-time faculty pay scales.

Part-time faculty are generally defined in terms of full-time faculty. College faculty agreements deal mainly with the interests of full-time faculty. Douglas College has set up a separate status and salary scale for 'sessional' instructors as a first step towards acknowledging the unique role of part-time faculty.

Although BCIT is not technically a community college, it was included in the study for comparative purposes. Generally, the profile of the part-time faculty member and the relation of part-time faculty members to the institution at BCIT were the same as in the other colleges. Data were analyzed with and without BCIT input. In most cases the statistics were not altered significantly, but in the case of sex ratios of part-time faculty members the inclusion of BCIT (84% of whose part-time faculty are male) did produce a significant difference. Without BCIT, the percentages of male and female part-time faculty in all the colleges were 50.6% and 49.2% respectively. With BCIT, these changed to 56.2% and 43.8% respectively.
All the faculty at BCIT are in the career/technical area. It was the only institution that used 'day' and 'evening' descriptions for its courses. Part-time faculty teach mainly the evening courses for part-time students, while full-time faculty teach day courses to full-time students.

Time analysis on the distribution of part-time faculty in major curriculum areas.

1. BCIT and VCC (Langara) have the lowest part-time/full-time ratios with approximately 0.3:1 and 0.5:1 respectively. Capilano College has the highest ratio with approximately 1.8:1. The average for all the colleges is approximately 0.7:1.

2. The ratio of part-time/full-time faculty is highest in the vocational training area (approximately 2:1) followed by the university transfer area (approximately 0.7:1) and the career/technical area (approximately 0.6:1).

3. On the basis of the institutions studied there is a trend towards increased use of part-time faculty. Between successive semesters, spring 1976 and spring 1977, the increase was 629 to 706 part-time faculty or 12.2%. While between successive semesters, fall 1976 and fall 1977, the increase was 670 to 719 part-time faculty or 7.3%.

4. There is a significant difference in the ratio of part-time to full-time faculty members among the colleges.

Summary of the findings on the hypotheses concerning part-time faculty in B.C. colleges. The hypotheses that were accepted are restated. Those that were rejected are restated here in their antithetical
form with the operative words underlined. The latter hypotheses are designated with an asterisk (*).

Example:

Hypothesis 2: Part-time faculty do teach primarily for financial reasons.

This hypothesis was rejected, therefore:

*Hypothesis 2: Part-time faculty do not teach primarily for financial reasons.

Hypothesis 1. Part-time faculty are looking for a full-time teaching position.

*Hypothesis 2. They do not teach primarily for financial reasons.

Hypothesis 3. They are not officially involved in non-teaching duties in the institution.

*Hypothesis 4. They do have teaching credentials.

*Hypothesis 5. They do have previous teaching experience.

*Hypotheses 6, 7 They are eligible for membership in and they are members of the college faculty associations.

*Hypothesis 8. They do teach in one institution for more than one semester.

Hypothesis 9. They do live within a one-hour drive from the college.

Hypothesis 10. They teach in the evening (after 4 p.m.).

Hypothesis 11. Among academic credit programs, they teach in non-laboratory courses.

Hypothesis 12. For the amount of teaching done, they receive proportionally less salary than a full-time faculty member.

*Hypothesis 13. There is a significant salary difference for part-time faculty among the colleges.
*Hypothesis 14. There is a significant difference in the ratio of part-time to full-time faculty members among the colleges.

*Hypothesis 15. There is a formalized hiring policy applying to part-time faculty.

*Hypothesis 16. They do not get less administrative support services than full-time faculty.

*Hypothesis 17. The percentage of part-time faculty is increasing in all of the colleges studied.

*Hypothesis 18. They do not teach mainly in university transfer programs.

*Hypothesis 19. They teach subjects that are directly connected with their present work.

*Hypothesis 20. They do not depend on teaching in colleges for their main sources of income.

RECOMMENDATIONS

1. On the basis of the data gathered in the study and from the information supplied to the author from informal sources, there appears to be a need for part-time faculty to become aware of their existence as an entity within the college system. In view of the difficulty many have in being able to get together at convenient times, those part-time faculty who are pursuing college teaching as a career choice would be well advised politically to take the lead. The VCC model may be referred to in this regard.
2. The College Faculties Federation of B.C. and each college faculty association, should investigate the status of part-time faculty and the implications of involving them as members of bargaining units.

3. Part-time faculty should consider forming their own collective bargaining unit in the event their interests conflict with those of full-time faculty who dominate the existing bargaining units.

4. Colleges should begin to keep more systematic information and records on part-time faculty since:
   a) if trends continue, the numbers of part-time faculty will increase and their political involvement may expand.
   b) the rationale for disparities between wage scales, fringe benefits, political representation and job security should be made more clear.
   c) the British Columbia Ministry of Education will probably require more detailed information on part-time faculty for its annual reports, especially as Bill 82 does not distinguish between part-time and full-time faculty as 'professional employees'.

5. Colleges should investigate ways to improve administrative support services after 4 or 5 p.m., when most part-time faculty teach.

6. Only 42% of all part-time faculty have been able to attend professional development programs. Colleges could develop more innovative ways of providing professional development to meet this need. The use of audio-visual packages could be one such way.

7. Colleges and faculty associations should study the mutual advantages of different types of teaching arrangements, such as the conventional full-time person, husband-wife and other 'team' packages with split teaching loads. The transition from part-time to full-time (and vice versa) teaching arrangements is not clearly defined in most colleges.
8. Faculty associations should consider the implications of 'Employment for Teaching Only' criteria. This study showed that only two of the six colleges had any policies concerning non-teaching responsibilities for part-time faculty. The 'experiment' at North Island College with a small core of full-time faculty handling non-teaching functions such as curriculum design and a large contingent of part-time faculty doing teaching only, bears scrutiny in this regard. Whether or not this trend continues depends on how faculty associations and colleges view their professional and institutional interests where part-time faculty are concerned.

Implications for Further Research

Teaching groups have traditionally been divided into full-time and part-time categories. With changing life styles and increasing social care from "cradle to grave" the migration between these groups is becoming more fluid. Any research on teaching projects involving part-time and full-time teaching styles would help faculty develop more creative forms of professional development for their own intellectual stimulation.

Individual part-time faculty groups should, either by themselves or in cooperation with their faculty associations, do some data collection to establish their own identities and bargaining positions. This would enable them to negotiate with more strength regardless of the political direction they may wish to follow.

The most serious limitation of this study is that it was restricted to six colleges, all but one of which is located in the Lower Mainland. While it is safe to say that the majority of part-time faculty are located in these colleges, it does not follow that the findings of the study apply
qualitatively to those other colleges not included in the study. For example, North Island College has quite a different faculty breakdown than any of the other colleges because of its unique style of operation. This present study could be extended to include all B.C. colleges. This is something the College Faculties Federation of B.C. might very profitably consider in cooperation with the B.C. Association of Colleges.
FOOTNOTES


7 UBC Status of Women Report, Faculty, 1975, p. 84.


9 Eric Green, op. cit.

10 M. Novik, et al., "Recommendations of the Committee of Term Instructors," Memo, Vancouver Community College (Langara), (December, 1977).


B.C. College and Provincial Institutes Act, Bill 82. See Definitions: Professional Employees, Queen's Printer: B.C., 1977.


Gleazer. "This is the Community College." Houghton-Mifflin, 1968.


UBC Status of Women Report, Section on *Faculty* (1975), p. 84.


APPENDIX A

RECOMMENDATIONS OF THE COMMITTEE ON TERM INSTRUCTORS

AT VANCOUVER COMMUNITY COLLEGE
APPENDIX A

RECOMMENDATIONS OF THE COMMITTEE ON TERM INSTRUCTORS *
AT VANCOUVER COMMUNITY COLLEGE

Prepared by C. Flood, M. Gerson, M. Novik. Adopted by the term instructors at the December 1, 1977 meeting.

Committee:  C. Cole, J. Faubert, M. Gerson, A. Goulden, R. Holdstock, J. Laloge, M. Novik (chair), C. Sigmund, P. Thompson

A. Introduction

The Present Situation

During the present term (Fall 1977) at Langara, 84 instructors are on term appointments and another 16 are on one-year temporary appointments. Of the 77 instructors on term appointments for whom information is readily available, 19% are employed approximately 1/4 time, 43% are employed approximately 1/2 time, 21% are employed approximately 3/4 time, and 17% are employed full-time. In short, only 38% of the instructors on term appointments are employed 3/4 time or more.

One of the questions on a questionnaire sent to term instructors at Langara in September 1977 was, "Is your job here your principal source of income?" Out of the 34 people who replied to that question, 82% answered Yes, 6% answered Almost, and 12% answered No. Therefore it is apparent that although most term instructors depend on their Langara salary as their principal source of income, few of us (only 38% in fact) can, by any stretch of the imagination, be said to be making a decent salary.

The Reasons Why

There are a number of reasons for this situation, of which two seem particularly important. Several unwritten rules guide the employment of term instructors at Langara. Two restrictions are often enforced: a limit of three sections per term, per term instructor, and a limit of two terms employment in a row. These guidelines have the effect of reducing the wages of a term instructor to a maximum of 60% of the stated annual salary for his or her level. In many cases, earnings are well below 60%.

Further, it is clear that the college has strayed from its original intention in adopting the 20% ceiling on sections taught by term instructors which was recommended by the Joint Administration/Faculty Committee on Continuing Appointments in January 1974. This 20% figure was arrived at by examining statistics for the terms 70/3 73/3. It was concluded that

*instructors, counsellors, and librarians on term appointments and one-year temporary appointments
the percentage of sections taught by term instructors in those terms was satisfactory (17% for 1971, 21.5% for 1972, 15.2% for 1973). According to the Joint Committee, a slightly higher percentage (20%) of sections taught by term instructors "would have accommodated all but one decrease in departmental enrollment."

If a 20% ceiling on the number of term instructors were observed for Fall terms, fewer term instructors would be employed to teach the same total number of sections (20% of total offerings), and each instructor would be paid a living wage for his or her service to the college. (Similar ceilings could be calculated for the Spring and Summer terms from the 70/3 to 73/3 data.)

The Primary Concern

It has become clear to the Committee, from the results of the questionnaire referred to above and also from discussions in meetings of the term faculty, that the overwhelmingly primary concern of the majority of term instructors is job security—both short-range security ("Will I be given enough sections next term to pay the bills?") and long-range security ("When a regular position finally presents itself, will I be passed over?")

The report of the Joint Committee on Continuing Appointments stated that the Committee was "of the opinion that in those institutions which offer continuing appointment/tenure, the sense of security provided by such an appointment tends to foster greater commitment and loyalty to the institution" (p. 9). Surely if a greater sense of security contributes to better regular faculty then the same must also be true for term faculty.

B. Recommendations

With the aim, then, of increasing the job security and satisfaction of those faculty members on term or one-year temporary appointments without jeopardizing either the administrative flexibility obtained by the 80%/20% split or the security of regular faculty, the term members of the Langara Faculty Association submit the following recommendations and ask the LFA to adopt these recommendations as its own, and to strive in its dealings with the Administration (Collective Agreement, Letters of Intent, etc.) to have them put into effect.

At the same time, we appeal to the individual departments and divisions of Langara to strive to follow the recommendations made below, WHENEVER POSSIBLE, in their direct dealings with term instructors.

1. Job Security and Salary
   a. that a new instructor be considered part of an established pool of term instructors after completing an eight-section probationary period of teaching; that an instructor be considered to have "passed muster" after teaching eight sections*, and be given fair
   
   *or the equivalent, in the case of counsellors, librarians, or instructors whose workload is calculated in number of hours rather than sections.
treatment and defined security in appreciation of the valued contribution s/he is making to the college; that every attempt be made to provide instructors with a living wage after they have proved their value to the college by passing successfully through the probationary period.

b. that a seniority system be established among the pool instructors in each department, according to the number of sections each instructor has taught.

c. that a regular appointment or a one-year temporary appointment which is vacant in any given department be filled from the pool of term instructors in that department, unless it can be demonstrated inarguably that no person in the pool has the required qualifications for the position.

d. that a regular appointment or a one-year temporary appointment which is vacant in any given department be offered to the most senior of the members of the pool in that department who has the necessary qualifications for the position.

e. that pool instructors who have been teaching 3/4 time or less by preference be considered eligible for these vacancies.

f. if no member of the pool has an ideal background for a regular vacancy known to be forthcoming, then the senior of those members of the pool in sufficiently close areas should, if possible, be given advance notice so that s/he may retrain him–or herself for the position.

g. that pool instructors (including those off-duty) be asked each term to fill out a form indicating how many sections they would like in the forthcoming term or whether they would like the term off. In this way, Department Chairmen could accurately determine how much work each pool instructor wants.

h. that in each term courses be allocated to the pool instructors according to seniority and that, WHENEVER POSSIBLE:

i. moving down the seniority list, individual by individual, each pool instructor be offered a minimum of 3 sections (preferably 4) in each term (unless s/he wants fewer sections).

ii. full-time work be offered to pool instructors as often as it is available.

iii. pool instructors be offered a minimum of 8 sections per academic year.

iv. if a pool instructor has taught fewer than 8 sections in two terms then s/he should be offered additional sections in the third term in order to teach a minimum of 8 sections per academic year. In other words, no system of two terms on and one off should be enforced unless the instructor wishes to have the third term off, as many do.
v. no instructor should lose favor in his/her department for requesting a term off if offered only 1 or 2 sections in that term, or for requesting the third term in a row off.

vi. pool instructors be offered extra sections according to seniority if additional sections are opened at registration.

vii. every attempt be made to ensure full-time employment for those pool instructors who want it before new instructors are hired.

viii. pool instructors be given two months' warning of the employment situation for following terms.

i. that steps be taken to ensure that term instructors are paid what a regular instructor would be paid for doing the same work if, in fact, disparities exist in some departments, as has been suggested to the Committee; in particular, that in departments in which the work load is calculated wholly or partially in number of hours rather than in sections, current practices be examined to determine whether term instructors are being paid the same as regular faculty for the same work, and whether individual term instructors are given the same or different work loads.

j. that the college, when calculating increments, automatically include concurrent experience elsewhere if a term instructor is teaching at another college or university as well, and that a form be sent to each term instructor with every contract so that s/he can submit a record of such experience.

2. Recognition

a. that all term instructors be listed in the calendar.

b. that term instructors be consulted about texts, schedules, number of preparations, offices, and so on.

c. that pool instructors be invited to departmental divisional meetings and be allowed voice and vote in those meetings.

d. that pool instructors be allowed an increased role in college operations and decisions, for example in the election of division and department chairs.

e. that pool instructors have permanent mailboxes so that they can keep in touch with the affairs of the college throughout the year.

f. that pool instructors be given permanent offices, when available, on a year-round basis so that they may use them for unpaid professional development if they choose.

g. that pool instructors be allowed to attend conferences, meetings, etc. in their field as representatives of Langara.
3. Replacement of Regular Faculty

Given that increased job security and more responsibility for term instructors will make them better colleagues, we would suggest that the pool of term instructors be drawn on for replacing regular instructors while they take time to stretch their legs from a full teaching load. In particular we recommend that:

a. regular faculty members should not be discouraged, as seems the case at present, from reducing their teaching load to half-time for any length of time. (Such a suggestion has already been made in the Report of the Joint Committee on Continuing Appointments.)

b. regular faculty members should not be discouraged from taking periodic leaves of absence, for personal or professional reasons.

c. every regular faculty member on a leave of absence should be replaced with a one-year temporary appointment offered to the most senior member of the pool in that department with the required qualifications.

d. regular faculty members should not be discouraged from retiring early if they have any inclinations in that direction.

4. Joint Administration/Faculty Committee

We recommend that a Joint Administration/Faculty Committee, with at least one term instructor member, be set up to investigate the following possibilities:

a. creating additional regular appointments in divisions in which the percentage of sections taught by term instructors has been over 20% for several years.

b. creating renewable one-year temporary appointments wherever a continuous need for an additional instructor has been shown.

c. providing pro-rated professional development time for all instructors on term appointments (one month for every 4 sections taught or equivalent, two weeks for every 2 sections taught, and so on).
### 1. Profile of Faculty in 77/3 Compared to 70/3, 71/3, 72/3, and 73/3

<table>
<thead>
<tr>
<th>Year</th>
<th>A: # of Regular Instructors*</th>
<th>B: # of Term Instructors*</th>
<th>C: # of Regular Instructors Teaching**</th>
<th>D: # of Term Instructors Teaching**</th>
<th>E: Total of C &amp; D</th>
<th>F: D expressed as % of E</th>
</tr>
</thead>
<tbody>
<tr>
<td>70/3</td>
<td>173</td>
<td>22</td>
<td>155</td>
<td>22</td>
<td>177</td>
<td>12%</td>
</tr>
<tr>
<td>71/3</td>
<td>162</td>
<td>40</td>
<td>141</td>
<td>39</td>
<td>150</td>
<td>22%</td>
</tr>
<tr>
<td>72/3</td>
<td>171</td>
<td>29</td>
<td>144</td>
<td>28</td>
<td>172</td>
<td>16%</td>
</tr>
<tr>
<td>73/3</td>
<td>174</td>
<td>38</td>
<td>146</td>
<td>38</td>
<td>184</td>
<td>21%</td>
</tr>
<tr>
<td>77/3</td>
<td>188</td>
<td>100</td>
<td>149</td>
<td>96</td>
<td>245</td>
<td>39%</td>
</tr>
</tbody>
</table>

*Including Counsellors and Librarians

**Including Division and Department Chairmen but excluding Counsellors, Librarians, and Non-Teaching Instructors

### 2. Breakdown of 77/3 Faculty by Division

<table>
<thead>
<tr>
<th>Division</th>
<th>A: # of Regular Instructors Teaching</th>
<th>B: # of Regular Instructors Total</th>
<th>C: # of Term on Year App'ts</th>
<th>D: # of Term on Year Teaching</th>
<th>E: Total of Teaching Instructors (A + B)</th>
<th>F: E expressed as % of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling</td>
<td>8</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Library</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>English and Modern Lang.</td>
<td>30</td>
<td>38</td>
<td>16</td>
<td>1</td>
<td>17</td>
<td>36%</td>
</tr>
<tr>
<td>Mathematics and Sciences</td>
<td>31</td>
<td>33</td>
<td>10</td>
<td>11</td>
<td>47</td>
<td>26%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>42</td>
<td>45</td>
<td>26</td>
<td>1</td>
<td>27</td>
<td>39%</td>
</tr>
<tr>
<td>Career</td>
<td>46</td>
<td>55</td>
<td>31</td>
<td>11*</td>
<td>41</td>
<td>47%</td>
</tr>
<tr>
<td>Total</td>
<td>166</td>
<td>188</td>
<td>84</td>
<td>16*</td>
<td>265</td>
<td>37%</td>
</tr>
</tbody>
</table>

*One not teaching
APPENDIX B

CRITERIA OF PAYING PART-TIME FACULTY

AT THE COLLEGES IN THE STUDY
APPENDIX B

CRITERIA OF PAYING PART-TIME FACULTY

AT THE COLLEGES IN THE STUDY

(See copies of Faculty Agreements in Appendix E for further detail.)

BCIT  Pro-rata of full-time grid x 4/5; prior work experience creditable.

Capilano College  1/8 of full-time grid Step 1 per course section with advancement to next step after 8 sections taught up to Step 4 maximum on a 12-step grid; no credit for prior work experience.

Douglas College  2/3 pro-rata of full-time grid, start at Step 1 of 13 Step special scale for sessional faculty; no credit for prior work experience.

East Kootenay College  1/10 of pro rata full-time grid Step 1 per 3 credit course; no credit for prior work experience.

Fraser Valley College  Two separate set contract fees for courses with less than 45 hours/semester and for courses with more than 45 hours/semester; no credit for prior working experience.

VCC-Langara  Per diem rate x number of duty days teaching (i.e. 1/205 x full-time grid at a level which is negotiated according to creditable prior work experience).

VCC-VVI/ King Edward  Same as Langara.
APPENDIX C

CRITERIA FOR TRANSITION FROM PART-TIME STATUS TO FULL-TIME STATUS AT THE COLLEGES IN THE STUDY
APPENDIX C

CRITERIA FOR TRANSITION FROM PART-TIME STATUS TO FULL-TIME STATUS AT THE COLLEGES IN THE STUDY

BCIT

In any teaching department no more than 12 hours/week of classroom and/or laboratory instruction may be done by part-time faculty employees in any term or quarter; if more, then a full-time position is declared open.

Capilano College

When over a period of 3 consecutive regular semesters a department program has a differential of at least 2 sections per term between the total sections offered and those taught by regular (full-time) employees, then the Dean shall consider the appropriateness of creating a regular full-time position, given the limitations and constraints inherent in fiscal budgets and curriculum requirements.

Douglas College

No quota policy.

East Kootenay College

No quota policy.

Fraser Valley College

Unofficial policy: if continuing enrollments warrant then a full-time position is opened when the number of part-time courses in a department equals a full load.

VCC-Langara

Full-time position is opened when
1) officially, the part-time/full-time ratio exceeds 35/65 on a head count basis or 20/80 on a full-time load equivalent basis, or
2) unofficially, when the number of part-time courses in a discipline equals a full load and then, subject to enrollment trends.

VVC-VVI/King Edward

A temporary instructor who has been engaged full-time for a continuous 12-month period (inclusive of normal annual vacation entitlement) in a position that has existed for at least one full year and that can reasonably be expected to exist shall be appointed as a regular instructor if he is recommended for re-appointment to staff at that time.
APPENDIX D

CATEGORIES OF PART-TIME FACULTY

AT THE COLLEGES IN THE STUDY
# APPENDIX D

## CATEGORIES OF PART-TIME FACULTY AT THE COLLEGES IN THE STUDY

### Categories of Part-time Faculty

<table>
<thead>
<tr>
<th>College</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BCIT</strong></td>
<td>Temporary</td>
<td>Essentially only to replace a full-time faculty member who is sick or on leave, one year at a time to a maximum of 3 years.</td>
</tr>
<tr>
<td></td>
<td>Auxiliary</td>
<td>A person employed on a non-continuous basis or for an unstated term and paid on an hourly basis.</td>
</tr>
<tr>
<td><strong>Capilano College</strong></td>
<td>Regular Part-time</td>
<td>Minimum of 4 instructional sections over an academic year.</td>
</tr>
<tr>
<td></td>
<td>Temporary Employee</td>
<td>Has a teaching contract normally not exceeding 4 months at a time. The appointment is not intended to lead to regular employment.</td>
</tr>
<tr>
<td><strong>Douglas College</strong></td>
<td>Sessional Faculty</td>
<td>All combinations of part-time instruction is done by sessional faculty.</td>
</tr>
<tr>
<td></td>
<td>Temporary Faculty</td>
<td>Are appointed for a specified period of 15 months or less to replace a faculty member on leave or to fill a temporary position.</td>
</tr>
<tr>
<td></td>
<td>Contract Instructor</td>
<td>Is a sessional person who has successfully completed 4 semesters of sessional employment within a 3-year period. A contract instructor may then receive a 3-year contract assuring him of employment during the various semesters of the 3-year period providing there are courses allotted for contract instruction. He has priority over other sessional faculty and is ranked with other contract instructors for course allocations.</td>
</tr>
<tr>
<td><strong>East Kootenay College</strong></td>
<td>No official categories.</td>
<td></td>
</tr>
<tr>
<td><strong>Fraser Valley College</strong></td>
<td>Regular Part-time</td>
<td>These teach courses on a regular semester basis with no quota stipulation.</td>
</tr>
<tr>
<td></td>
<td>Sessional</td>
<td>These teach on an overload basis only with no intention of leading to a regular full-time position.</td>
</tr>
<tr>
<td><strong>VCC - Langara</strong></td>
<td>Regular One Year Contract</td>
<td>(Deemed a part-time category since employment can be terminated without appeal to process.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Normally viewed as a probationary contract, it is subject to termination by the College Council at any time upon one month's notice without recourse to the grievance procedure or appeal. Two more 2-year contracts follow the first when a continuing contract is given. All of these require cause for termination.</td>
</tr>
</tbody>
</table>
Temporary Faculty Member: is appointed to a position under written contract of employment which stipulates starting and ending dates. Such an appointment is not intended to lead to appointment as a regular faculty member.

Auxiliary Faculty Member: is appointed for an unspecified period on a day-to-day basis whether for a full day or part of a day.

VVC - VVI/KE

Essentially the same as for VVC - Langara except for regular one-year contract there is probationary regular instructor.
APPENDIX E

CATEGORIES OF PART-TIME AND FULL-TIME TEACHING EMPLOYEES

AT THE COLLEGES IN THE STUDY
APPENDIX E

CATEGORIES OF PART-TIME AND FULL-TIME TEACHING EMPLOYEES
AT THE COLLEGES IN THE STUDY

ARTICLE 4.00 - CATEGORIES OF EMPLOYEES

REGULAR EMPLOYEES

4.01.1 A person employed full time or part time on a continuous basis without term, including an Employee on probationary status, is defined as a Regular Employee.

4.01.2 Each Regular Faculty or Regular Technical Staff Employee shall be subject to an initial one-year probationary period, during which he shall be included within all provisions of this Agreement regarding Regular Faculty or Regular Technical Staff Employees. If, after appraisal as provided in Article 11.07 by an approved system as provided in Article 11.07, his performance is found to be unsatisfactory, he will be so notified. If his performance is found to be so unsatisfactory that it is not intended to re-employ him after the first year, he must be so notified no later than three (3) months prior to the expected termination date.

4.01.3 An Employee may be reappointed for a second year on the same basis as in 4.01.2 After six (6) months in the second year of appointment an Employee may be terminated based on an appraisal by an approved system under Article 11.07, by giving the Employee three (3) months written notice, including reasons, before the expected termination date.

4.01.4 After the first year the Employee may be given an appointment without term, and after the second year, further appointment must be without term.

All instruction of regularly scheduled day classes in technology programmes will be done by Regular Employees, except:

a) when a Regular Employee is on sick leave or other leave;

b) to resolve temporary scheduling difficulties for a maximum of 6 months; and

c) when Article 4.05 of this Agreement shall take effect.

TEMPORARY EMPLOYEES

4.02.1 A person employed part-time or full-time with a stated term of employment whose pay is based on the salary scale for Regular Employees is defined as a Temporary Employee.
4.02.2 Temporary Employees shall be used in day classes of technology programs in the following circumstances only:
   a) to replace a Regular Employee who is absent on leave for a stated time;
   b) to replace a Regular Employee on sick leave, or
   c) in case of scheduling difficulties.

4.02.3 A temporary appointment may be made up to one year at a time, and may be renewed for up to a total of three years, provided this appointment is clearly made to replace a Regular Employee.

4.02.4 An Employee on leave for any reason shall, if replaced, be replaced by a Temporary Employee only, who shall, if satisfactory, be given priority in application for a regular position when one is available.

4.03 AUXILIARY EMPLOYEES

4.03.1 A person employed on non-continuous basis or for an unstated term and paid on an hourly basis is defined as an Auxiliary Employee.

4.03.2 Auxiliary Employees shall be used in day classes of technology programs in cases of scheduling difficulties and for up to six (6) months only.

4.03.3 When it is intended to repeat a course in day classes in a technology program which has been taught by an Auxiliary Employee, a regular appointment must be made.

4.03.4 Only Auxiliary Employees shall be used in Career Programmes courses except for the provision for use of Regular Employees in 4.01 Regular Employees.
Regular Full-time Employee

A regular full-time employee (RFT) shall be employed at a full duty load of eight (8) instructional sections or the equivalent, over an academic year. Less than a full duty load may be assigned on a basis agreed between the employee, the coordinator and the Dean.

Where a regular full-time employee is entitled, having received a satisfactory evaluation, to a renewal of his/her RFT appointment, such renewal must be for a full duty load assignment unless the Reduction Sequence in section 11.6.4.2. is employed.

Regular Part-time Employee

A regular part-time employee (RPT) shall be employed for a minimum of four (4) instructional sections or the equivalent, over an academic year. Less than four (4) instructional sections may be assigned on a basis agreed between the employee, the coordinator and the Dean.

Where a regular part-time employee is entitled, having received a satisfactory evaluation, to a renewal of his/her RPT appointment, such renewal must be for a minimum of four (4) instructional sections or the equivalent, over an academic year, unless the Reduction Sequence in section 11.6.4.2. is employed.

The parties agree that the College is under no obligation to renew RPT appointments for more than the minimum number of sections detailed above.

(temporal - see 6.5.1.2.1.1)

Temporary Employee

A temporary employee (TEMP) is one appointed to a contract of employment pursuant to section 11.5.5 of this Agreement. Appointment as a temporary employee is not intended to lead to regular employment.
PROBATIONARY PERIOD

The first four semesters of sessional employment shall be considered probationary in nature. After successful completion of four semesters of sessional employment within a three-year period, the sessional faculty member is eligible and may apply for a three-year contract as a certified contract instructor. The application will be made to the appropriate discipline selection committee which will, in turn, convey its decision to the Personnel Department.

CERTIFIED CONTRACT INSTRUCTOR

(i) A certified contract instructor shall be assured employment during the various semesters of the three-year period if there are courses allotted for contract instruction which, in the opinion of the Selection Committee, the certified contract instructor is qualified to teach. When more certified contract instructors than required are available to teach scheduled contract sections, the Selection Committee shall rank them and the contracts shall be offered in accordance with that ranking.

(ii) The certified contract instructor shall have priority over other sessional instructors with respect to further contract appointments.

(iii) The certified contract instructor may, without prejudice to his/her certified status, give notice that he/she is unavailable at least one month prior to the beginning of the teaching semester, or later if acceptable to the College. If the certified contract instructor declines a scheduled contract when it is offered, he/she thereby relinquishes his/her certified status. The certified contract instructor may appeal such relinquishment to the appropriate discipline selection committee.

(iv) All contract offers will be made in writing. For scheduled classes, the College will issue contracts thirty days prior to their commencement. Contracts for unscheduled classes and for replacement instructors will be issued as required.

16.04 SESSIONAL FACULTY ORIENTATION

It shall be a condition of employment that sessional faculty who have not previously attended a College orientation program shall attend an orientation session of not more than one evening, one morning or one afternoon, immediately prior to the beginning of the semester for which they have been employed.
ARTICLE 8 - SALARIES - SESSIONAL FACULTY REMUNERATION

8.01 For the period April 1, 1977 to December 31, 1977 the mechanism from the previous collective agreement (now deleted) for determining salaries of pro ratas and contract instructors (i.e. Articles 4.2, 4.2.1, 4.2.2, 4.2.3, 5.4.1, 5.4.3) remains unchanged except that the applicable scales are increased 5% retroactive to April 1, 1977.

8.02 Effective January 1, 1978 the following salary scale will become applicable to all sessional faculty (which includes those formerly designated as pro rata):

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>January 1/78 - March 31/78</th>
<th>April 1/78 - March 31/79</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>520</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>540</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>560</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>580</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>620</td>
<td></td>
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<td>G</td>
<td>640</td>
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<td>H</td>
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<tr>
<td>I</td>
<td>680</td>
<td></td>
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<tr>
<td>J</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>720</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>740</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>760</td>
<td></td>
</tr>
</tbody>
</table>

8.03 Present Sessionals (pro ratas and contracts) will move to the new scale January 1, 1978 in a manner that has been agreed upon by the respective negotiating committees, the exact terms of which will be outlined in a letter to those affected.

8.04 Henceforth new appointments will be at level A.

8.05 Effective January 1, 1978 Sessionals will begin accumulating credits and will move up one level on the scale at the time of their next appointment, following completion of instructing 9 credits.

8.06 For purposes of applying these calculations to faculty not strictly involved in teaching credit courses, a 12 credit teaching load per semester is equated to a 'full time' situation, with lesser time being dealt with on a pro rata basis.

8.07 In addition, all Sessional Faculty will receive 4% vacation pay.

8.08 Sessional Faculty are not subject to the same contract restrictions or benefits as regular faculty.
DEFINITIONS

Regular Faculty Member - a full-time faculty member appointed to a full-time position under one of the contracts noted in this Agreement for regular faculty members. A regular faculty member may be employed for a stipulated period on a part-time basis by agreement between the faculty member and the College. A regular faculty member is entitled to all Employee Benefits under this Agreement.

Temporary Faculty Member - a faculty member appointed to a position under written contract of employment which stipulates starting and ending dates. Such an appointment is not intended to lead to appointment as a regular faculty member. A temporary faculty member appointed on a basis of one-half time or more and for a month or more is entitled to all Employee Benefits under this Agreement. Any other faculty member is entitled to the following Employee Benefits: annual vacation, general (statutory) holidays, Unemployment Insurance.

Auxiliary Faculty Member - a faculty member appointed for an unspecified period on a day-to-day basis whether for a full day or part of a day. An auxiliary faculty member is not covered by any provisions of this Agreement except Articles 1;2;5;6;7;8.1;8.2;8.8.

This agreement does not apply to any employee engaged under Community Education Services.
ARTICLE III - DEFINITIONS

A. Regular Instructor

A full-time instructor appointed to a full-time position that is expected to be continuous from year to year. A regular instructor is entitled to all employee benefits under this Agreement. Notwithstanding anything contained in this Agreement, the term of engagement of a regular instructor is on a month-to-month basis (a date in one month to the corresponding date in the following month).

A.1. Probationary Regular Instructor

A regular instructor who is serving the probationary period of at least one year, and not more than two years, for evaluation of his/her suitability for teaching prior to being appointed as a permanent regular instructor.

2. Permanent Regular Instructor

A regular instructor who has successfully completed the probationary period and who has been appointed as a permanent regular instructor.

B. Temporary Instructor

An instructor appointed to a position under written contract of employment which stipulates starting and ending dates. Such an appointment is not intended to lead to appointment as a regular instructor. A temporary instructor appointed on a basis of one-half time or more and spanning a whole calendar month or more is entitled to all employee benefits under this Agreement. Any other temporary instructor is entitled to the following employee benefits: annual vacation, general (statutory) holidays, unemployment insurance.

C. Auxiliary Instructor

An instructor appointed for an unspecified period on a day-to-day basis whether for a full day or part of a day. An auxiliary instructor is not covered by any provisions of this Agreement except Articles I, III, IV, V, VI.A, VI.B, VI.C, and VI.L.

D. Change in Type of Appointment

A temporary instructor who has been engaged full-time for a continuous twelve-month period (inclusive of normal annual vacation entitlement) in a position that has existed for at least one full year and that can reasonably be expected to continue to exist
shall be appointed as a regular instructor if he is recommended for reappointment to staff at that time.

A temporary instructor who has been appointed as a regular instructor in the same position may, at the discretion of the College, and upon the recommendation of the Principal, have all or part of his experience as a temporary instructor applied to the probationary period required before appointment as a regular permanent instructor.

E. The College's right to appoint temporary and auxiliary instructors is only to be exercised when the nature and requirements of the course make it impractical to appoint regular instructors.
APPENDIX F

SELECTED EXTRACTS FROM BILL 82

THE COLLEGES AND PROVINCIAL INSTITUTES ACT

RELATING TO PART-TIME FACULTY
APPENDIX F

Government Bill

Second Session, Thirty-first Parliament
25-26 Elizabeth II, 1977
Legislative Assembly of British Columbia

BILL 82

COLLEGES AND PROVINCIAL INSTITUTES ACT

Honourable Patrick L. McGeer
Minister of Education

Printed by K. M. MacDONALD, Printer to the Queen's Most Excellent Majesty
in right of the Province of British Columbia.
1977
HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

PART I

INTERPRETATION AND DIVISION OF THE ACT

1. In this Act
   "academic council" means the academic council established under this Act;
   "accredited" means accredited for the purposes of this Act by the minister or
   by a body empowered under an enactment to licence or register
   persons;
   "benefits" means remuneration for employment but does not include
   benefits excepted by the Lieutenant-Governor in Council;
   "board" means the board of an institution and, in Part VII, includes a
   council;
   "college" means a college designated under this Act;
   "college region" means a college region designated under this Act;
   "continuing education" includes education or training offered by an
   institution to adult persons on a part-time or short-term basis;
   "corporation" means a council or institution;
   "council" means, as the context requires, the management advisory council,
   the occupational training council, the academic council, or a council
   established under this Act;
   "institution" means a college or Provincial institute;
   "management advisory council" means the management advisory council
   established under this Act;
   "minister" means that member of the Executive Council charged by order of
   the Lieutenant-Governor in Council with administration of this Act;
   "occupational training council" means the occupational training council
   established under this Act;
   "post-secondary education or training" means education or training, funded
   by the Government, that is not provided under the Universities Act, the
   Public Schools Act, the Independent Schools Support Act, or the
   Apprenticeship and Training Development Act;
   "professional employee" means an employee of an institution who provides
   educational services directly or indirectly to students and includes an
   employee who is a librarian or an administrator;
the institution may give such security and may make and execute in its own name such mortgages, agreements, deeds and other instruments as it considers necessary or advisable for the purposes of borrowing money under that Act, and

(c) the institution in its annual capital budget shall provide for repayment of money borrowed under that Act and accrued interest in accordance with the terms of the debentures sold and issued.

26. The institution shall make an annual report of its transactions to the minister, in which it shall set out a balance-sheet and a statement of revenue and expenditure for the year ending on the preceding 31st day of March, and such other particulars as the minister may require.

27. (1) Each board shall appoint a principal who shall be the chief executive officer and who shall, under the direction of the board, supervise and direct the instructional, administrative and other staff of the institution and exercise such powers and perform such duties as are assigned to him by the board.

(2) Without limiting the generality of subsection (1), the principal may

(a) recommend to the board appointments, promotions and removal of members of the instructional, administrative and other staff, and

(b) authorize a person who is not a member of the instructional staff of the institution to give instruction at the institution in a course authorized by the board.

28. (1) The principal of an institution may, for just cause, suspend a member of the instructional, administrative or other staff or an employee of the institution.

(2) The principal of an institution may, for just cause, suspend a student of the institution and deal summarily with a matter of student discipline.

(3) On exercise of a power of suspension under this section, the principal shall forthwith report the action to the board with a statement of his reasons.

(4) A person suspended under this section has the right of appeal to the board.

29. (1) The principal or his designate shall attend all meetings of the board and advise it on all matters pertaining to the operation of the institution.

(2) Notwithstanding subsection (1), the board may, by resolution, exclude the principal or his designate from all or part of a meeting of the board.

(3) The principal shall each year, and at other times at the request of the board, report to the board on the progress of the institution and include recommendations for the benefit and advancement of the institution.
APPENDIX G

EXTRACTS FROM AUGUST 1977 EDUCATIONAL STATISTICS

POST SECONDARY EDUCATION, B.C. MINISTRY OF EDUCATION

1. Full-Time Staff at B.C. Community Colleges

2. Part-Time Staff at B.C. Community Colleges

3. Total (Full-Time Plus Part-Time) Staff at B.C. Community Colleges
### PART-TIME STAFF AT B.C. COMMUNITY COLLEGES

VOCATIONAL SCHOOLS AND B.C.I.T.,

BY INSTITUTION AND BY ACADEMIC RANK OR POSITION,

**October 31, 1976**

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**Source:** College Statistical Reports, October 31, 1976.

**Notes:**
1. Includes principals, deans, directors, bursars, registrars, etc.
2. Includes assistant deans, assistant to bursars, administrative officers, etc.
3. Includes chairmen, co-ordinators, department heads, etc.
4. Includes lab demonstrators, teaching assistants, etc.
5. Some institutions did not report counsellors and librarians.
6. Includes managers, supervisors, other non-instructional staff earning over $18,000 per year, etc.
### Full-Time Staff at B.C. Community Colleges

**By Institution and by Academic Rank or Position,**

October 31, 1976

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**Source:** College Statistical Reports, October 31, 1976.

**Notes:**
1. Includes principals, deans, directors, bursars, registrars, etc.
2. Includes assistant deans, assistant bursars, administrative officers, etc.
3. Includes chairmen, co-ordinators, department heads, etc.
4. Includes lab demonstrators, teaching assistants, etc.
5. Some institutions did not report counsellors and librarians.
6. Includes managers, supervisors, other non-instructional staff earning over $18,000 per year, etc.
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NOTES:
1. Includes principals, deans, directors, bursars, registrars, etc.
2. Includes assistant deans, assistant to bursars, administrative officers, etc.
3. Includes chairmen, co-ordinators, department heads, etc.
4. Includes lab demonstrators, teaching assistants, etc.
5. Some institutions did not report counsellors and librarians.
6. Includes managers, supervisors, other non-instructional staff earning over $18,000 per year, etc.
APPENDIX H

TIME ANALYSIS CHARTS

These show the distribution of part-time faculty in three main curriculum areas of the colleges. They also show the ratio of part-time to full-time faculty for each of the semesters of the college year. The analysis extends as far back as records are conveniently available in each college.

Legend

U    University Transfer Programs
TV   Career/Technical Programs
TR   Vocational Training Programs

PT/FT Ratio of Part-Time Faculty to Full-Time Faculty
This table will show the distribution of part-time faculty in three main curriculum areas of the college. It also will show the ratio of part-time to full-time faculty for each of the semesters of the college year. The analysis should extend back to the first operating year of the college if records are available.

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<th>TV</th>
<th>TR</th>
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<th>Fall Semester</th>
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<th>TR</th>
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</table>

(CAPILANO COLLEGE)
5. This table will show the distribution of part-time faculty in three main curriculum areas of the college. It also will show the ratio of part-time to full-time faculty for each of the semesters of the college year. The analysis should extend back to the first operating year of the college if records are available.

U — University Transfer
TV — Technical/Vocational
TR — Training Programs (Apprentice, Pre-Apprentice)

### DOUGLAS COLLEGE

<table>
<thead>
<tr>
<th>Year</th>
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<th>Summer Semester</th>
<th>PT/FT</th>
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### FRASER VALLEY COLLEGE

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</table>
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U — University Transfer  
TV — Technical/Vocational  
TR — Training Programs (Apprentice, Pre-Apprentice)

### VANCOUVER COMMUNITY COLLEGE ~ LANGARA

<table>
<thead>
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<th>Year</th>
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<th>Fall Semester</th>
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### VANCOUVER COMMUNITY COLLEGE ~ V.V.I, KING EDWARD

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</tbody>
</table>
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<table>
<thead>
<tr>
<th>Year</th>
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(before, if available)

**ALL COLLEGES IN THE STUDY (SPR'76 - FALL'77)**

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</table>

(before, if available)
APPENDIX I

GRAPHS OF PART-TIME FACULTY AND FULL-TIME FACULTY

a) By curriculum area: university transfer programs, career/technical programs, vocational training programs

For each college and a cumulative total

b) All curriculum areas combined and a cumulative total
APPENDIX I

GRAPH 3

UNIVERSITY TRANSFER
FRASER VALLEY COLLEGE

CAREER/TECHNICAL

VOCATIONAL/TRAINING
APPENDIX I

GRAPH A

UNIVERSITY TRANSFER

VANCOUVER COMMUNITY COLLEGE - LANGARA

CAREER/TECHNICAL

VOCATIONAL/TRAINING  NONE AT LANGARA
APPENDIX I

GRAPH A

ALL COLLEGES

UNIVERSITY TRANSFER


CAREER/TECHNICAL


VOCATIONAL/TRAINING

APPENDIX I GRAPH 7

DOUGLAS COLLEGE

ALL AREAS

CAPILANO COLLEGE

BCIT

(STRIPE) FT FACULTY WHO TEACH EVENINGS AS OVERLOAD

DATA UNAVAILABLE
APPENDIX II

GRAPH 3

VCC ~ VVI, KING EDWARD

ALL AREAS

NO. OF PT. FACULTY
(DARK)
AND 100
FT. FACULTY
(LIGHT)


VCC ~ LANGARA

FRASER VALLEY COLLEGE

NO. OF PT. FACULTY
(DARK) 100
AND FT. FACULTY
(LIGHT)

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APPENDIX J

QUESTIONNAIRE B DATA FROM COLLEGE ADMINISTRATIONS

i) CLASSIFICATION OF PART-TIME FACULTY

ii) DUTIES AND REMUNERATION OF PART-TIME FACULTY

iii) AVAILABILITY OF ADMINISTRATIVE SERVICES TO PART-TIME FACULTY AS COMPARED WITH FULL-TIME FACULTY

iv) MANAGEMENT PROCESSES
### 1. Classification of Part Time Faculty

<table>
<thead>
<tr>
<th>(a) Does your institution have a negotiated Faculty Association Agreement?</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>BCIT</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Capilano</td>
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<td>X</td>
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<tr>
<td>Douglas</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fraser Valley</td>
<td>X</td>
<td>X</td>
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<tr>
<td>VCC Langara</td>
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<td>X</td>
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<tr>
<td>VCC VVI/King Ed.</td>
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<table>
<thead>
<tr>
<th>(b) Does the institution define a part-time faculty member in the Faculty Association Agreement?</th>
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<thead>
<tr>
<th>(c) Are some of the part-time faculty eligible for full membership in the Faculty Association?</th>
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<tr>
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### 2. Duties and Remuneration of Part Time Faculty.

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<th>(a) Basic salary ($/credit hours)</th>
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<th>12-17</th>
<th>9</th>
<th>10-12</th>
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</tr>
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</tr>
<tr>
<td>Douglas</td>
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<table>
<thead>
<tr>
<th>(b) Degree of involvement of part-time faculty in non-teaching activities</th>
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<tbody>
<tr>
<td>No policy on this</td>
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<tr>
<td>0-10% of teaching hours</td>
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<tr>
<td>51-100%</td>
</tr>
<tr>
<td>Non-teaching activities not expected</td>
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<table>
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<th>(c) Are some of the part-time faculty eligible for full fringe benefits in the institution?</th>
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</thead>
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<tr>
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2. cont.

d) Does the institution have categories of part-time faculty which affect their remuneration?
   Yes  No

3. AVAILABILITY OF ADMINISTRATIVE SERVICES TO PART TIME FACULTY AS COMPARED WITH FULL TIME FACULTY.

<table>
<thead>
<tr>
<th>Service</th>
<th>BCIT</th>
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<th>Douglas</th>
<th>East Kootenay</th>
<th>Fraser Valley</th>
<th>VCC Langara</th>
<th>VCC V/W/King Ed.</th>
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<td>x</td>
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<tr>
<td>b) Bookstore purchasing privileges</td>
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<td>x</td>
</tr>
<tr>
<td>c) Laboratory Technician Assistant</td>
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<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>d) Marking assistance (if any)</td>
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<td>x</td>
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<td>e) A/V equipment sign out privileges</td>
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<td>f) Eligibility for enrolling as a student in other credit courses</td>
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<td>g) Availability of copying and printing services</td>
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</tbody>
</table>

Douglas X  East Kootenay X  Fraser Valley X  Langara X  VCC V/W/King Ed. no reply
4. MANAGEMENT PROCESSES

<table>
<thead>
<tr>
<th>BCIT</th>
<th>Capilano</th>
<th>Douglas</th>
<th>East Kootenay</th>
<th>Fraser Valley</th>
<th>VCC Langara</th>
<th>VCC WI/King Ed.</th>
</tr>
</thead>
</table>

a) Does the institution have a procedure for hiring part-time faculty in its Faculty Agreement?
   - Yes
   - No

b) Does the responsibility for the final selection of a part-time teaching faculty belong solely to the teaching department or discipline?
   - Yes
   - No
   - Sometimes
   - No definite policy
   - x at one campus
   - x at the other

c) Does the institution have a formal process for dismissing part-time faculty during a contract period?
   - Yes
   - No


d) Are part-time faculty given formal preference in filling full-time faculty positions?
   - Yes
   - No
   - Sometimes
   - No definite policy

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APPENDIX K

QUESTIONNAIRE A: PART TIME FACULTY PROFILE AND PROBLEMS
Dear Colleague:

The College has been asked recently to participate in a study of part-time teaching faculty by a member of the teaching staff of Douglas College. He wishes to use the data for an M.A. Thesis on the topic, Profile and Problems of Part-Time Teaching Faculty in Selected B.C. Community Colleges. (For the purposes of this study, for this College, "Part-Time" is defined as: all faculty holding temporary appointments under collective agreement.)

Owing to the nature of the study and its value in helping our College administration and the faculty organizations to relate more knowledgeably and effectively to part-time faculty, we would like to ask your assistance in completing the attached questionnaire. Please complete it and return in the self-addressed envelope within one week, if possible, after you receive it. Please do not sign your name to the questionnaire.

The results of the study will be available around the end of February through the Association, or the College administration, or by contacting the author of the study, Earl Naismith, Douglas College, P.O. Box 2503, New Westminster, B.C., V3L 5B2.

Thank you for your anticipated cooperation.

B.A. Brill, President
Langara Faculty Association

[Signature]

[Signature]

[Signature]
Dear Colleague:

The college has recently been asked to participate in a study on part-time teaching faculty by a member of the teaching staff from Douglas College. He wishes to use the data for an M.A. Thesis on the topic "Profile and Problems of Part-Time Teaching Faculty in Selected B.C. Community Colleges."

Because of the nature of this study and its value in helping our college administration and the Faculty Association to relate more knowledgeably and effectively with part-time faculty, we would like to ask your assistance in filling out the attached questionnaire. Please complete questionnaire to end of page 7 ONLY, (question # 39). Should you wish to make additional suggestions or comments, please use the last page of the questionnaire. After the questionnaire has been completed please return it in the enclosed self-addressed envelope within one week, if possible, after you have received it.

Please do not sign your name to the questionnaire.

Results of the study will be made available to all faculty around the end of February through the College Faculty Association or by contacting the author of the study, Earl Naismith, Douglas College, P.O. Box 2503, New Westminster, V3L 5B2.

Thank you very much for your cooperation.

W.R. BATE,
DEAN OF INSTRUCTION

DON TUNSTALL,
PRESIDENT, F.S.A.

- WEST CAMPUS: 34194 Marshall Road, Abbotsford, B.C. V2S 5E4 (604) 853-7441
- EAST CAMPUS: 45600 Airport Road, Chilliwack, B.C. V2P 6T4 (604) 792-0025
- REGIONAL OFFICES: Agassiz 792-2254, Hope 869-9991, Mission 826-9544
Dear Colleague:

The College has recently been asked to participate in a study on part-time teaching faculty by a member of the teaching staff from Douglas College. He wishes to use the data for an M.A. Thesis on the topic 'Profile and Problems of Part-Time Teaching Faculty in Selected B.C. Community Colleges.'

Because of the nature of this study and its value in helping our College administration and the Faculty Association to relate more knowledgeably and effectively with part-time faculty, we would like to ask your assistance in filling out the attached questionnaire. Please return it in the enclosed self-addressed envelope within one week, if possible, after you receive it.

Please do not sign your name to the questionnaire.

The results of the study will be made available to all faculty around the end of February through the College Faculty Association, the Personnel office or by contacting the author of the study, Earl Naismith, Douglas College, P.O. Box 2503, New Westminster, V3L 5B2.

Thanks very much for your cooperation.

Principal,

President, Faculty Association

*Part-Time Teaching Faculty Member is defined as one

1. who teaches credit courses towards any formal certificate, diploma or transfer program in the college where, by credit is meant achievement by the student of defined curriculum standards, AND

2. whose services can be terminated without cause at the end of the contract or appointment period.
January 6, 1978

Dear Colleague:

The College has recently been asked to participate in a study on part-time teaching faculty by a member of the teaching staff from Douglas College. He wishes to use the data for an M.A. Thesis on the topic 'Profile and Problems of Part-Time Teaching Faculty in Selected B.C. Community Colleges'.

Because of the nature of this study and its value in helping our College administration and the Faculty Association to relate more knowledgeably and effectively with part-time faculty, we would like to ask your assistance in filling out the attached questionnaire. Please return it in the enclosed self-addressed envelope within one week, if possible, after you receive it.

Please do not sign your name to the questionnaire.

The result of the study will be made available to all faculty around the end of February through the College Faculty Association or by contacting the author of the study, Earl Naismith, Douglas College, P.O. Box 2503, New Westminster, V3L 5B2.

Thanks very much for your co-operation.

Paul Gallagher
Principal

Gary K. Moore
President, Faculty Association

*Part-Time Teaching Faculty Member is defined as one who teaches credit courses towards any formal certificate, diploma or transfer program in the college where, by credit is meant achievement by the student of defined curriculum standards, AND whose services can be terminated without cause at the end of the contract or appointment period.
February 3, 1978

Dear Colleague:

B.C.I.T. has recently been asked to participate in a study on "part-time teaching faculty" by a member of the teaching staff from Douglas College. He wishes to use the data for an M.A. Thesis on the topic 'Profile and Problems of Part-Time Teaching Faculty in Selected B.C. Community Colleges and the B.C. Institute of Technology'.

Because of the nature of this study and its value in helping our Administration and the Staff Society to relate more knowledgeably and affectively with part-time faculty, we would like to ask your assistance in filling out the attached questionnaire. Please return it with your attendance book within one week, if possible, after you receive it. Please do not sign your name to the questionnaire.

The results of the study will be made available to all faculty through the Staff Society or by contacting the author of the study, Earl Naismith, Douglas College, P.O. Box 2503, New Westminster, B.C. V3L 5B2.

Thank you very much for your cooperation.

[Signature]
Executive Director, Tech. Ed.

President, B.C.I.T. Staff Society

*Part-Time Teaching Faculty Member is defined as one

1. who teaches credit courses toward any formal certificate, diploma or transfer programme in the school where by, credit is meant achievement by the student of defined curriculum standards, AND

2. whose services can be terminated without cause at the end of the contract or appointment period.

NOTE: If you are a Regular Employee of B.C.I.T. please DO NOT fill in this questionnaire.
Profile and Problems of Part Time Teaching Faculty

In Selected B.C. Community Colleges

PURPOSE OF THE STUDY

Many college administrations and faculty association representatives have expressed interest in getting more comprehensive and accurate information on part-time faculty teaching in their colleges. Both agree it would assist greatly in the development of employment policies, of more effective personnel development programs, of more efficient hiring processes and of a more adequate data base for salary negotiation purposes.

This data will also provide a valuable addition to research from similar questionnaires on college faculty and students conducted by the University of British Columbia and B.C. Research.

The results of this study will be made available to all faculty and administration as well as to those bodies who have a legitimate interest in the educational findings stemming from it.

Definition of Part-Time Faculty

A part-time faculty member is one

a) who teaches credit courses towards any formal certificate, diploma or transfer program in the college where, by credit, is meant achievement by the student of defined curriculum standards

and

b) whose services can be terminated without cause at the end of the contract or appointment period.

Thanks very much for participating in this project.
# Profile and Problems of Part Time Teaching Faculty

*In Selected B.C. Community Colleges*

---

**PART-TIME FACULTY:** Complete Questionnaire A only and return booklet in enclosed self-addressed envelope.

If teaching in colleges provides your principal source of income do not answer the questions marked with the symbol *. These are questions 3, 9, 10, 11, 23, and 39.

Please do not include your name on this questionnaire.

Comments would be appreciated with respect to any specific questions, or the questionnaire in general. Space is provided for this purpose under "general comments" at the end of this questionnaire.

---

What is the NAME OF THE COLLEGE(S) and CAMPUS you are presently teaching on? If you teach at more than one college PLEASE RECORD the number from the list below of the one you will refer to for this study.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Use number</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.C.I.T.</td>
<td>1</td>
</tr>
<tr>
<td>Capilano College</td>
<td>2</td>
</tr>
<tr>
<td>Douglas College</td>
<td>3</td>
</tr>
<tr>
<td>East Kootenay College</td>
<td>4</td>
</tr>
<tr>
<td>Fraser Valley College</td>
<td>5</td>
</tr>
<tr>
<td>Vancouver Community College</td>
<td>6</td>
</tr>
<tr>
<td>King Edward Campus</td>
<td>7</td>
</tr>
<tr>
<td>Langara Campus</td>
<td>8</td>
</tr>
</tbody>
</table>

**PERSONAL**

1. **Age** (Record one number)
   - less than 25
   - between 25 and 60
   - greater than 60

2. **Sex**
   - male
   - female

3. **How long does it usually take you to travel to college from work?** (Record one number)
   - 0 to 15 minutes
   - 16 to 60 minutes
   - greater than 60 minutes

4. **How long does it usually take you to travel to college from home?** (Record one number)
   - 0 to 15 minutes
   - 16 to 60 minutes
   - greater than 60 minutes

5. **What is your approximate annual income from all sources?** (Record one number)
   - $0-$10,000
   - $10,001-$20,000
   - $20,001-$30,000
   - greater than $30,000
TEACHING EXPERIENCE (teaching includes instructing, counselling, consulting)

12. In what areas have you taught courses? (Record all that apply)
   1. elementary school 1 — (31)
   2. secondary school (junior and senior) 2 — (32)
   3. vocational or trade school 3 — (33)
   4. college 4 — (34)
   5. university 5 — (35)
   6. industry/business/commerce 6 — (36)
   7. labor education 7 — (37)
   8. professional organization 8 — (38)
   9. general interest courses in adult education 9 — (39)

13. What area do you usually teach in? (Record one number)
   1. academic (e.g., Sciences, Humanities, Business, etc. for university transfer) 1 — (40)
   2. academic (e.g., Sciences, Humanities, Business, etc. for college credit only) 2
   3. technical/vocational/trades training (college credit) 3
   4. industrial or trade union courses 4
   5. other (specify then record number 5) 5

14. How many years of teaching experience do you have in all areas? (Record one number)
   (Give the cumulative total of years. Example: 3 contracts for 16 weeks each and a separate
   2-year term of employment for teaching
   \[ \frac{3 \times 16 \text{ wks}}{52 \text{ wks}} + 2 \text{ yrs} = 3 \text{ yrs (approx.)} \]
   1. none 1 — (41)
   2. less than 1 year 2
   3. 1-2 years 3
   4. 3-5 years 4
   5. greater than 5 years 5

15. How many years of teaching experience do you have in community colleges? (Record one number)
   (Give the cumulative total of years using the example in question 14.)
   1. none 1 — (42)
   2. less than 1 year 2
   3. 1-2 years 3
   4. 3-5 years 4
   5. greater than 5 years 5

16. In how many institutions/organizations are you presently teaching under contract? (Record one number)
   1. none 1 — (43)
   2. 1 2
   3. 2 3
   4. 3 4
   5. more than 3 5
TEACHING EXPERIENCE (teaching includes instructing, counselling, consulting)

12. In what areas have you taught courses? (Record all that apply)

<table>
<thead>
<tr>
<th>Area</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>elementary school</td>
<td>1</td>
</tr>
<tr>
<td>secondary school (junior and senior)</td>
<td>2</td>
</tr>
<tr>
<td>vocational or trade school</td>
<td>3</td>
</tr>
<tr>
<td>college</td>
<td>4</td>
</tr>
<tr>
<td>university</td>
<td>5</td>
</tr>
<tr>
<td>industry/business/commerce</td>
<td>6</td>
</tr>
<tr>
<td>labor education</td>
<td>7</td>
</tr>
<tr>
<td>professional organization</td>
<td>8</td>
</tr>
<tr>
<td>general interest courses in adult education</td>
<td>9</td>
</tr>
</tbody>
</table>

13. What area do you usually teach in? (Record one number)

<table>
<thead>
<tr>
<th>Area</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic (e.g. Sciences, Humanities, Business, etc. for university transfer)</td>
<td>1</td>
</tr>
<tr>
<td>academic (e.g. Sciences, Humanities, Business, etc. for college credit only)</td>
<td>2</td>
</tr>
<tr>
<td>technical/vocational/trades training (college credit)</td>
<td>3</td>
</tr>
<tr>
<td>industrial or trade union courses</td>
<td>4</td>
</tr>
<tr>
<td>other (specify then record number 5)</td>
<td>5</td>
</tr>
</tbody>
</table>

14. How many years of teaching experience do you have in all areas? (Record one number)

(Give the cumulative total of years. Example: 3 contracts for 16 weeks each and a separate 2-year term of employment for teaching

\[ \text{years} = \frac{3 \times 16 \text{ wks}}{52 \text{ wks}} + 2 \text{ yrs} = 3 \text{ yrs (approx.)} \]

<table>
<thead>
<tr>
<th>Years</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>1</td>
</tr>
<tr>
<td>less than 1 year</td>
<td>2</td>
</tr>
<tr>
<td>1-2 years</td>
<td>3</td>
</tr>
<tr>
<td>3-5 years</td>
<td>4</td>
</tr>
<tr>
<td>greater than 5 years</td>
<td>5</td>
</tr>
</tbody>
</table>

15. How many years of teaching experience do you have in community colleges? (Record one number)

(Give the cumulative total of years using the example in question 14.)

<table>
<thead>
<tr>
<th>Years</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>1</td>
</tr>
<tr>
<td>less than 1 year</td>
<td>2</td>
</tr>
<tr>
<td>1-2 years</td>
<td>3</td>
</tr>
<tr>
<td>3-5 years</td>
<td>4</td>
</tr>
<tr>
<td>greater than 5 years</td>
<td>5</td>
</tr>
</tbody>
</table>

16. In how many institutions/organizations are you presently teaching under contract? (Record one number)

<table>
<thead>
<tr>
<th>Number</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>more than 3</td>
<td>5</td>
</tr>
</tbody>
</table>
17. What is the longest period of time you have taught in any one community college? (Record one number) (Give the cumulative total of years using the example in question 14.)

1. less than 1 year
2. 1-2 years
3. 3-5 years
4. greater than 5 years

18. What is the greatest number of times you have repeated teaching the same course in any one community college? (Record one number)

1. taught once only
2. twice
3. three times
4. greater than three times

19. During what hours of the day have you usually taught college courses? (Record one number)

1. before 10 a.m.
2. 10 a.m.-4 p.m.
3. after 4 p.m.
4. evenly distributed

20. During what hours of the day would you prefer to teach at a college? (Record one number)

1. before 10 a.m.
2. 10 a.m.-4 p.m.
3. after 4 p.m.
4. no preference

21. Do the courses you usually teach have a laboratory or shop component?

1. Yes
2. No

22. If you have taught a laboratory or shop course in a college where there were technician assistants, were their services available to you? (Record one number)

1. Yes
2. No
3. Not sure

23. Does your present work experience contribute to the content of the course you are presently teaching? (Record one number)

1. Directly
2. Somewhat
3. Not at all

24. Are you provided student or technician assistance by the college for marking test papers, lab reports, etc.? (Record one number)

1. Yes
2. No
3. Don't know
INSTITUTIONAL RELATIONS

25. Have you been invited to attend professional development programs in any of the colleges you now teach in?
   1. Yes ................................................................. 1 - (52)
   2. No .................................................................. 2

26. If your reply above was 'Yes', did you attend any? (Record one number)
   1. Yes .................................................................... 1 - (53)
   2. No ..................................................................... 2

27. Have you ever been given written information by the college on its conditions of employment concerning part-time faculty? (Record one number)
   1. Yes .................................................................... 1 - (54)
   2. No ..................................................................... 2
   3. Not sure ............................................................ 3

28. Do you know if such policies exist? [Record one number]
   1. Yes .................................................................... 1 - (55)
   2. No ..................................................................... 2
   3. Not sure ............................................................ 3

29. Were you interviewed for your part-time teaching position? [Record one number]
   1. Yes .................................................................... 1 - (56)
   2. No ..................................................................... 2

30. Are you a member of the college's Faculty Association? [Record one number]
   1. Yes .................................................................... 1 - (57)
   2. No ..................................................................... 2
   3. Don't know ......................................................... 3

31. If you answered 'Yes' above, are you a voting member? [Record one number]
   1. Yes .................................................................... 1 - (58)
   2. No ..................................................................... 2
   3. Don't know ......................................................... 3

32. Has anyone formally evaluated your teaching? [Record one number]
   1. Yes .................................................................... 1 - (59)
   2. No ..................................................................... 2
   3. Don't know ......................................................... 3

33. Were you given an outline of the course you were expected to teach? [Record one number]
   1. Yes .................................................................... 1 - (60)
   2. No ..................................................................... 2
   3. Not sure ............................................................ 3
34. Were you given access to an office desk to work at? (Record one number)
   1. Yes ............................................................. 1
   2. No ................................................................ 2
   3. Not sure ......................................................... 3

35. Were you assigned a mail box in the college? (check one)
   1. Yes ............................................................. 1
   2. No ................................................................ 2
   3. Not sure ......................................................... 3

MOTIVATIONS FOR TEACHING

36. Why do you teach at a community college? (Please indicate the relative degree of importance of each item on the following gradient scale.)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Least Important</th>
<th>Less Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE NUMBER</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Examples in:
   1. Money is a very important motive for me ........................................ 1 4 (63)
   2. Sharing knowledge is the least important reason I teach .................. 2 1 (64)
   3. for money ................................................................................. 1 (63)
   4. for the satisfaction of sharing knowledge ........................................ 2 (64)
   5. for developing the opportunities of getting a full-time teaching position ............................................................................ 3 (65)
   6. for the social prestige of teaching at a college .................................. 4 (66)
   7. to try out a new experience .......................................................... 5 (67)
   8. it’s something to do ........................................................................ 6 (68)
   9. it’s a career choice ........................................................................ 7 (69)
   10. other (specify and record one number) .............................................. 8 (70)

37. How much time do you usually spend preparing for each class? (Record one number)
   1. approximately the same amount of time as in class .......................... 1 — (71)
   2. less amount of time than in class ..................................................... 2
   3. greater amount of time than in class ................................................ 3

38. Would you accept an offer of a full-time permanent teaching position if it were offered to you now at a salary on the latest college salary grid commensurate with your experience and credentials? (Record one number)
   (A full-time teaching position is one which can be terminated only with cause but which may not involve a full teaching load.)
   1. Yes ......................................................................................... 1 — (72)
   2. No ......................................................................................... 2
   3. Don’t know .............................................................................. 3

39. On an hourly in-class basis, how do you compare the rate you are being paid for teaching with your full-time salary? (Exclude fringe benefits like medical plans, etc.) (Record one number)
   1. the rate for teaching is higher than my present full-time salary .......... 1 — (73)
   2. the rate for teaching is about the same as my present full-time salary .. 2
   3. the rate for teaching is lower than my full-time salary ...................... 3
Profile and Problems of Part Time Teaching Faculty
In Selected B.C. Community Colleges

CLASSIFICATIONS OF PART-TIME FACULTY

1. Does your institution have a negotiated Faculty Association Agreement? (check one)
   1. Yes • (1)
   2. No • (2)

2. Does the institution define a part-time faculty member in the Faculty Association Agreement? (check one)
   1. Yes • (1)
   2. No • (2)

3. Are some of the part-time faculty eligible for full membership in the Faculty Association? (check one)
   1. Yes • (1)
   2. No • (2)

4. If the answer to (3) is ‘yes’, please specify which category of part-time faculty.

TIME ANALYSIS

5. This table will show the distribution of part-time faculty in three main curriculum areas of the college. It also will show the ratio of part-time to full-time faculty for each of the semesters of the college year. The analysis should extend back to the first operating year of the college if records are available.

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring Semester</th>
<th></th>
<th></th>
<th>Fall Semester</th>
<th></th>
<th></th>
<th>Summer Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U</td>
<td>TV</td>
<td>TR</td>
<td>U</td>
<td>TV</td>
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<td>U</td>
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<td>1970</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(before, if available)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. What is the basic salary ($/credit hr.) for part-time faculty? (fill in)

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>1. $ __________ /credit hour</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. $ __________ /credit hour</td>
<td>TV</td>
</tr>
<tr>
<td></td>
<td>3. $ __________ /credit hour</td>
<td>TR</td>
</tr>
</tbody>
</table>

7. To what extent does the institution expect its part-time faculty to be involved in non-teaching activities (committee work, office hours for students, etc.)? (check the most appropriate selection)

1. No policy on this
2. 0-10% of teaching hours
3. 11-50% of teaching hours
4. 51-100% of teaching hours
5. Non-teaching activities not expected

8. Are some of the part-time faculty eligible for full fringe benefits in the institution? (check one)

1. Yes
2. No

9. If the answer to (8) was 'Yes', which category of part-time faculty is eligible?

Describe ____________________________________________________________________________

10. Does the institution have categories of part-time faculty which affect their remuneration? (check one)

1. Yes
2. No

WHICH ADMINISTRATIVE SERVICES ARE AVAILABLE TO PART-TIME FACULTY AS COMPARED TO THOSE AVAILABLE TO FULL-TIME FACULTY? (check one each)

11. Services from library staff

1. same
2. not the same

12. Bookstore purchasing privileges

1. same
2. not the same

13. Laboratory technician assistant

1. same
2. not the same

14. Marking assistance

1. same
2. not the same
15. A/V equipment sign-out privileges
   1. same privileges □ (1)
   2. not the same privileges □ (2)

16. Eligibility for enrolling as a student in other credit courses
   1. same privileges □ (1)
   2. not the same privileges □ (2)

17. Availability of copying and printing privileges
   1. same privileges □ (1)
   2. not the same privileges □ (2)

**MANAGEMENT PROCESSES**

8. Does the institution have a procedure for hiring part-time faculty in its Faculty Agreement? (check one)
   1. Yes □ (1)
   2. No □ (2)

9. Does the responsibility for the final selection of a part-time teaching faculty belong solely to the teaching department or discipline? (check one)
   1. Yes □ (1)
   2. No □ (2)
   3. Sometimes □ (3)
   4. No definite policy on this □ (4)

10. Does the institution have a formal process for dismissing part-time faculty during a contract period? (check one)
    1. Yes □ (1)
    2. No □ (2)

11. Are part-time faculty given formal preference in filling vacant full-time faculty positions? (check one)
    1. Yes □ (1)
    2. No □ (2)
    3. Sometimes □ (3)
    4. There is no definite policy □ (4)
APPENDIX L

SUMMARY OF STATISTICAL PROCEDURES

1. Z - statistic
2. Student's t-distribution and Confidence Intervals
3. Chi-squared Statistic
4. Kruskal-Wallis Test
APPENDIX L

STATISTICAL PROCEDURES

1. Z-statistic

The z-statistic is a measure of the probability of occurrence of a desired event assuming a normal distribution of all possible events.

The z score is given by:

\[ z = \frac{P - p}{\sqrt{pq/N}} \]

where

- \( P \) is the proportion of desired events in the sample
- \( p \) is the proportion of desired events in the total population
- \( q \) is equal to \( 1 - p \)
- \( N \) is the sample size

2. Student's t-distribution and Confidence Intervals

Student's t-distribution is an adaptation of the z-statistic for small sample sizes. It is given by

\[ t = \frac{X - \mu}{s/\sqrt{N}} \]

where

- \( X \) is the sample mean
- \( \mu \) is the population mean
- \( s \) is the sample standard deviation
- \( N \) is the sample size (usually less than 30)
The confidence limits for the population means are given by:

\[ \bar{X} \pm t_c \frac{S}{\sqrt{N-1}} \]

\( \bar{X} \) is the sample mean

\( t_c \) is the confidence coefficient depending on the confidence desired

\( S \) is the sample standard deviation

\( N \) is the sample size

3. **Chi-squared Statistic**

The chi-square statistic \( (X^2) \) is a measure of the discrepancy existing between observed and expected frequencies. It is given by:

\[ X^2 = \frac{(o_1 - e_1)^2}{e_1} + \frac{(o_2 - e_2)^2}{e_2} + \ldots + \frac{(o_k - e_k)^2}{e_k} = \sum_{j=1}^{k} \frac{(o_j - e_j)^2}{e_j} \]

where \( o_j \) are the observed frequencies of each event

and \( e_j \) are the expected frequencies of each event

4. **Kruskal-Wallis Test**

The Kruskal-Wallis test provides an \( H \) statistic for ranked data. If the ranks within treatment classes are a random sample from a common population of ranks then the \( H \) statistic may be used where;

\[ H = \frac{\text{sums of squares treatment}}{\text{mean squared total}} \]

where both numerator and denominator have a standard analysis of variance definition.