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**Part-time music faculty in selected senior institutions of higher  
education in the Commonwealth of Virginia**

**Forrest, Thomas Ward, Ed.D.**

**The College of William and Mary, 1994**

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**PART-TIME MUSIC FACULTY IN SELECTED SENIOR  
INSTITUTIONS OF HIGHER EDUCATION IN  
THE COMMONWEALTH OF VIRGINIA**

---

**A Dissertation**

**Presented to**

**The Faculty of the School of Education  
The College of William and Mary in Virginia**

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**In Partial Fulfillment**

**Of the Requirements for the Degree**

**Doctor of Education**

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**by**

**Thomas Ward Forrest**

**December 1994**

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On a personal level, I wish to thank my wife, Diane for all of the support and assistance she has rendered. Without her relentless aid this work would not have gone as smoothly.

Finally, and very importantly, I extend my sincere appreciation to the members of my Doctoral Committee: Robert Hanny, who has advised me through the dissertation process in such a manner that I look forward to future research endeavors with confidence; James Yankovich, whose advisement through the doctoral program has made the experience most rewarding and even enjoyable; and Roger Baldwin who has served as an invaluable member of my doctoral committee.

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**PART-TIME MUSIC FACULTY IN SELECTED SENIOR  
INSTITUTIONS OF HIGHER EDUCATION IN  
THE COMMONWEALTH OF VIRGINIA**

**ABSTRACT**

The purpose of this study was to investigate part-time music faculty in higher education in Virginia. Part-timers are a significant part of music programs in Virginia where they make up fifty-three percent of the music faculty and outnumber the music full-timers. The results of this study suggest that perhaps the discipline of music may use more part-timers than any other discipline.

While the body of literature on part-timers in general is small, scholars such as Howard P. Tuckman, Judith M. Gappa and David W. Leslie have begun significant research and reporting. The literature on part-time music faculty, however, is virtually non-existent, and this study was an attempt to add to the literature on part-timers in general, and to begin a body of knowledge on music part-timers.

The population for this study included department chairpersons and music part-timers from twelve of Virginia's senior institutions of higher education. Questionnaires were used to gather data from chairpersons and questionnaires and interviews were used to gather data from music part-timers.

The study presented findings in response to eight specific research

questions dealing with music part-timers in Virginia as the following topics were researched: who they are; their employment profiles; how they fall into Gappa and Leslie's taxonomy; their level of satisfaction with their involvement; when and why they are employed, and what external forces affect their employment; how much of the teaching in Virginia's institutions they do; what courses they teach; how fiscal pressures affect their use; employment policies and practices; differences in their treatment based on the classification of institution in which they teach (Carnegie Typology); whether their teaching is viewed to be inferior to that done by their full-time colleagues; and differences between this study and the national study done by Gappa and Leslie in 1990-91.

The study led to implications for change in such areas as: (1) better communication with administrators - especially with the chairpersons, (2) a breakdown of the barriers between part-timers and full-timers, (3) more equitable salaries, (4) benefits available - especially health insurance, (5) inclusion of part-timers in institutional and departmental governance, (6) job security, (7) adequate orientation programs, (8) consistent monitoring and evaluation, (9) appointments made with careful consideration as early as possible through written contracts, and (10) adequate support services and development opportunities.

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**PART-TIME MUSIC FACULTY IN SELECTED SENIOR  
INSTITUTIONS OF HIGHER EDUCATION IN  
THE COMMONWEALTH OF VIRGINIA**

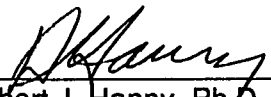
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THE COMMONWEALTH OF VIRGINIA


by

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## DEDICATION

With love and gratitude I dedicate this dissertation and degree to my wife Diane Williams Forrest, without whose love and support this would have been impossible, and to my daughters Beth, Shelley, Emily, and Annie. May each of your lives always be filled with love and devotion like that which you have shown to me during this time.

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## CHAPTER I

### THE PROBLEM

#### Importance of the study

Part-timers now carry a significant part of the responsibility for teaching - totaling about 270,000, and making up 34.6 percent of the total faculty (Gappa and Leslie, 1993, pp. 12 and 20 ). These facts coupled with the relatively small amount of literature on part-timers in higher education create a climate that called for studies such as this one. As one searches doctoral dissertations in higher education and does a search of research on the topic through ERIC, it becomes very obvious that we have only begun to seriously look at this large part of the teaching force in higher education. It also becomes obvious that the community college has been the focus of a majority of the research, that only a few studies have been specific enough to zero in on one discipline of study, and that no apparent studies have been conducted in the discipline of music.

In 1982 Leslie, Kellams, and Gunne reported that there are no standard practices from institution to institution as concerns the use of part-time faculty, and that, in short, the practice of employing and using part-time faculty is a chaotic situation (Leslie, Kellams, and Gunne, 1982, p. 72). In 1993 Gappa and Leslie studied seventeen colleges and universities in the United States and one in Canada, and through interviews of the chief academic personnel officers, deans, and department chairpersons, concluded that enormous variation in use within the institutions studied and within the various disciplines prevailed

(Gappa and Leslie, 1993, pp.111-112).

Gappa and Leslie also reported that across all institutions, the ratio of part-time to full-time faculty is thirty-five percent, and that part-timers are most commonly found in the fine arts - equaling forty percent of the total faculty (Gappa and Leslie, 1993, p. 111). Part-timers are probably used in music departments as much or more than in other departments because musical performance instruction is offered on virtually every instrument in institutions offering music degrees. Often, however, there will be only one or two students seeking instruction on a particular instrument - making it almost impossible to have a full-time faculty member for each instrument. The practice of bringing in artists for these teaching purposes has broadened in today's institutions to include directing performance groups and teaching classes traditionally taught by full-timers.

With the apparently extensive use of part-timers in general and even larger use in the fine arts, this research on part-time music faculty should fulfill its primary purpose of adding to the existing research on part-timers in general, and beginning a body of knowledge on part-timers in music.

#### Basis for the Study

Martin Finkelstein in The American Academic Profession (A Synthesis of Social Scientific Inquiry Since World War II) states that between 1969 and 1979 the number of full-time faculty rose by 28.9 percent compared to the 107 percent rise in part-timers - a change from 1/5th of the academic profession in 1969 to nearly 1/3rd in 1979 (Finkelstein, 1984, p. 33). Indeed, all concerned with the academic profession in institutions of higher learning need to be aware of the role of the part-timer. Some are making this role the focus of informed inquiry.

Prior to The Invisible Faculty by Judith Gappa and David Leslie, one of the most extensive research efforts done on part-time faculty in higher education was another study done by Gappa in 1984 - Part-time Faculty: Higher Education At A Crossroads, which had served as a guide for this study until The Invisible Faculty replaced it as a more thorough and complete foundation upon which to build. Prior to these works there was little scholarship on part-time faculty. Two major studies were done in the 1970's by Howard Tuckman and George Biles and by David Leslie, Samuel Kellams, and G. Manny Gunne (Leslie, Kellams, and Gunne, 1982). Michael H. Parsons also deserves attention as a worthy contributor on the topic (Parsons, 1980). Tuckman's taxonomy of part-timers (resulting from a survey in 1976) has served until The Invisible Faculty as the prevalent reasoning why part-timers choose such employment. It includes the following seven categories:

1. Semi-retireds - former full-time academics who scaled down to part-time work, former full-timers outside of academe who are semi-retired, or those who have taught part-time during their entire career
2. Students - employed as part-timers in institutions other than the one where they are pursuing a graduate degree (not including graduate assistants teaching in the same institution where they are pursuing a degree)
3. Hopeful full-timers - those who cannot find full-time academic positions
4. Full-mooners - those who hold another, primary job of at least 35 hours per week (including full-time tenured faculty teaching overload courses)
5. Homeworkers - those working part-time because they care for children or other relatives

6. Part-mooners - those who work part-time in one academic institution while holding a second job of under 35 hours elsewhere

7. Part-unknowners - part-time faculty whose reasons for working part-time are either unknown, transitory, or highly subjective (Biles and Tuckman, 1986, pp. 11-12)

Gappa condenses the taxonomy of seven categories into the following four in The Invisible Faculty:

1. Career enders - those who are already fully retired and those who are in transition from well established careers (mostly outside of higher education) to a pre-retired or retired status in which part-time teaching plays a significant role

2. Specialist, Expert or Professional - those who have a primary, usually full-time job elsewhere

3. Aspiring academics - those desiring to be full participating, recognized, and rewarded members of the faculty with a status at least similar to that currently associated with the tenure-track or tenured faculty

4. Freelancers - all part-timers whose current career is the sum of all the part-time jobs or roles they have, only one of which is part-time teaching in higher education - they are in part-time higher education by choice and are not aspiring academics

Much of the literature on part-timers in general is highly subjective - based on individuals' or single institutions' experiences. The Invisible Faculty, however, involved a large sampling with interesting and informative data gathered from extensive interviewing at eighteen institutions in the United States and Canada. The central thesis for Gappa and Leslie's book is that it is time for institutions using part-timers to end the current bifurcated system, and to deal with what began as a "temporary solution" and has become a "permanent fix" (Gappa and Leslie, 1993).

Tuckman, a distinguished professor of economics has rendered numerous writings on part-timers, but the most comprehensive is Part-time Faculty Personnel Management in which he and George Biles, a professor of management, offer practical suggestions concerning part-timers and their role. Such topics as Equal Employment Opportunity; Affirmative Action; Appointments and Reappointments; Remuneration; Tenure; Professional Obligations; Due Process; Collective Bargaining; and Integration and Orientation to Institutions are addressed (Biles and Tuckman, 1986).

Part-time Faculty in American Higher Education by Leslie, Kellams, and Gunne addresses the topics addressed by Tuckman and Biles but also reports case studies at three institutions - Midwestern Metropolitan Community College, Western Unique University, and Eastern Urban University. These writers corroborate findings by others, but their work is extensive and offers a thorough look at the plight of part-timers as they found them (Leslie, Kellams, and Gunne, 1982).

Michael H. Parsons edited Using Part-time Faculty Effectively, which is a collection of essays on part-timers in the community college, and while community colleges will be a different arena from the four-year institution, certainly the thirteen authors offer interesting insights in such essays as Making "What's His Face" Feel at Home: Integrating Part-time Faculty by Richard Greenwood who discusses the use of a part-time faculty advisory committee in integrating part-time teachers into the fabric of the institution. And From the President's Perspective: Part-time Faculty in the 1980's by David A. Harris who sees part-timers as vital institutional resources who must be treated as such (Parsons, 1980).

In searching for literature dealing with music part-timers the problem becomes extremely difficult. The research interest of music professors and administrators remains in the areas of performance, history, music education and theory rather than in the areas of governance, operations, and issues of the academic music profession. The National Association of Schools of Music which has been designated by the Council on Post-secondary Accreditation as the agency responsible for the accreditation of all music curricula in higher education, and by the United States Department of Education as the agency responsible for the accreditation of all music curricula addresses music faculty in the NASM Handbook, but not once in its one hundred and sixty-one pages mentions part-timers. All references to faculty refer to music faculty overall and covers both full-timers and part-timers under one umbrella (NASM Handbook, 1994).

Nevertheless, the researcher has found the comments of one consultant representing the NASM as he addressed the problems at one of our institutions in Virginia seeking accreditation to be interesting as they relate to part-timers in that music department. It must be noted that this department was operating with almost all part-timers save the chair-person and one other full-timer.

Even though music part-timers are not mentioned in the NASM handbook, the consultant makes such comments as the following:

1. The B. M. degree offering poses genuine concerns. The major issues include the small number of full-time faculty.
2. Special mention must be made about the chamber orchestra which has started this year under the direction of an exceptionally able adjunct faculty member.
3. Should enrollments increase as expected through the addition of three full-time faculty, the use of part-time faculty would also increase, but on a

self-sustaining enrollment driven basis.

4. The heavy reliance on adjunct faculty does not appear to be balanced by a desirable level of participation by the adjunct faculty in the planning processes of the unit.

5. There is no question about the professional credentials, competence or teaching assignments of either the regular or adjunct faculty.

6. Although morale and loyalty to the institution appeared to be very high among both the regular and adjunct faculty, the consultant clearly perceived a feeling of apprehension about job security (NASM Consultant Report, 1990).

### Statement of the Problem

The problem at hand is the lack of studies conducted that deal with the use of part-time music faculty in higher education. The problem that this study focused on is the use of part-timers in music are used in Virginia. Higher education scholars have begun to focus on part-timers in general due to the large and growing numbers of part-timers. Gappa and Leslie's The Invisible Faculty is a prime example of this attention. The Gappa and Leslie study served as a guide for this study on part-timers in Virginia.

Traditional research is essential, but those in music in higher education must not ignore the way in which the discipline of music is being taught, and certainly not ignore those doing the teaching. The major question answered was: To what extent are institutions of higher education in Virginia using part-time faculty in music?

### Research Questions

The following specific questions were asked:

1. What are the characteristics of the music part-timers in Virginia, what are their employment profiles, and how do they fall into Gappa and Leslie's

taxonomy?

2. How satisfied are the music part-timers in Virginia with their involvement in higher education?

3. When and why are music part-timers employed in Virginia, and what external forces affect their employment?

4. How much of the music teaching in Virginia's schools is done by part-timers, what courses are they teaching, and how do fiscal pressures affect the use of part-timers?

5. What are the employment policies and practices for Virginia's music part-timers?

6. Are there differences in the treatment of part-time music faculty, based on the classification of institution in which they teach (Carnegie Typology)?

7. Is the teaching done by part-time music faculty viewed to be inferior to the teaching done by their full-time colleagues?

8. Is there a difference between the results of this study and selected elements of the national study by Gappa and Leslie?

#### Definition of Terms

Applied music - private (one-on-one) lessons teaching performance on voice or other instruments

Carnegie Typology - the classification of institutions of higher learning by the Carnegie Commission in 1970. The 1994 revision of classifications are:

1. Research Universities I and II
2. Doctoral Universities I and II
3. Master's (Comprehensive) Universities and Colleges I and II
4. Baccalaureate (Liberal Arts) Colleges I and II
5. Associate of Arts Colleges
6. Professional Schools and Specialized Institutions (see appendix A)

**Part-timer - one who (a) teaches less than the average full-time load, (b) has less than a full-time faculty assignment and range of duties, or (c) may have a temporary full-time assignment**

**Full-timer - anyone who teaches at least an average full-time load in an institution of higher education**

**Institutions of higher education - those institutions which offer a four year degree in music**

**Department chairperson - the person directly responsible for the administration of a music department (regardless of his/her official title within his/her institution) shall be called department chairperson**

#### Scope and Limitations

This study included twelve selected institutions of higher learning in Virginia. It did not include institutions offering less than a four-year degree program in music. Even though community colleges employ more part-timers than their senior counterparts, this study was not limited greatly with their exclusion as most community colleges offer no (or very minimum) music offerings.

This study was limited in the following ways:

1. Only music department chairmen and music part-timers were sampled, and a relatively small number of part-timers (15) were interviewed. Therefore, it may not represent the population of chairpersons and part-time faculty in Virginia's institutions of higher education.

2. Department chairpersons responded to some questions inadequately, in particular the questions dealing with institutional policies and practices - perhaps other administrators would have been better equipped to answer such questions.

3. The hiring of part-timers can be affected by budgetary and other consideration, there is a chance that at the time the data for this study were collected, such factors may have been operating that affected the responses

which at another time would have had no effect.

4. Comparisons between categories in the Carnegie Typology were limited in that only two Doc I institutions were surveyed, while five each were surveyed from the BA I and II and MA I and II categories.

5. The researcher was limited in his ability to contact the part-timers after they received their packets - thus, the 49 percent response from the part-timers could not be improved by further contacts.

The extent to which department chairpersons and music part-timers responded to the questionnaire had an effect on the data gathered, as did the openness in which interviewed part-timers responded to questions. Every attempt was made to encourage a good response, including concise but effective cover-letters showing the need for the study; phone calls (repeatedly in some cases) to encourage department chairperson follow-up; convenient times and places for interviews; and time limits built into each instrument for data gathering so respondees would know how much time they needed to budget for the instrument.

## CHAPTER II

### REVIEW OF THE LITERATURE

The review of literature and previous research presented in this chapter shall include the following: The History of Part-time Faculty in the United States; The Literature on Part-time Faculty in General; and The Literature on Part-time Faculty in Music.

#### The History of Part-time Faculty in the United States

The use of part-time faculty in institutions of higher learning in the United States is certainly not a new or insignificant phenomenon. While a definitive description of the development of the part-time faculty phenomenon is not available from existing literature, it is possible to document that the use of part-time faculty extends well back to the first colleges in the United States (Blackburn, 1978, pp.100-101).

Until well into the nineteenth century, the typical American college teacher was a minister, schooled in the classical portion of the liberal arts curriculum. He was most likely a young clergyman, teaching part-time while awaiting a full-time ministerial appointment. Full-time lay faculty were rare (Gappa, 1984, p. 2).

As the twentieth century approached, the demand for a new and different faculty was created as universities continued to develop, and undergraduate and advanced curricula in a growing number of special fields appeared. With this demand full-time college teaching emerged as an accepted profession for

laymen with adequate credentials, and the young minister teaching the classics all but faded from view in the institutions of higher learning (Gappa, 1984, p. 2).

At the turn of the twentieth century, college teaching began to take on the characteristics of a profession. Many changes evolved, including: research (wherein the role of teacher is expanded to include other scholarly activity such as reading, writing and the conduct and reporting of systematic, empirical inquiry); advanced degrees (including masters and doctoral degrees); ascending ranks of instructors and various levels of professors; and specialization (wherein a student may concentrate a large portion of his study in a field or major of his choice) as found in the concept of departmentalization. The classical curriculum was also giving way to the development of many disciplinary subspecialties. During this era part-time experts were used to fill gaps in the curriculum when no way could be found to justify full-time positions. The period following World War II saw a mushrooming of the use of part-time faculty right along with the expansion of higher education in this country (Blackburn, 1978, p. 100).

The post-World War II period has been one of overall growth for the academic profession, with the past decade showing both a moderation and differentiation of that growth pattern. The growth of the full-time professoriate has moderated, while the portion of part-time faculty has increased dramatically (Finkelstein, 1984, pp. 40-41).

Perhaps the principal underlying reason for the expansion of the use of part-time faculty has been the unprecedented growth in all sectors of higher education that began in the late 1950s. Even with the tremendous expansion of

graduate programs, adequately credentialed scholars and researchers who wished to have college and university careers did not catch up with demand in most fields until the mid-1970s, and applied mathematics and a few other specialties associated with high technology have experienced shortages into the 1980s. Where full-timers could not be found, part-timers were hired. Spouses of full-timers were often hired to teach part-time, and the ability to offer part-time teaching to a spouse became a popular recruiting device (Gappa, 1984, p. 3).

Bowen and Schuster suggest that the heavy use of part-timers in the early 1960s was a carryover from the financially depressed 1950s and was also due to a shortage of qualified full-time faculty during the 1950s as indicated previously. They further suggest that the decline in relative numbers of part-timers during the 1960s occurred partly because of an increasing flow of new Ph.D.s to the academic profession. The increase in the number of part-timers in the 1970s and 1980s was a result of at least five factors: (1) the declining prosperity of higher education, (2) the need for flexibility during times of uncertain and rapidly shifting enrollments, (3) the large pool of persons with advanced degrees who have not obtained, or have not sought, full-time positions in higher education, (4) the expansion of life-long learning programs, and (5) the phenomenal growth of community colleges (Bowen and Schuster, 1986, p. 61). Since World War II the community college has developed a dependence on part-time faculty for its academic staffing (Finkelstein, 1978,

pp.100-101).

The community college context calls for a faculty that can be readily adjusted to rapidly changing consumer desires. Regular full-time instructors must frequently spread themselves across subjects and times of the day. Irregular part-time faculty are needed badly. The trend toward part-time assignments runs strongest in the community colleges (Clark, 1987, p. 88).

Higher education in this country has had a long history of other part-time and temporary staff in addition to the conventional types of appointments already mentioned. These include exchanges of visiting scholars and professors, the artist in residence, distinguished experts, internship and practical supervisors, student teacher supervisors, and those already employed in full-time capacities who will teach a course that is not part of their regular responsibilities, or those staffing branch campuses (Blackburn, 1978, p.1).

#### The Literature on Part-time Faculty in General

Several researchers have written about the large gap that exists between full-time faculty and part-time faculty in the American academic profession. Burton Clark suggests that what is developing is a watershed between the regular full-time faculty that is tenurable (or willingly part-time or nontenured, as in clinical lines in professional schools), and a peripheral work force that is composed of reluctant part-timers and full-time lecturers (Clark, 1987, p. 209). Bowen and Schuster refer to the part-time faculty on America's campuses as a "subgroup" - one that is increasing in size and visibility, and is a feature of the American faculty that has shown marked change in recent years (Bowen and

Schuster, 1986, p. 60). Gappa and Leslie refer to the two faculties found in American higher education as “bifurcated” - wherein the full-time faculty and the part-time faculty are distinguished as high- and low-status “castes.” In The Invisible Faculty, the authors state that:

Bifurcation is damaging to the general ethic of community that academics have long honored and also damaging to the quality of education. It is especially dangerous at a time when institutions are confronting an impending shortage of full-time faculty, an expanded educational agenda, and fiscal difficulties that demand focused, efficient programs. Institutions can and must do more to overcome the bifurcation of their faculties and to foster a unity of purpose that is reinforced by a new sense of community. (Gappa and Leslie, 1993, p. 12).

All of this coupled with the fact that part-time faculty comprise 35% of the professoriate across all institutions (Gappa and Leslie, 1993, p. 111) shows a need for extensive research on this topic. This has not proven to be the case, however, for as Judith Gappa stated in an earlier study (ASHE-ERIC Higher Education Research),

no aspect of higher education has been more neglected than part-time teaching (Gappa, 1984, p. 2).

Others have expressed this concern also:

In general, very little has been written about part-time faculty. Relevant data are scarce, and there has been very little continuity in the research efforts in this field (Leslie, Kellams, and Gunne, 1982, p. 11).

Because much of the literature on part-timers in general is highly subjective--based on individuals' experiences, it is the intent of this literature review to dwell primarily on the works of the researchers who have done extensive research in the following areas as they relate to part-time faculty in

higher education, (1) appointment, (2) contracts, (3) support services and communication networks, (4) governance, (5) compensation and fringe benefits, (6) job security, (7) orientation and development, and (8) evaluation.

### Appointment

The part-time hiring process in higher education generally receives little of the careful and even agonizing scrutiny that the search for full-time faculty is likely to require (Maher and Ebben, 1978, p. 77).

Many institutions view part-time faculty members strictly as temporary employees and hire them solely on an as-needed basis. The selection process for part-timers should be rigorous enough that they can reasonably be considered competent (Biles and Tuckman, 1986, pp. 29-31).

Leslie, Kellams, and Gunne cite two criteria as the most commonly used in judging candidates for part-time positions, evidence of teaching skill, and experience in professional or occupational practice (Leslie, Kellams, and Gunne, 1982, p. 75). Recruitment is usually informal and left to the department chairs to handle as they see fit. Regardless of location or discipline, finding qualified part-time faculty is not a major issue for department chairmen unless the need comes at the last minute. Though some departments and institutions advertise their vacancies regionally or locally, most of the actual recruiting is done by word of mouth (Gappa and Leslie, 1993, pp. 149-150). While the decision to hire a part-time faculty member usually rests with the departmental chair, deans are commonly consulted in the decision, but departmental faculty and others typically are not (Leslie, Kellams, and Gunne, 1982, p. 75).

With very rare exception, institutions notify part-time faculty in writing about their appointments - usually in the form of a contract, but occasionally in a letter from the academic vice president. A common complaint among part-timers is the lateness of their notification - often within days or weeks of the beginning of a semester - leaving very little time to prepare. New part-timers also have little time to be oriented to the college or department, and therefore the quality of part-timers' teaching performance is detrimentally affected (Gappa and Leslie, 1993, pp. 151-152).

Part-time faculty hiring is generally enrollment driven. Over half of all institutions hire part-timers according to enrollment demand (Leslie, Kellams, and Gunne, 1982, p. 76). Eighty-five percent are appointed for one year or less, sixty-four percent are appointed for only one term, and twenty percent receive an academic year appointment. Generally speaking, chairpersons are reluctant to give up their flexibility and offer longer-term appointments even though they offer term-by-term appointments to the same persons over and over again. Limiting the time base of an appointment is a very common practice. Part-time faculty teach an average of 1.5 courses per term (Gappa and Leslie, 1993, p. 152).

### Contracts

In every employment relationship, whether full- or part-time, there is a contractual agreement wherein the institution offers to pay someone in return for work performance. In the case of the part-time faculty, clear, explicit

letters of appointment or formal contracts are usually used. There are those situations where this is not the case, however, and the agreement is totally oral. In yet other institutions the department may send a letter. When an agreement is not put in writing, there is room for misunderstanding and disagreement (Gappa and Leslie, 1993, pp. 66-67).

The type of part-time contract an institution uses should be based on the part-time faculty member's workload, attachment to the institution, specialty, and value (Biles and Tuckman, 1986, p. 139). In suggestions for improvement of institutional practices regarding part-time faculty, Gappa says institutions should

develop a contract for part-timers that articulates the institution's requirements while specifying and guaranteeing the part-timer's rights (Gappa, 1984, p. 98).

#### Support Services and Communication Networks

Integration of part-time faculty into the fabric of the institution is crucial in achieving instructional parity, and in order to do this, support services and communication network systems are essential. In order for part-time faculty to meet their full potential, the following are necessary; office space, audio-visual services, clerical assistance, mail boxes, and instructional supplies.

Communications networks including "buddy systems," workshops, and involvement in departmental activities, tie the part-timer with the group life of the institution (Parsons, 1980, p. 86).

The question now is "do institutions of higher learning provide these services and networks for part-timers?" The literature indicates that while

attempts are made, quite often they are inadequate. Gappa tells us that part-time faculty very rarely enjoy support commensurate with that provided full-timers (Gappa, 1984, p. 65).

Biles and Tuckman suggest in Essential Elements of a Part-time Faculty Handbook that part-time faculty often are expected to provide their own clerical and reproduction services (which is inequitable). They suggest that institutions should provide clerical and reproduction services to part-time faculty, and that details on how to arrange for typing, reproduction, makeup examinations, proctoring, etc., should be supplied to the part-timer (Biles and Tuckman, 1986, p. 150).

The lack of office space is one of the most persistent sources of frustration for part-timers (with 57% having no office at all, 32% sharing an office, and only 11% having their own office) (Gappa, 1984, p. 66). Some part-time faculty use office facilities associated with their primary job. If they hold positions where college teaching is viewed as prestigious, the other employer may provide office space, office help, and other support. It is also not uncommon to find part-timers using campus coffee shops, student lounges, or even their own homes for "office" hours. The support problem is compounded by the fact that in many cases part-timers teach off campus and at off-hours. Therefore, even if they could depend on supporting services as a matter of policy, they are physically unable to do so (Leslie, Kellams, and Gunne, 1982, pp. 80-81). One method of providing office space is the "bullpen." Simply, if the

part-timer teaches one fifth of a normal load, then he/she needs only one fifth of an office. This approach obviously impairs tutoring and advising, and blatantly informs students that the part-timer has second-rate status (Gappa, 1984, p. 66). Telephones, secretarial help, and graduate students are seldom available to part-time faculty on the same basis as for full-time faculty, and part-timers frequently use their own phones, postage stamps, and typewriters (Leslie, Kellams, and Gunne, 1982, pp. 80-81).

It is extremely important that administrators, if they are to improve the performance of their part-time faculty, seek the involvement of full-time faculty members. Part-time faculty should be incorporated to the greatest extent possible into the mainstream of the academic process (Parsons, 1980, p. 79). Contact with peers among full-time faculty is natural and free flowing, but for part-time faculty the contrast is often the case. Because of the lack of office space and opportunity to meet informally with peers, part-timers may feel a real lack of status in the academic community. The writings of part-time faculty indicate that many perceive the institution as determined to communicate its authority to part-timers who are already insecure and don't need to be reminded about who holds power. There exists very little casual sharing of information about teaching methods, materials, and student problems. Being denied access to valuable information, being kept in a state of uncertainty about future reappointment, and being seen as in a different status by full-time faculty can create genuine fear in the part-timer (Gappa, 1984, pp. 68-69). Gappa and

Leslie offer the following ways to integrate the full-time and part-time faculties in order to give the part-timers a sense of dignity and belonging; orientation programs, relationships with tenure-track faculty, opportunities to participate in governance, and professional development programs (Gappa and Leslie, 1993, p. 180).

### Governance

Institutions of higher learning that employ part-time faculty members should err on the side of the part-timers' inclusion rather than exclusion in faculty governance and departmental deliberations, particularly with regard to curricula, courses, and teaching materials (Gappa, 1984, p. 98). While this may be an appropriate objective, the literature tells us that, indeed, it may not be the norm. Part-time faculty have no role in institutional governance at most higher education institutions, and although the part-timers are sometimes allowed to attend department meetings, committee meetings, or meetings of campus-wide faculty governance bodies, part-timers' voting rights are typically restricted. On the department level voting rights vary greatly from full to pro rata to restricted to none. When part-timers do participate, it is voluntary, and they are compensated only under very unusual circumstances (Gappa and Leslie, 1993, p. 196). On the other hand, part-timers frequently express a great deal of satisfaction with their lack of involvement. Often they enjoy the prestige and intrinsic satisfaction of their teaching, but prefer to limit their involvement in governance. They perceive committee work and the informal political turnout of collegiate decision

making to be distractive, emotionally draining, and ungratifying drudgery. While their full-time counterparts may feel the same way, the part-timers can avoid the involvement and take pleasure in doing so without pangs of conscience (Leslie, Kellams, and Gunne, 1982, p. 86).

Perceived lack of status is exacerbated by part-timers' inability to participate in discussions affecting their lives. Even at institutions with large numbers of part-timers, they typically have no formal avenues through which they can present their collective concerns, no matter how serious the situation. Where part-timers are denied meaningful participation in governance, feelings about lack of integration can run high. Disenfranchisement of a large portion of the profession - or even perceived disenfranchisement - allows potential conflict to grow because people have no way to deal with their problems and concerns (Gappa and Leslie, 1993, pp.196-198).

A community college assistant dean of academic affairs and director of part-time studies recommends the use of a part-time faculty advisory committee to integrate part-time teachers into the fabric of the institution. He cautions, however, that:

Any institution which is not committed to improving the lot of its part-time faculty should avoid attempting a superficial commitment to an advisory committee. Once the wheels are in motion, the pent-up suggestions and ideas should not be simply given lip service. If, however, the institution's commitment is genuine, the outpouring of reasonable ideas will be a valuable tool for initiating worthwhile change. (Parsons, 1980, pp. 57-58).

Gappa and Leslie found such committees at only two of the eighteen institutions

included in their national study (Gappa and Leslie, 1993, pp. 198-199).

### Compensation and Fringe Benefits

Gappa and Leslie's study found that part-time faculty salary policies vary, depending upon institutional cultures, ability to pay, and reasons for employing part-time faculty. Policy alternatives range from setting salaries on a case-by-case basis to having one salary schedule for all faculty - part-timers and full-timers alike - leaving the placement on the schedule up to the department. The vast majority of institutions, however, use one of two alternative salary policies: (1) a flat rate of compensation for all part-timers, or (2) an established range, frequently defined on the basis of qualifications or seniority. On occasion, salary ranges are determined within a ranking system, but institutions using a predetermined range pay part-timers a fixed rate per course for each course they teach (Gappa and Leslie, 1993, p. 158). Other than salary, two other forms of compensation are provided by some institutions for part-timers. About 40% reimburse for out-of-pocket expenses connected with meeting classes, and just over 20% provide some kind of compensation to part-timers who invested time in preparation for a course which was canceled for enrollment-related or other reasons (Leslie, Kellams, and Gunne, 1982, p. 78).

Once hired, part-timers do not necessarily receive automatic cost-of-living increases or merit adjustments, and almost always cost-of-living increases for part-timers were lower than those for full-time faculty. Often anticipated increases are canceled or lowered because of budget exigencies.

Most institutions do not have merit salary provisions for part-timers, but most often movement on the salary schedule tends to be on the basis of seniority. Part-timers' views about their compensation vary. Research indicates that those who are employed full-time elsewhere are not particularly concerned, while those who depend upon their part-time teaching as an important part of their income feel differently. To this group a fair wage and merit salary adjustments are very important. By far the majority of part-timers are very dissatisfied with their salaries (Gappa and Leslie, 1993, pp. 159-161).

Biles and Tuckman offer the following goals as the aim of any remuneration program for part-time faculty:

1. Be attractive enough to ensure an adequate supply of qualified part-time faculty
2. Be designed to ensure that valued part-time faculty already on the payroll are encouraged to remain at that institution
3. Be based on a logical and equitable salary structure that reflects the value of part-time faculty to their employing institution both absolutely and relative to full-time faculty (for example if inflation adjustments are given for one group, they should be given for the other)
4. Reflect the rates paid to part-time faculty by other institutions in the area
5. Provide rational criteria for the remuneration of part-timers that recognize meritorious behavior and that apply to all part-time faculty
6. Reflect movement through the ranks through promotion
7. Be fair, even handed, and nondiscriminatory toward particular groups of part-timers
8. Have sufficient flexibility to accommodate differences in part-time faculty members' skills and performance and to recognize differing market

conditions

9. Be reasonably simple to implement and administer

10. Take a realistic view of, and reflect, institutional constraints (Biles and Tuckman, 1986, pp. 40-41).

Very few institutions provide benefits for part-time faculty. According to Gappa and Leslie's research, only 16.6% of the part-time faculty receive subsidized medical insurance compared with 97.4% of their full-time counterparts. Only 20% receive subsidized retirement plans compared with 93% of their full-time counterparts. And only 8.5% receive tuition grants for children compared with 47.7% of the full-time faculty. Generally speaking, benefits policies are based on the time base of the part-timer's appointment rather than on the amount of the part-timer's continuous service. Often those with many years of teaching experience are given the same consideration as someone hired for only one semester. Perhaps the issue of most importance to part-timers is health coverage, and for some part-timers who depend upon their part-time teaching for income, health coverage is more important than salary. Some institutions show concern about the lack of health coverage, and allow individuals to buy into the institution's group plan on their own. Other institutions are exploring this option, but some insurance companies will not allow this practice (Gappa, and Leslie, 1993, pp.162-163).

The part-time committee of the American Association of University Professors offers the following recommendations regarding fringe benefits for part-time faculty: colleges and universities should design policies on fringe

benefits that reflect the varying commitments of part-time faculty; part-timers whose work is indistinguishable from comparable full-timers' with the exception of the proportion of time spent in an activity should have the opportunity to participate in nonmandatory fringe benefits on a prorated basis if their workload at their employing institution is continuous over several years; equal access should be given to all part-timers for fringe benefits such as medical and dental services, and, where possible, the employer's contribution should be prorated; and institutions should endeavor to provide part-timers with access to retirement or life insurance coverage that has a vested component, as well as a number of other fringe benefits, for example, tuition remission (Biles and Tuckman, 1986, pp. 69-70).

#### Job Security

The primary feature of part-time faculty status in higher education is expendability. Part-timers have little or no ownership rights to their jobs. Hiring is often conditional, and when a part-timer's course does not meet minimum enrollment, the course will likely be dropped and the part-timer dismissed. If a full-timer's course fails to meet minimum enrollment, then the part-timer will be "bumped" (that is, released to accommodate the change), and the full-timer given the part-timer's course. At most institutions, bumping at registration is done indiscriminately, and seniority is no protection (Gappa, 1984, p.78). A few institutions handle classes not making enrollment requirements by arranging payment at lower rates, by permitting the course to continue on an independent-

study basis, or by permitting private contracting between the part-timer and students (Leslie, Kellams, and Gunne, 1982, p. 89).

Short-term contracts also accentuate the problem of job security for part-timers. A part-timer is usually hired for one specific term, without expectations of being rehired in any subsequent term. Most want to be rehired, and even plan on it, but have no legal right to demand rehiring. The institution needs no reason for not rehiring, nor does it have to prove anything. In retrenchment, part-time faculty are selected for reduction before full-time faculty (Leslie, Kellams, and Gunne, 1982, pp. 87-88).

Concerning part-time faculty's job security, Gappa recommends that institutions of higher education

Give thoughtful and deliberate treatment to the interests of part-time faculty in decisions about renewal, retrenchment, and dismissal, and provide appropriate degrees of job security for different types of part-time faculty (Gappa, 1984, p. 98).

#### Orientation and Development

Institutions should offer special programs to help part-time faculty become and remain effective instructors - with access to regular faculty development funds and programs (Gappa, 1984, p. 98). The first opportunity the institution has to implement such programs is the time of orientation when the part-time faculty member is introduced to the institution. Biles and Tuckman suggest that while it may seem self-evident that academic administrators would wish to integrate part-timers into their program by orienting them and providing

development opportunities, this is not necessarily true. Also, part-timers are often isolated from the academic mainstream of their disciplines, departments, and institutions (Biles and Tuckman, 1986, pp.128-129). It is at the time of orientation that part-timers learn not only technical details of organizational life, but also absorb attitudes and values of the college community. Whether formal or informal, the orientation transmits important cues, models, and expectations to new part-timers, and provides a framework for their behavior and attitudes. Messages about their roles are communicated and reference groups or complementary roles are identified. Orientation is a time when the part-timer discovers how he/she can expect to be treated and what is expected of him/her (Leslie, Kellams, and Gunne, 1982, p. 81).

Although there is great individual variation in the way institutions actually orient part-timers, several components are commonly found among the more developed programs. These components are: (a) a social event of some kind, (b) a general introduction - usually in the form of a handbook and other written materials, (c) an overview of effective teaching, and (d) linkages to departmental faculty are established, which sometimes means the assignment of a full-time faculty mentor (Gappa and Leslie, 1993, p.184).

Most colleges and universities (84%) provide no orientation for part-timers, and of those institutions which do, normally (69% of cases) provide informal orientation, which is seldom organized or institutionalized. Relatively few institutions (about 20%) offer information concerning students or teaching

methods (Leslie, Kellams, and Gunne, 1982, pp. 81-82).

Good orientation programs take time and effort to prepare and present, but can pay off in terms of future dividends in the form of increased productivity, greater employee satisfaction on the job, and greater institutional identification and loyalty. Good lines of communication do not develop between the employees of an organization and its administrators automatically, and the time of orientation provides an excellent opportunity to begin good communication lines (Biles and Tuckman, 1986, p. 132).

Part-time faculty development must not stop with orientation, but must involve activities designed to renew, upgrade, extend, or change professional and pedagogical skills. Most models of faculty development assume that the quality of teaching can be improved when faculty share information about teaching methods and when good teaching is valued and rewarded. Most faculty development programs, however, are concerned with full-time faculty (Gappa, 1984, p. 87). Research suggests that less than 10% of the institutions of higher education provide any meaningful measure of research support to part-timers beyond making laboratories and libraries available to them (Leslie, Kellams, and Gunne, 1982, p. 84).

### Evaluation

Comprehensive evaluation programs for part-time faculty are rare in higher education. Most institutions do not have performance-based criteria for renewal of part-time appointments, making part-timers more vulnerable to

random, offhand evaluative comments by other faculty and students (Gappa, 1984, pp. 91-92). Evaluation policies and practices concerning part-time faculty range from giving department chairpersons full discretion to well-established requirements at the institutional level. While methods of evaluation vary widely, the bottom line for part-time faculty is that poor teachers are not rehired. Department chairpersons clearly agree that they know when a part-timer does not teach well - regardless of the method of evaluation, and decisions to rehire or not to rehire depend heavily upon the individual department chairpersons (Gappa and Leslie, 1993, p. 168).

On global measures of quality, student ratings produce no differences between part- and full-time teachers. Detailed descriptors of institutional behavior, however, show that part-timers do different sorts of things in the classroom, and interpretation depends on the position and perspective of the evaluator. Students, especially mature adults, appreciate the pragmatism and realism part-timers often bring into the classroom, but full-timers observing the same behavior decry the erosion of standards represented by less writing and research. In other words, there are practical, technical, and conceptual problems in trying to evaluate part-timers' teaching and to compare it to a useful and meaningful standard. In general, it is a set of problems that many institutions have chosen to ignore (Leslie, Kellams, and Gunne, 1982, p. 83).

Biles and Tuckman offer six components that should be included in the evaluation of a part-time faculty member. They are; student assessments,

written appraisals of performance by the department chairperson, publication of materials in a respectable academic or trade journal, service to the institution or community, length of service, and institutional governance activities (Biles and Tuckman, 1986, pp. 90-93).

In summary, it appears that the literature on the use of part-time faculty in higher education serves to strengthen the position of Burton Clark; Bowen and Schuster; and Gappa and Leslie that there is a distinction in the way full-time faculty and part-time faculty are viewed and treated. In particular; (1) the appointments of part-timers do not receive equitable scrutiny with full-time appointments, (2) while most part-timers do receive some type of contract, there are even cases of them being oral, (3) support services and communication networks are inadequate for part-timers, (4) part-time faculty have nearly no role in governance in higher education, (5) the majority of part-time faculty members are dissatisfied with their salaries, and very few institutions of higher learning provide benefits other than salary for part-time faculty members, (6) the primary feature of part-time faculty is their expendability - leading to little or no job security, (7) most institutions of higher learning provide no orientation for part-timers, (8) most faculty development programs are only concerned with full-time faculty, and (9) comprehensive evaluation programs for part-timers are rare in higher education leaving part-timers vulnerable to random, offhand evaluative comments by other faculty and students.

### The Literature on Part-time Faculty in Music

A search for related literature on part-time faculty in the discipline of music reveals basically no relevant research at this time. Leslie, Kellams, and Gunne do tell us, however, that “one must look at an individual department to account for how part-time faculty fit into the logic of academic staffing (Leslie, Kellams, and Gunne, 1982, p. vi).” Others tell us that the part-time professoriate is concentrated in the humanities, the arts, and such applied fields as education and business (Clark, 1987, pp. 20-9), that performing arts have historically used part-time faculty (Gappa, 1984, p. 24), and that part-timers teach in all disciplines, but are most commonly found in the fine arts (Gappa and Leslie, 1993, p. 111). Other than these brief references to the fine arts, little is mentioned of part-time music faculty in any of the aforementioned references in this literature review. When one turns to the research done by music faculty in higher education, there are still no works on the topic. Instead, the only research perceived to be acceptable for music faculty deals with music history, music theory, music performance, or music education. The National Association of Schools of Music (designated by the Council on Postsecondary Accreditation as the agency responsible for the accreditation of all music curricula in higher education and by the United States Department of Education as the agency responsible for the accreditation of all music curricula) addresses music faculty in the NASM Handbook, but never mentions part-timers in its one hundred and sixty-one pages. All references to faculty refer to music faculty overall and

cover both full-timers and part-timers under one umbrella. In spite of the lack of relevant research, statistics show that 40% of the total fine arts faculties in higher education are part-timers (Gappa and Leslie, 1993, p. 111).

The "Data Summaries" (1993-1994) of the Higher Education Arts Data Services - a joint activity of the National Association of Schools of Music, the National Association of Schools of Art and Design, the National Association of Schools of Dance, and the National Association of Schools of Theatre - offers the only available statistics pertaining to part-time music faculty (other than those already mentioned). The summaries are compilations of data generated from the 1993-1994 Annual Reports required of all member institutions of the National Associations of Schools of Music, and a group of non-member institutions who volunteered to provide a report. All participating institutions had at least one music major in their degree offerings.

The summaries reveal some interesting data, such as the following: (a) there were 25,642 part-time music faculty reported, (b) of the 767 institutions reporting, the average number of part-time music persons in each institution is 33.4, (c) the average per cent of total music instruction done by part-timers - FTE - is 13.17%, and (d) the average part-timer's salary is \$16,470.53 (HEADS Music Data Summaries, 1993-1994, pp.17-19). While these data are informative, they are limited and reveal nothing about such topics as demographics, experience, fringe benefits, evaluation, career aspirations,

workload, governance, degrees held, and job satisfaction, as they relate to music part-timers.

The limited data revealed in these summaries, only serve to strengthen the researcher's position that this study of Virginia's music part-timers is needed. Given the degree of neglect that part-time faculty in higher education have received from the research community, and given the total neglect that music part-time faculty have received in spite of the large showing of part-time faculty in both categories (35% in general and 40% in fine arts), this study of part-time music faculty in Virginia is timely and necessary. It should also add to the existing body of research on part-timers in general, and begin a body of knowledge on part-timers in music.

## CHAPTER III

### METHODOLOGY

The purpose of this chapter is to show how the researcher secured data to determine the extent to which institutions of higher learning in Virginia use part-time faculty in music. Included will be: (a) the specific research questions, (b) the description of the sample, (c) the description of how data were collected, including interview protocol, (d) the description of the questionnaires, and (e) the data.

#### Specific Research Questions

The intent of this research was to answer eight specific questions. These questions were:

1. What are the characteristics of the music part-timers in Virginia, what are their employment profiles, and how do they fall into Gappa and Leslie's taxonomy?
2. How satisfied are the music part-timers in Virginia with their involvement in higher education?
3. When and why are music part-timers employed in Virginia, and what external forces affect their employment?
4. How much of the music teaching in Virginia's schools is done by part-timers, what courses are they teaching, and how do fiscal pressures affect the use of part-timers?
5. What are the employment policies and practices for Virginia's music part-timers?

6. Are there differences in the treatment of part-time music faculty, based on the classification of institution in which they teach (Carnegie Typology)?

7. Is the teaching done by part-time music faculty viewed to be inferior to the teaching done by their full-time colleagues?

8. Is there a difference between the results of this study and selected elements of the national study by Gappa and Leslie?

### The Sample

The population for this study included: (a) twelve music department chairpersons - representing 86% of the 14 music department chairpersons initially contacted, and (b) sixty-three part-time music faculty - representing 49% of the 129 part-timers initially contacted - from selected institutions of higher learning (six public and six private) in The Commonwealth of Virginia. Of the sixty-three part-timers, forty-eight completed questionnaires and fifteen were interviewed privately by the researcher who completed the questionnaire during each interview. The music departments sampled were from the following institutions (including the Carnegie Classification, see Appendix A):

#### **PUBLIC**

Christopher Newport University (BA II)  
James Madison University (MA I)  
Longwood College (MA II)  
Norfolk State University (MA I)  
Old Dominion University (Doc I)  
The College of William and Mary (Doc I)

#### **PRIVATE**

Bridgewater College (BA II)  
Mary Baldwin College (BA II)  
Shenandoah University (MA I)  
The University of Richmond (MA I)  
Virginia Wesleyan College (BA I)

### Washington and Lee University (BA I)

Two other schools (one public /one private) were initially contacted, but did not participate. One department chairperson cited a lack of time and unwillingness to provide part-timers' identity as his/her reasons for not participating. The other department chairperson agreed to participate, but failed to follow through with his/her completed questionnaire (no part-time music faculty from this institution is included in the sample). The research included large departments, small departments, a conservatory recently turned university, an all-female school, a predominantly black university, denominational schools, a former teachers college, a privately endowed institution, urban schools, rural schools, the second oldest institution of higher learning in the nation, and Virginia's newest university. The Carnegie Typology is represented with five institutions in the Bachelor I & II category, five institutions in the Master I & II category, and two institutions in the Doctoral I category. Only senior institutions which offer at least a bachelor's degree in music were included in the sample.

### Data Collection

Data for the research were collected through: (a) questionnaires for music department chairpersons, (b) questionnaires for part-time music faculty members, and (c) personal interviews of selected part-time music faculty members.

Department chairperson participation was solicited either in person or by

telephone. During the course of the initial contact each chairperson was (a) given a verbal description of the research study; (b) told that his/her involvement would be entirely voluntary, that he/she could withdraw his/her participation at any time, and he/she could refuse to respond to any question or questions; and (c) asked to participate by (1) filling out the "questionnaire for music department chairpersons," and (2) providing the names and addresses of his/her part-time music faculty members so their participation could be solicited in writing to complete the "questionnaire for part-time music faculty," or solicited by telephone to be involved in an "interview for part-time music faculty." All participating chairpersons agreed to fill out the questionnaire. Several, however, preferred to have the packets for their part-time faculty sent to him/her, which he/she in turn mailed on behalf of the researcher. Following securement of the chairpersons agreement to participate and to provide either a list of his/her part-time faculty or the number of part-time faculty in their department, packets were provided for each chairperson and for each part-time faculty person (save those who were deemed by the researcher to be potential interview subjects).

Part-time music faculty participation was solicited through letters and consent forms included in their packets. Each music department chairperson packet and each part-time music faculty packet included:

1. a letter of introduction which stated both the purpose and the benefits of the study
2. a consent form which projected an approximate time of involvement,

a statement that all participants' would have anonymity, that participation could be withdrawn at any time, and that the participant could refuse to respond to any question they preferred not to answer

3. the questionnaire to be completed

4. return envelopes - addressed and stamped

Part-time music faculty participants to be interviewed were contacted by telephone. Part-timers selected for interviews were chosen to include; subjects who had volunteered, subjects from each of the Carnegie categories compared in this study, subjects from urban and rural locations (from Virginia Beach to Lexington), subjects representing various areas of music teaching (including voice, piano, guitar, wood-winds, percussion, strings, brass, music theory, and ensemble conducting), subjects with varying amounts of experience, subjects representing various degree attainment (from no degree to the doctorate), and subjects representing many roles other than part-time teaching (including school music teachers, church musicians, freelancers, symphony members, private studio teachers, homemakers, military band members, and a construction company owner/operator). During the initial contact each part-timer was; (1) given a verbal description of the research study, (2) told that his/her involvement would be entirely voluntary, that he/she could withdraw his/her participation at any time, and that he/she could refuse to respond to any question or questions, and (3) asked to participate by being the subject of an audio-taped interview conducted by the researcher. Fifteen music part-timers were called, and all fifteen agreed to be interviewed. At the same time that each

subject agreed to participate, a time and place was decided upon for the interview. Interviews were conducted in subjects' homes, offices, college studios, private studios, places of primary employment (such as churches), and rehearsal halls. All subjects interviewed were presented with the same letter used in the packets mailed to other participants, and the same consent forms used in the packets were signed before interviews were conducted. Each interview included the "questionnaire for part-time music faculty" - filled out by the researcher with much latitude provided for elaboration from the part-timer. Because one third of the department chairpersons would not allow the researcher to contact the part-timers directly, increasing the sample was hindered.

#### Questionnaires Described

The questionnaires used for both the department chairpersons and for part-timers were designed to take as little of the participants' time as possible, and still provide adequate data to answer the questions which this research addressed (see appendix B and C). The researcher found "Questionnaires Used in Campus Interviews" in The Invisible Faculty to be the model most desirable for adaptation to gather data for this study. Written permission was received from Judith Gappa prior to the researcher's adaptation and construction of the questionnaires for this study (see appendix E).

The "Questionnaire for Department Chairperson" (Appendix B) consisted of two sections; (a) as related to the chairperson's department, and (b) as

related to the chairperson's institution. The topics included in part (a) were; percentages of music part-timers, policies on part-timer's use and the amount of teaching part-timers do, the part-time/full-time ratio, who hires/monitors part-timers, the pool from which part-timers are drawn, what motivates part-timers, what incentives are used to attract and retain part-timers, benefits received by part-timers, support services provided to part-timers, professional development opportunities available to part-timers, supervision and evaluation of part-timers, reappointments, the quality of teaching done by part-timers compared to full-timers, integration of part-timers into department life and work, part-timers' role in governance, gain to the institution by employing part-timers, cost to the department for using part-timers, the future use of part-timers, and the issues the department chairperson sees as most important concerning part-timers. The topics included in part (b) were; institutional policies governing the employment of all part-time faculty, at what level policies are developed, state laws or state-system policies that affect the employment of part-time faculty, recent legal developments affecting the use of part-timers, part-timers involvement in collective bargaining, contracts covering part-time faculty, inclusion of part-timers in the full-time faculty unit, communication of the terms of employment to part-timers, roles part-timers have in institutional governance, institutional benefits provided to part-timers, part-time orientation to the campus, and job security for part-timers.

The "Questionnaire for Part-time Music Faculty" (Appendix B) was used

to collect data by written response and by personal interview. The questionnaire included the following topics: degrees held by part-timers (from none to the doctorate), years of experience in higher education held by part-timers, other professional experience held by part-timers outside of higher education, courses taught by part-timers, length of years at present institution, involvement at other institutions of higher learning, jobs or roles held outside of higher education, personal and professional reasons for teaching part-time, satisfaction felt by part-timers in various situations, and career aspirations of part-timers.

### The Data

It was the purpose of this study to determine to what extent institutions of higher education in Virginia are using part-time music faculty. In specific, the study asked:

1. Who are the music part-timers in Virginia?
2. What are music part-timers teaching in Virginia?
3. Why and how are music part-timers being used in Virginia?
4. What are the departmental and institutional policy and procedures for music part-timers in Virginia?

The questionnaires and interviews used allowed the researcher to gather data that were used to depict, describe, and understand the information collected. Data were tabulated into numbers and percentages and are presented in chapter 4. Responses received from both music department

chairpersons, and part-time music faculty were pooled to; (1) answer the specific research questions, (2) construct tables to show numbers and percentages in response to the questions, (3) render implications for further practice, and (4) make recommendations for future research.

## CHAPTER IV

### RESULTS

The purpose of this chapter is to present the findings of the study involving the use of part-time music faculty in selected institutions of higher education in the Commonwealth of Virginia. This chapter gives an overview of the methodology used and reports the results related to each of the eight specific research questions.

#### Overview of the Methodology

This study involved the use of questionnaires and personal interviews - one questionnaire for music department chairpersons, one questionnaire for music department part-time faculty members, and personal interviews of fifteen selected part-time music faculty members. The questionnaire for music department chairpersons asked questions concerning his/her department and his/her institution, and covered the following topics:

1. The portion of total instruction provided by part-time music faculty
2. The number of part-timers and full-timers
3. Written policies dealing with part-timers
4. Optimum ratio of part-time to full-time faculty
5. Who hires and monitors part-timers
6. The pool from which part-timers are drawn
7. What motivates part-timers to teach in music departments

8. Incentives used to attract and retain part-timers
9. Assignments part-timers are asked to assume, and if compensated
10. How part-timers are supervised and evaluated
11. On what reappointments are based, and how part-timers' teaching is monitored
12. The quality of part-time teaching compared to full-time teaching
13. The integration of part-time faculty into department life and work
14. Roles part-timers have in departmental governance
15. What gains the department brings to the institution by using part-timers
16. What the use of part-timers costs the department

Questions concerning the department chairperson's institution dealt with the following topics:

1. Policies governing the employment of part-time music faculty
2. The level where policies are developed
3. State laws or state-system policies that affect the employment of part-timers
4. Recent legal developments affecting the use of part-timers at his/her institution
5. Part-timers and collective bargaining
6. Separate contracts covering part-time faculty
7. Inclusion of part-timers in a full-time faculty unit
8. How terms of employment are communicated to part-timers
9. Roles part-timers have in institutional governance

10. Kinds of institutional benefits provided to part-time faculty

11. Part-time faculty orientation to the campus

12. Job security for part-time faculty

A second questionnaire was used to survey and interview part-time music faculty, and dealt with the following topics:

1. Degrees held by part-time music faculty

2. Experience in higher education

3. Other professional experience

4. Music courses being taught by part-timers

5. Length of teaching at present institution

6. Involvement at other institutions of higher education

7. Other jobs or roles outside of higher education

8. Personal and professional reasons for teaching music part-time

9. Satisfaction level at present institution

10. Preference for becoming full-time and reasons that might prevent such

11. Career aspirations, if other than becoming full-time

12. Part-time music faculty opinions on what are the most important issues concerning part-time music faculty involvement in higher education

Of the seven public and seven private institutions whose music department chairpersons were contacted, six public and seven private institutions agreed to participate in this study. However, while all thirteen of these involved his/her part-time music faculties, six public and six private

chairpersons actually returned their questionnaires. Thus, the study includes only the twelve (12) schools whose music chairpersons returned their questionnaires. These twelve institutions provided one hundred and twenty-nine (129) part-time music faculty members for inclusion in this study --- forty-eight (48) of whom completed the questionnaire in writing, while fifteen (15) were completed by the researcher in private, audio-taped interviews. Therefore, the data for this study represents 86% of the 14 music department chairpersons initially contacted, and 49% of the 129 part-time music faculty members initially contacted.

### Findings

The findings of the questionnaires and interviews completed by music department chairpersons and music department part-time faculty members are presented as the specific research questions are answered.

#### Research Question I

*What are the characteristics of the music part-timers in Virginia, what are their employment profiles, and how do they fall into Gappa and Leslie's taxonomy?*

#### Who are the music part-timers?

The study found educational backgrounds ranging from no degrees attained to the doctoral degree. Of 113 responses by the 63 part-timers included in the study, 5 held doctorates, 45 held masters degrees, 57 held bachelors degrees, 2 held associates degrees, 1 held a diploma in performance, and 3 held no degrees at all (see table 1).

TABLE 1  
DEGREES HELD BY VIRGINIA'S MUSIC PART-TIMERS  
BY NUMBER AND PERCENT (N=63)

Degree	Number	Percent
Bachelors	57	.91
Masters	45	.71
Doctorate	5	.08
None	3	.05
Associates	2	.03
Diploma in Performance	1	.02

When asked about the number of years of experience held in higher education, responses ranged from 5 months to 31 years, with the average number of years being 10.3. Professional experience (past and present) outside of higher education included such jobs or roles as construction company owner, textbook illustrator, antique dealer, insurance salesperson, social worker, French teacher, and homemaker. The largest categories with more than 3 representatives were: (a) professional performers, with 51 representatives; (b) private music teachers, with 21 representatives; (c) freelancers, with 9 representatives; (d) church musicians, with 9 representatives; and (e) public school music teachers, with 7 representatives. It is evident from the data that musicians teaching part-time in Virginia are involved in more than one area of music, and often in several as they earn their income.

When asked what job or role each part-timer considered to be his/her primary one, 16 of the subjects selected part-time teaching in higher education as their primary job. Other choices of three or more included performance with 21 representatives; church music and private teaching with 4 representatives each; and public school music teachers, homemakers and retirees with 3 representatives each. Twenty of the music part-timers studied teach at more than one institution. When asked how long they had been at their present institution responses ranged from 5 months to 31 years with an average of 7.4 years.

#### Employment profiles and the Gappa and Leslie Taxonomy.

Each of the music part-timers in Virginia fell into one of Gappa and Leslie's four categories. However, there is tremendous overlapping between categories, for while all of the part-timers fit easily into one category many of

them also aspire to be full-time faculty in higher education. Table 2 indicates that of the sixty-three part-timers providing the data for this study, three fell into the "Career Enders" category, twenty-seven fell into the "Specialist, Expert or Professional" category, twenty-six fell into the "Aspiring Academics" category, and twenty-four fell into the "Freelancer" category. All of the overlapping occurred either between the "Specialist, Expert or Professional" and the "Aspiring Academics" categories, or between the "Freelancer" and the "Aspiring Academics" categories.

#### Research Question 2

*How satisfied are the music part-timers in Virginia with their involvement in higher education?*

To determine how satisfied the music part-timers in Virginia are with their part-time teaching positions, they were asked to rate various situations on a scale of 1 to 4 (with 1=very dissatisfied, 2=dissatisfied, 3=satisfied, and 4=very satisfied). Over-all the average rate of satisfaction is 2.63 (see table 3).

The participants were also asked to comment on the most important issues they saw in higher education relating to part-timers, and the two issues mentioned by more than any others were (1) poor compensation - 24 subjects, and (2) the lack of benefits - 23 subjects. Selected comments made by several part-timers include:

"The university saves many thousands of dollars by hiring part-timers at very low cost and no benefits. If I were to teach the quality I am paid for, I'd be embarrassed."

"I, and most of my colleagues, teach full loads, yet we receive a fraction of the pay and no benefits. I blame this on the institution governors, not the music department."

TABLE 2

TAXONOMY OF MUSIC PART-TIMERS IN VIRGINIA BY PERCENT AND NUMBER ACCORDING TO THE GAPPA AND LESLIE TAXONOMY (N=63)

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Category	Number	Percent
Specialist, expert or professional	27	.55
Aspiring academics	26	.53
Freelancers	24	.49
Career enders	3	.06

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TABLE 3

MUSIC PART-TIMERS' LEVELS OF SATISFACTION WITH VARIOUS SITUATIONS BASED ON A SCALE OF 1 TO 4 (WITH 1=VERY DISSATISFIED, 2=DISSATISFIED, 3=SATISFIED, AND 4=VERY SATISFIED) (N=63)

Situation	Average Response
Relationship with fellow music part-timers	3.27
Relationship between teaching music in higher education and work in roles outside of higher education	3.12
Relationship with the music department chairperson	3.10
Teaching at present institution	2.97
Relationship with fellow music full-timers	2.95
Support from the music department	2.73
Compensation	2.70
The process by which teaching is evaluated	2.56
Status in department	2.50
Participation in matters dealing with curriculum	2.48
Participation in departmental governance	2.39
Support from the institution	2.27
Orientation received from the institution and/or department	2.26
Benefits received from teaching in higher education other than salary	2.14
Participation in institutional governance	2.06

**"I resent that I'm paid so little and receive no benefits. I feel my work there is very important, and I'm paid little (if any) more than minimum wage. With me, the pay is a self-worth issue more than a financial issue."**

**"Since you bothered to contact me, I will bother to respond! I no longer teach at all and haven't since April of 1993. I quit because I was going to have a baby, but I'm not returning because of low pay. I felt taken advantage of."**

**"Last semester I put 30 hours per week into a course for which I was paid \$4,000 (and many places pay even less, I realize). It worked out to about \$10 per hour. Child care cost me \$5 per hour, so I was clearing about \$5 per hour - MacDonalds pays teenagers that! Clearly, I'm not doing it primarily for the money, but these rates are far too low. For leading ensembles this institution offers the laughable sum of \$500 per semester. A decent ensemble requires more work in a semester than \$500 can possibly represent."**

**"I could not afford a house and health insurance for my family, so we decided on a house. I just hope that we all stay healthy."**

**Of the sixty-three part-timers studied, various reasons were given for teaching part-time in Virginia (see table 4). The following comments made by several part-timers describe why some part-timers teach music in Virginia:**

**"I teach music in higher education to do music right, and to pass it on to my students. Good musicianship is good citizenship on a smaller scale, so teaching can be a societal contribution".**

**"My husband has a job in this area. I left a full-time college position to come here with my family. No full-time position was available in my career area in this location. Since I wanted to work, part-time positions were all that were available to me in my field (music)."**

**"Institutions of higher education must have part-time faculty who are full-time performers! Professional performers teach the truth about performing because they live it daily."**

**"I teach simply because I love it."**

**TABLE 4**  
**REASONS WHY PART-TIME MUSIC FACULTY IN VIRGINIA TEACH**  
**(BY NUMBER AND PERCENT)**

Reason	Number	Percent
Intrinsic, a matter of personal satisfaction	52	.83
Economic, need of extra money	47	.75
Professional, mutual benefit with primary job	34	.54
Prestige or status	33	.52
Career aspiration, desiring a full-time job	31	.31
Professional contacts, associations and networking	5	.08
To teach a more advanced level of students	3	.05
Community involvement	2	.03
To further advance the art of music	2	.03

### Research Question 3

*When and why are music part-timers employed in Virginia, and what external forces affect their employment?*

When are music part-timers employed in Virginia?

All of the institutions included in this study employed part-time music faculty. The ratio of part-time to full-time music faculty is 53 percent, with 153 part-timers and 144 full-timers. Gappa and Leslie tell us that part-timers teach in all disciplines (35 percent), and that they are most commonly found in the fine arts (40 percent) (Gappa and Leslie, 1993, p. 111). The ratio of 53 percent exceeds what is found in the fine arts nationally, and suggests that music departments may be one of the largest, if not the largest users of part-time faculty. When asked what portion of total instruction was provided by part-timers in their departments, the department chairpersons' responses were so incomplete that this could not be tabulated. Part-timers are also used extensively at all of the institutions to teach applied (one-on-one) performance lessons, and exclusively for this purpose at several institutions, relieving full-timers of this aspect of music instruction. Under these circumstances part-timers receive contracts at the beginning of each term once registration reveals the need. Only two institutions cite renewable contracts for part-timers - all others being enrollment driven.

Perhaps the comments of one department chair, when asked how terms of employment are communicated to part-timers can best serve as a summary:

"Part-timers are hired by the semester with specific class assignments listed. Courses may be canceled if enrollment is insufficient. No guarantees are communicated for continued employment."

### Why music part-timers are employed in Virginia

As reported above, employing part-timers to relieve full-timers' overloads and to teach applied music lessons are the most obvious reasons why part-timers are used in Virginia's music departments. Picking up full-timers' overloads is a common reason why part-timers are used in general. The teaching of applied private performance lessons, however, is very common in music departments. The twelve department chairpersons chose other reasons why their institutions and departments employed part-timers (see table 5).

In summary, we find from the data gathered for this study, that the departments of music in Virginia employ part-timers for the following reasons (in the order of their importance): (1) to teach full-timers' overloads, (2) to teach applied music lessons (3) to provide flexibility in meeting student demands, (4) to provide visibility, (5) to provide links with employers and professions, (6) to provide financial savings and access to scarce expertise, (7) to give the department credibility, and (8) to make extensive use of retired faculty.

External forces that affect part-time music faculty's employment. When the department chairpersons were asked if there were any recent legal developments affecting part-time employment, eleven responded "no" and one responded "?". When asked what state laws or state/system policies affect the employment of part-timers, seven gave no response at all, and the other five responded with the following comments:

1. Any laws affecting part-timers in Virginia
2. Personnel, payroll and other financial
3. Any review committees for licensure or accreditation
4. We are a private school, so there are none - but we abide by fair practices of employment

**TABLE 5**  
**REASONS WHY INSTITUTIONS AND MUSIC DEPARTMENTS EMPLOY**  
**PART-TIME MUSIC FACULTY IN VIRGINIA**  
**(BY NUMBER OF DEPARTMENTS AND PERCENT) (N=12)**

Reason	Number	Percent
Applied music teaching	12	100
Overload relief for full-timers	12	100
Access to current knowledge and practice	12	100
Flexibility	11	.92
Visibility	10	.83
Links with employers and professions	9	.75
Financial savings	8	.67
Access to scarce expertise	8	.67
Credibility	7	.58
Extensive use of retired faculty	6	.50

5. I am only aware of the need to complete forms related to citizenship, outstanding substance abuse policy, and the standard Virginia employment application, along with transcripts on file

Of the twelve chairpersons sampled, ten said that they have the total authority to hire part-timers, while one said he/she selected the part-timers and the administration hired them, and one other said only the president hired part-timers. All twelve chairpersons said that they do the monitoring of all part-time teaching, although one did say that he/she could appoint someone else to monitor if he/she so chooses.

#### Research Question 4

*How much of the music teaching in Virginia's schools is done by part-timers, what courses are they teaching, and how do fiscal pressures affect the use of part-timers?*

#### How much music teaching is done by Virginia's part-timers?

As previously stated in question 2, when asked what portion of total instruction was provided by part-timers in their departments, the department chairpersons' responses were so incomplete that this could not be tabulated. It was determined, however, that the ratio of part-time to full-time music faculty is 53 percent, with 153 part-timers and 144 full-timers. Also, with 53 percent being well above the national average of 40 percent in the fine arts, we can assume that music part-timers are doing an extensive amount of the music teaching in Virginia's institutions of higher learning. When we look next at the courses being taught by part-timers, we will find support for this assumption.

#### The courses Virginia's music part-timers teach

When asked what courses part-timers teach, both chairpersons and part-

timers reported that they teach mostly undergraduate courses. Applied lessons and ensemble conducting were reported as assignments on the graduate level, however, and one chair-person reported using part-timers at “any level - depending upon expertise.”

Table 6 instructs that by far, the course taught the most by part-timers is applied lessons in performance - with 55 responding, followed by ensemble conducting - with 20 responding. Other courses reported included music theory - with 5 responding, music fundamentals - with 4 responding, and twenty four (24) other courses with one or more responses. In all, part-timers are teaching twenty-eight (28) different music courses.

#### How fiscal pressures affect the use of music part-timers in Virginia

Gappa and Leslie report two patterns resulting from fiscal pressures impacting the employment of part-time faculty - (1) using part-time faculty as a buffer against hard times, and (2) using part-time faculty as substitutes for full-time faculty when enrollments expand (Gappa and Leslie, 1993, pp. 95-97). When the music department chairpersons in Virginia were asked if future fiscal problems would affect their use of part-timers, nine (.75 percent) responded “yes,” while three (.25 percent) responded “no,” and when asked if their department gained financial savings, seven (.58 percent) responded “yes,” while five (.42 percent) responded “no.” Of the part-timers, 47 of the 63 subjects (.75 percent) cited their need for extra money as one reason why they taught in Virginia’s institutions.

#### Research Question 5

*What are the employment policies and practices for Virginia’s music part-timers?*

TABLE 6

**COURSES TAUGHT BY MUSIC PART-TIMERS IN VIRGINIA  
BY NUMBER AND PERCENT (N=63)**

Course	Number	Percent
Applied lessons (one-on-one)	55	.87
Performance group conducting	21	.33
Music theory	5	.08
Music fundamentals	4	.06
Music history	3	.05
Stringed instrument pedagogy	3	.05
Ear training and sight singing	2	.03
Music appreciation	2	.03
Music literature	2	.03
Opera workshop	2	.03
Piano class	2	.03
Voice class	2	.03
Woodwind methods	2	.03
Beginning guitar class	1	.02
Brass methods	1	.02
French diction for singers	1	.02
German diction for singers	1	.02
Jazz bass	1	.02
Jazz history	1	.02
Music methods and materials	1	.02
Music technology	1	.02
Music theatre	1	.02
Percussion literature	1	.02
Percussion methods	1	.02
Piano accompanying	1	.02
Saxophone master class	1	.02
Student teaching field experience	1	.02
Woodwind pedagogy and literature	1	.02

### Employment policies for Virginia's music part-timers

When asked if written policies exist on certain limits, the twelve chairpersons gave various responses (see table 7). When asked what limits existed, the following responses were given:

1. Part-timers teach only applied lessons and then only full-timers' overloads
2. Limits are based on funds
3. No part-timer can exceed twelve hours (college wide)
4. Part-timers teach all of the applied music lessons

Concerning salary, the chairpersons gave various responses (see table 8).

When asked how part-timers are promoted, only three chairpersons responded with the following answers:

1. The same as full-timers
2. By length of employment
3. By advanced degree preparation
4. Determined by the dean

### Employment practices for Virginia's music part-timers

While the data revealed few written policies, questions dealing with employment practices gathered more extensive responses from the twelve chairpersons (see table 9). Benefits received by music part-timers drew similar responses (see table 10), as did the support services provided to them (see table 11). Professional development opportunities (see table 12), support for instructional development (see table 13), and methods of evaluating part-timers

TABLE 7

WRITTEN POLICIES ON CERTAIN LIMITS FOR PART-TIME MUSIC FACULTY  
IN VIRGINIA (AS REPORTED BY TWELVE DEPARTMENT CHAIRPERSONS)  
BY NUMBER AND PERCENT

Limit	Number	Percent
On what types of courses part-timers can teach	2	.17
On how limits are determined	1	.08
On how many part-timers the department can use	0	0
On how many courses a part-timer can teach	0	0

**TABLE 8**  
**POLICIES CONCERNING PART-TIME MUSIC FACULTY SALARIES**  
**IN VIRGINIA (AS REPORTED BY TWELVE DEPARTMENT CHAIRPERSONS)**  
**BY NUMBER AND PERCENT**

Policy	Number	Percent
Concerning an existing written policy	8	.67
Concerning a written salary policy	8	.67
Concerning whether part-timers are promoted	4	.33
Concerning routine salary increases	3	.25

TABLE 9

**EMPLOYMENT PRACTICE QUESTIONS CONCERNING PART-TIME MUSIC  
FACULTY IN VIRGINIA AS ANSWERED BY TWELVE DEPARTMENT  
CHAIRPERSONS (BY NUMBER AND PERCENT) (N=12)**

Question	Number of positive answers	Percent of positive answers
Do you have the authority to monitor part-timers?	12	100
Do you have the authority to hire part-timers?	10	.83
Are reappointments based on evaluations of teaching performance?	10	.83
Is there a separate contract for part-timers?	8	.67
Are part-timers eligible for any job security (tenure, seniority, multiple year appointments)?	1	.08
Are part-timers included in a full-time faculty unit?	1	.08
Are part-timers allowed membership in the academic senate?	1	.08
Are part-timers given academic senate voting rights?	1	.08
Do part-timers belong to a collective bargaining unit?	0	0

TABLE 10

BENEFITS RECEIVED BY PART-TIME MUSIC FACULTY AT TWELVE  
SELECTED INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA AS  
REPORTED BY MUSIC DEPARTMENT CHAIRPERSONS  
(BY NUMBER AND PERCENT) (N=12)

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Benefit	Number	Percent
Social security	4	.33
Retirement	0	0
Sick leave	1	.08
Medical insurance	0	0
Workers compensation	1	.08
Life insurance	1	.08
Unemployment insurance	1	.08

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TABLE 11

SUPPORT SERVICES RECEIVED BY PART-TIME MUSIC FACULTY AT  
TWELVE SELECTED INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA AS  
REPORTED BY DEPARTMENT CHAIRPERSONS  
(BY NUMBER AND PERCENT)

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Support service	Number	Percent
Mail service	12	100
Clerical support	12	100
Photocopying/duplicating	12	100
Parking	12	100
Library privileges	12	100
Telephone	11	.92
Recreational facility use	11	.92
Office space	10	.83
Computing/word processing	8	.66

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TABLE 12

PROFESSIONAL DEVELOPMENT OPPORTUNITIES RECEIVED BY PART-TIME MUSIC FACULTY AT TWELVE SELECTED INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA AS REPORTED BY MUSIC DEPARTMENT CHAIRPERSONS (BY NUMBER OF INSTITUTIONS AND PERCENT) (N=12)

Professional development opportunity	Number	Percent
Orientation to the institution	7	.58
Orientation to the department	7	.58
Orientation to teaching	6	.50
Handbook for part-timers	5	.42
Mentors for part-timers	4	.33

TABLE 13

SUPPORT FOR INSTRUCTIONAL DEVELOPMENT IMPROVEMENT  
RECEIVED BY PART-TIME MUSIC FACULTY AT TWELVE SELECTED  
INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA AS REPORTED BY  
MUSIC DEPARTMENT CHAIRPERSONS  
(BY NUMBER OF INSTITUTIONS AND PERCENT) (N=12)

Support	Number	Percent
Research	4	.33
Travel funds	4	.33
Tuition remission for part-timers	2	.17
Tuition remission for family members of part-timers	0	0
Leaves with pay	3	.25

(see table 14) drew varied responses.

When asked how part-timers are monitored, the twelve chairpersons offered the following comments:

1. Through student evaluation forms
2. Through applied music questionnaires
3. Through informal student reports to chairperson and other faculty
4. Through part-timers' public performance
5. Through the performances by students of part-timers
6. Through observations
7. By the part-timers' attendance record
8. Through juries (performance exams)
9. Through student growth
10. Through recommendations from the performance area co-ordinator
11. Through syllabi quality
12. Very loosely - we do no specific monitoring

When asked how the terms of employment are communicated to the part-time music faculty in their departments, the chairpersons responded with the following comments:

1. Through contracts issued by semester
2. Based on full-time overload
3. Through a letter of employment from the president
4. Through an annual letter of appointment or reappointment from the dean

TABLE 14

METHODS FOR EVALUATING PART-TIME MUSIC FACULTY AT TWELVE  
SELECTED INSTITUTIONS OF HIGHER LEARNING IN VIRGINIA AS  
REPORTED BY MUSIC DEPARTMENT CHAIRPERSONS  
(BY NUMBER OF INSTITUTIONS AND PERCENT) (N=12)

Method	Number	Percent
Standard student form (throughout institution)	10	.83
Music department form	6	.50
Peer visitation	4	.33
Videotaping	0	0
Portfolio analysis	2	.17

5. Through a contract
6. With contracts from the dean
7. Through a letter/contract from the provost - his information about teaching loads comes from the chairperson
8. Part-timers are approved for three years - renewable
9. Part-timers are hired by the semester with specific class assignments listed - courses may be canceled if enrollment is insufficient - no guarantees are communicated for continued employment

When department chairpersons were asked how the pool from which they hired part-time music faculty was composed, they responded with the following comments:

1. Of candidates with masters degrees for courses, but not for applied lessons
2. Of a large number
3. Of a small number
4. Of community musicians
5. Of regional musicians
6. Of freelance performers
7. Of Virginia Symphony members
8. Of members of armed forces bands and schools of music
9. Of the academically qualified
10. Of Virginia Opera members
11. Of other university teachers
12. Of small turnovers
13. Of large turnovers

14. Of many repeats
15. Of public school music teachers
16. Of local church musicians
17. Of performing ensemble members in the area

#### Research Question 6

*Are there differences in the treatment of part-time music faculty, based on the classification of institution in which they teach (Carnegie Typology)?*

For the purposes of comparison, the institutions included in the sample for this study were grouped in the following three categories according to the Carnegie Typology: (1) Baccalaureate (Liberal Arts) Colleges I & II - abbreviated - BA I and II; (2) Master's (Comprehensive) Universities and Colleges I and II - abbreviated - MA I and II; and (3) Doctoral Universities I - abbreviated - Doc I. Comparisons of the treatment of music part-timers were made through data gathered from: (a) music part-timers, and (b) music department chairpersons.

#### Comparative treatment of music part-timers - reported by the music part-timers

To determine how satisfied or dissatisfied the music part-timers in Virginia are with their part-time teaching positions, the part-timers were asked to rate various situations on a scale of 1 to 4 (with 1=very dissatisfied, 2=dissatisfied, 3=satisfied, and 4=very satisfied). As table 15 indicates, different situations, compared by classification in the Carnegie Typology, showed various results.

Table 15 reveals that the part-timers most dissatisfied with their treatment are found in the Doc I category with an overall level of 2.3 (dissatisfied), and the

TABLE 15

AVERAGE LEVELS OF SATISFACTION REPORTED BY SIXTY-THREE MUSIC PART-TIMERS IN VIRGINIA (ON A SCALE OF 1 TO 4) - COMPARED BY CLASSIFICATION IN THE CARNEGIE TYPOLOGY (1=VERY DISSATISFIED, 2=DISSATISFIED, 3=SATISFIED, 4=VERY SATISFIED)

Situation	BA I & II n = 24	MA I & II n = 22	Doc I n = 17
Teaching at present institution	2.9	3.3	2.6
Status in department	3.4	2.5	2.3
Compensation	2.2	1.9	2.2
Support from the music department	3.5	3.0	1.9
Support from the institution	2.5	2.3	2.2
Relationship with fellow music part-timers	3.1	3.3	3.2
Relationship with fellow music full-timers	3.2	3.5	2.4
Relationship with music chairperson	3.3	3.3	2.3
Relationship between teaching in higher education and work in roles outside of higher education	3.1	3.2	2.3
Benefits received from teaching other than salary	1.9	2.8	2.0
Orientation received from the institution and/or music department	2.4	2.2	2.5
The process by which part-time teaching is evaluated	2.1	2.7	2.4
Participation in departmental governance	3.5	2.4	2.0
Participation in institutional governance	2.2	2.1	1.7
Participation in curriculum matters	2.3	2.6	2.3

part-timers most satisfied with their treatment are found in the BA I & II category with an overall level of 3.1 (satisfied), with the part-timers found in category MA I & II averaging 2.7 (also dissatisfied). It also appears that while there is a decent level of satisfaction with the treatment received within the music department itself (including status, support, relationship with full-timers and relationship with the department chairperson) by categories BA I & II and MA I & II, part-timers in category Doc I do not share the same level of satisfaction. The situations showing the largest variation (of at least 1.0) are: (1) status in the music department - 1.1, (2) support from the music department - 1.6, (3) relationship with full-timers - 1.1, (4) relationship with the department chairperson - 1.0, and (5) participation in department governance - 1.5. All other situations show only slight variations of less than 1.0.

#### Comparative treatment of part-timers - reported by the music chairpersons

The music department chairpersons also provided data that allow comparisons between Carnegie classifications, including: (1) written policies, (2) hiring and monitoring, (3) salary (scale, policy, and increases), (4) job security and promotion, (5) inclusion in collective bargaining unit, full-time faculty unit, faculty senate, (6) benefits, (7) support services, (8) professional development opportunities, and (9) support for professional development opportunities.

#### Written policies

Concerning the existence of written policies, the data show very little variation between the categories, with no written policies on how many part-timers the music department can use or on how many courses part-timers can teach. Only one variation occurred on how limits are determined, with one BA I

& II chairperson reporting a limit that only applied lessons can be taught by part-timers (and only to fill full-timers' overloads). Concerning written policy limits on what types of courses part-timers can teach, two of the twelve chairpersons reported that written policies exist at their institutions - one BA I & II, and one Doc I.

#### Hiring and monitoring

The data show some variation concerning the authority to hire part-time music faculty in Virginia. The chairpersons from MA I & II and Doc I all reported 100% authority to hire, while the chairpersons from BA I & II reported 67% authority to hire, with one institution reporting that the president hires part-timers and another reporting that the administration hires part-timers.

The data show no variation between categories in the area of authority to monitor, with each chairperson in each category reporting 100% authority.

When the chairpersons were asked to comment on how part-time music faculty are monitored, their responses differed somewhat with table 14, but included:

#### BA I & II:

1. Through informal reports by students to other faculty
2. Through informal student reports to chairperson
3. Through part-timers' public performance
4. Through student evaluation forms
5. Through applied music questionnaires
6. Through the performance by students of part-timers
7. Through observations
8. Through juries (performance exams)

**MA I & II:**

1. Through student evaluation forms
2. Through recommendations from the performance area co-ordinator
3. Through juries (performance exams)
4. Through the performance by students of part-timers
5. Through syllabi quality
6. Very loosely - we do no specific monitoring

**Doc I:**

1. Through observations
2. Through student evaluation forms
3. By the part-timers' attendance record
4. Through part-timers' public performance
5. Through the performance by students of part-timers
6. Through the part-timers' community involvement
7. Through juries (performance exams)
8. Through student growth

**Salary**

Pertaining to salary, some variation was noted from the data gathered for this study. Of the twelve music department chairpersons, (1) written salary scales were reported at: 80% of the BA I & II institutions, 60% of the MA I & II institutions, and 50% of the Doc I institutions; (2) written salary policies were reported at: 60% of the BA I & II institutions, 60% of the MA I & II institutions, and

100% of the Doc I institutions; and (3) routine salary increases were reported at: 0% of the BA I & II institutions, 40% of the MA I & II institutions, and 50% of the Doc I institutions.

#### **Job Security and Promotion**

All chairpersons reported that their part-timers had no job security, except one from the Doc I category who reported that his institution gives part-timers multiple year appointments for three years - renewable. Thus, there was almost no variation between the categories pertaining to job security.

Concerning promotion for part-timers, only slight variation was found. Four institutions promoted: one BA I & II institution, two Ma I & II institutions, and one Doc I institution. All others do not promote part-timers.

#### **Inclusion in Collective Bargaining Unit, Full-time Faculty Unit, and Faculty Senate**

There is almost no variation between categories concerning the inclusion of music part-timers in a collective bargaining unit, a full-time faculty unit, or the faculty senate. No music part-timers belong to a collective bargaining unit at any of the institutions; only one MA I & II institution reported part-time inclusion in a full-time faculty unit; and only one MA I & II institution (the same institution) reported part-time inclusion in the faculty senate, with voting rights, but only on a voluntary basis.

#### **Benefits**

The benefits received by music part-timers vary only slightly between categories, with category Doc I receiving no benefits at all (see Table 16).

#### **Support Services**

TABLE 16

**BENEFITS (IN PERCENTAGES) RECEIVED BY PART-TIME MUSIC FACULTY  
IN VIRGINIA BY CARNEGIE TYPOLOGY CATEGORIES**

<b>Benefit</b>	<b>BA I &amp; II n = 24</b>	<b>MA I &amp; II n = 22</b>	<b>Doc I n = 17</b>
<b>Social security</b>	.40	.20	0
<b>Retirement</b>	0	0	0
<b>Sick leave</b>	0	.20	0
<b>Medical insurance</b>	0	0	0
<b>Life insurance</b>	0	.20	0
<b>Unemployment insurance</b>	.20	0	0

The support services received by music part-timers vary only slightly between categories (see Table 17).

#### Professional Development Opportunities

The variation in professional development opportunities between categories tends to be consistent except where mentors are made available (see Table 18).

#### Support for Instructional Development Improvement

There is much variation between categories in support for instructional development improvement, except between research and travel funds (see Table 19).

In summary, the data gathered from part-time music faculty and music department chairpersons reveals variation in the treatment of music part-timers from one category in the Carnegie typology to another. Other comparisons will follow as question number seven is answered, and in question 8 the data on music part-timers in Virginia will be compared with selected elements of a national study done by Gappa and Leslie on part-timers in general.

#### Research Question 7

*Is the teaching done by part-time music faculty viewed to be inferior to the teaching done by their full-time colleagues?*

Based on the results of this study, the researcher found that of the 12 music department chairpersons in Virginia, eleven (91%) do not view the teaching done by music part-timers to be inferior to that done by full-timers.

TABLE 17

**SUPPORT SERVICES (IN PERCENTAGES) RECEIVED BY PART-TIME MUSIC  
FACULTY IN VIRGINIA BY CARNEGIE TYPOLOGY CATEGORIES**

<b>Support service</b>	<b>BA I &amp; II n = 24</b>	<b>MA I &amp; II n = 22</b>	<b>Doc I n = 17</b>
Office space	100	.80	.50
Telephone	100	100	.50
Mail	100	100	100
Clerical support	100	100	100
Photocopying/duplicating	100	100	100
Computing/word processing	.60	.80	.50
Parking	100	100	100
Library	100	100	100
Recreational facilities	.80	100	100

**TABLE 18**  
**PROFESSIONAL DEVELOPMENT OPPORTUNITIES (IN PERCENTAGES)**  
**RECEIVED BY PART-TIME MUSIC FACULTY IN VIRGINIA**  
**BY CARNEGIE TYPOLOGY CATEGORIES**

Opportunity	BA I & II n = 24	MA I & II n = 22	Doc I n = 17
Orientation to institution	.40	.60	100
Orientation to department	.40	.60	100
Handbook for part-timers	.20	.60	.50
Orientation to teaching	.40	.60	.50
Mentors available	.40	.40	0

**TABLE 19**  
**SUPPORT FOR INSTRUCTIONAL DEVELOPMENT IMPROVEMENT**  
**(IN PERCENTAGES) RECEIVED BY PART-TIME MUSIC FACULTY IN**  
**VIRGINIA BY CARNEGIE TYPOLOGY CATEGORIES**

Support	BA I & II n = 24	MA I & II n = 22	Doc I n = 17
Financial support	0	.60	0
Research	.20	.40	.50
Travel funds	.20	.40	.50
Tuition remission for part-timer	0	.40	0
Tuition remission for part-timer's family	0	0	0
Leaves with pay	.60	0	0

The "Questionnaire for Department Chairpersons" (see appendix B) asked two direct questions concerning the quality of teaching done by part-timers, and the data gathered from these questions answers research question

7. The two questions are:

1. Do you have any evidence that the quality of teaching is better or worse when it is done by part-time rather than full-time faculty (please explain)?  
and

2. Does the use of part-time faculty create problems with the quality of music instruction for your department?

The responses to the first question were 100% "no" - showing that music department chairpersons in Virginia have no evidence that there is a difference in the quality of teaching done by part-timers rather than full-timers. Also, the responses to the second question were 92% "no" - with only one department chairperson feeling that the use of part-timers cost his department problems with quality of instruction (see table 20).

The chairpersons' opinions are not solely based on their observations. According to the data, they have access to other evaluations, including: (1) standard student evaluation forms used in 10 of the 12 institutions studied, (2) music department evaluation forms used in 6 of the 12 institutions studied, (3) peer visitations used in 4 of the 12 institutions studied, and (4) port-folio analysis used in 2 of the 12 institutions studied (see table 21).

The following responses were gathered from the "please explain" part of the first question above asking chairpersons if they have any evidence that the quality of teaching is better or worse when it is done by part-time rather than full-time faculty:

1. The quality is the same

TABLE 20

EVIDENCE OF INFERIOR QUALITY OF MUSIC TEACHING WHEN DONE BY PART-TIME FACULTY COMPARED TO FULL-TIME FACULTY IN VIRGINIA, AND EVIDENCE OF PROBLEMS CREATED BY PART-TIME MUSIC TEACHING AS REPORTED BY TWELVE DEPARTMENT CHAIRPERSONS (IN NUMBERS AND PERCENTS)

Evidence	Number	Percent
Of problems with the quality of instruction created in music departments by the use of part-timers	1	.08
Of inferior teaching by part-timers compared to full-timers	0	0

TABLE 21

EVALUATIONS (OTHER THAN DEPARTMENT CHAIRPERSON OBSERVATIONS) USED BY CHAIRPERSONS TO FORM OPINIONS RELATING TO THE QUALITY OF PART-TIME MUSIC TEACHING AND PROBLEMS CREATED BY THE TEACHING DONE BY PART-TIME MUSIC FACULTY AS REPORTED BY TWELVE DEPARTMENT CHAIRPERSONS IN VIRGINIA (IN NUMBERS AND PERCENTS)

---

Method of evaluation	Number	Percent
Standard student evaluation form	10	.83
Music department evaluation forms	6	.50
Peer visitations	4	.33
Port-folio analysis	2	.17

---

2. There is no difference - part-time faculty are not sub-standard
3. Applied lessons are certainly better taught by a part-time specialist on that instrument than by a full-time person who is not a specialist - classroom teaching depending on the person not just on the part-time or full-time status
4. Quality of teaching by applied teachers is superior in their discipline
5. Our part-timers are outstanding and many times students request part-time teachers

#### Research Question 8

*Is there a difference between the results of this study and selected elements of the national study by Gappa and Leslie?*

The national study by Judith Gappa and David Leslie was conducted over a seven-month period in 1990-91. A total of 467 people, including part-time faculty members, deans, department chairs, central administrators, and senior faculty leaders were interviewed. Eighteen colleges and universities, one in Canada and the rest in the United States, were included.

It is the study by Gappa and Leslie that served as a guide for this study of music part-timers in Virginia. The two questionnaires (see appendices B and C) used were modeled after Gappa and Leslie's questionnaire for their national study.

There are five elements of the national study and this Virginia study that the researcher selected for comparison because of their importance when considering the plight of the part-timer. They are: (1) the quality of teaching done by part-timers, (2) the academic backgrounds of the part-timers, (3) the motivation of part-timers to teach, (4) the satisfactions and dissatisfactions of part-timers, and (5) the role of the department chairperson in the use of part-timers.

### The quality of teaching

Both the national study and this Virginia study found little distinction in the quality of teaching done by part-timers and full-timers. Gappa and Leslie interviewed a total of 467 people, including part-time faculty members, deans, department chairs, central administrators, and senior faculty leaders in their national study, and found little hard evidence about differences in the quality of classroom performance between full-time and part-time faculty. All of the deans and department chairpersons (except one) almost uniformly agreed that they could observe no practical difference between the two. The only distinction at all that Gappa and Leslie could find was that the range of teaching performance might be slightly greater among the part-timers, with some cases of outstanding teaching and perhaps a few more problem cases. Gappa and Leslie also found that those who turn up at the lower end of the spectrum are usually not renewed, so any bad problem is eliminated. They also discovered that part-timers bring an enriched mix of backgrounds, interests, experience, teaching styles, enthusiasm, and breadth of expertise to the faculty.

Similar results were found in this Virginia study. Of the twelve music department chairpersons, eleven (91%) do not view the teaching done by music part-timers to be inferior to that done by full-timers. In response to the question "Do you have any evidence that the quality of teaching is better or worse when it is done by part-time rather than full-time faculty?" all twelve chairpersons (100%) said that they have no evidence that there is any difference. When asked "Does the use of part-time faculty cost your department problems with quality of instruction?" only one (.09%) said that it did, even though he had already stated that he had no evidence that there was any difference.

### Academic backgrounds of part-timers

Considerable differences were noted between the national study and this Virginia study when academic backgrounds were considered. In particular, the Virginia study found a much smaller number of doctoral degrees and also found some music part-timers with no degrees. Although Gappa and Leslie did not compile percentages of part-timers' academic backgrounds from their study, they gave the following percentages of part-timers in general: (1) 28.8% of all part-time faculty have doctoral or professional degrees, (2) 42.7% have master's degrees, and (3) 28.8% have bachelor's or other degrees. In the Virginia study, the data revealed that of the music part-timers: (1) .08% have doctorates, (2) 70% have master's degrees, (3) 90% have bachelor's degrees, (4) .02% have a diploma in performance, and (5) .05% have no degree at all (but enjoy exceptional performance reputations, which are often viewed as adequate for the teaching of private applied music).

### Motivation

The national study and the Virginia study found similar results relating to motivation. The data from Gappa and Leslie's national study suggest that intrinsic motivations are particularly strong and that economic motives are not the principal reason for teaching part-time in higher education. Those part-timers who chose intrinsic as the chief reason for teaching in higher education were almost always also employed elsewhere and are motivated to teach part-time because of the deep level of satisfaction teaching brings them. Money, status, and desire to become a full-time teacher were also found to be strong motives in the national study.

The large majority of part-timers teaching music in Virginia chose intrinsic

motivation as their reason for teaching (82%). The next highest choices were: money (75%), professional - mutual benefit with primary job (54%), prestige or status (52%), and career aspiration - desiring a full-time job (49%).

#### Satisfactions and dissatisfactions

The Virginia study found similar feelings of satisfaction and dissatisfaction in their subjects. Gappa and Leslie's data showed that part-timers love to teach and are excited and challenged by their students - revealing intrinsic rewards as the principal source of their satisfaction with their employment in higher education. Second class status was the reason most given for dissatisfaction, often expressing anger and frustration over their treatment, work loads, salaries and benefits, and lack of appreciation for their work. A lack of power and ability to influence their employment was also expressed.

In order to determine satisfaction levels on the part of the music part-timers in Virginia, they were asked to rate various situations on a scale of 1 to 4 (with 1=very dissatisfied, 2=dissatisfied, 3=satisfied, and 4=very satisfied). Overall the average rate of satisfaction is 2.63. The average response in each situation is shown in table 3 on page 8. The music part-timers were also asked to comment on the most important issues they see in higher education relating to part-timers, and the two issues mentioned by more than any others were poor compensation and the lack of benefits.

#### The role of the department chairperson

Both Gappa and Leslie's study and this Virginia study found the department chairperson to be the most important person involved with the part-timers studied. Gappa and Leslie found the department chairperson to be the

principal point of contact with part-timers, and that how department heads perform their supervisory responsibility makes a tremendous difference. They discovered that part-timers gain their sense of value and respect by the chairpersons' attitudes toward them - often making decisions that affect the lives and careers of part-timers. They also discovered that department chairpersons in departments that hire large numbers of part-timers are not prepared and capable of dealing responsibly with the part-time issues, and that institutions owe their chairpersons more orientation and support as they deal with part-timers.

While the Virginia study did not look at the department chairperson in the same depth as Gappa and Leslie, it was apparent that the music department chairperson was the person most responsible for how part-timers were treated. Very few written policies existed concerning music part-timers, and most decisions concerning them were left to the department chairperson. The data revealed that only one music department chairperson in Virginia did not report having the authority to hire music part-timers, and that he/she was responsible for recommending to an administrator who then hired the part-timer. The data also revealed that all of the music department chairpersons have the complete authority to monitor part-time teaching in their departments.

In summary, chapter IV has presented the findings of this study involving the use of part-time music faculty in selected institutions of higher education in the Commonwealth of Virginia. An overview of the methodology was presented and the results related to each of the specific research questions was reported. The data offers a view of how part-timers in one discipline and department are treated. Also, the national study by Gappa and Leslie and this Virginia study

found remarkably similar responses from their subjects in the areas of teaching quality; motivation; satisfactions and dissatisfactions; and the role of the department chairperson. Only in the area of academic training were considerable differences found (far fewer doctorates and some non-degree part-timers in the Virginia study).

## CHAPTER V

### SUMMARY AND DISCUSSION

This chapter provides a brief review of the major elements of the study, and conclusions drawn from the results of the study. Finally, limitations of this study are presented, and recommendations for further research are rendered, implications of needed improvements are suggested.

#### Previous Research

This study focused on the use of part-time music faculty in selected institutions of higher learning in the state of Virginia. While the body of literature on part-time faculty in general is small, it does appear to be growing, especially through the works of such scholars as Howard Tuckman, Judith Gappa, and David Leslie. The literature on part-time music faculty, however, is virtually non-existent and this study is an attempt to begin a body of knowledge on this distinctive "small and different world" (as Burton Clark might call them).

In summary, it appears that the literature on the use of part-time faculty in higher education serves to strengthen the position of Burton Clark; Bowen and Schuster; and Gappa and Leslie that there is a blatant distinction in the way full-time faculty and part-time faculty are viewed and treated. In particular: (1) the appointments of part-timers do not receive equitable scrutiny with full-time

appointments; (2) while most part-timers do receive some type of contract, there are even cases of contracts being oral; (3) support services and communication networks are inadequate for part-timers; (4) part-time faculty have nearly no role in governance in higher education; (5) the majority of part-time faculty members are dissatisfied with their salaries, and very few institutions of higher learning provide benefits other than salary for part-time faculty members; (6) the primary feature of part-time faculty is their expendability - leading to little or no job security; (7) most institutions of higher learning provide no orientation for part-timers; (8) most faculty development programs are only concerned with full-time faculty; and (9) comprehensive evaluation programs for part-timers are rare in higher education, leaving part-timers vulnerable to random, offhand evaluative comments by other faculty and students (Clark, 1987; Bowen and Schuster, 1986, Gappa and Leslie, 1993).

Given the degree of neglect that part-time faculty in higher education have received from the research community, and given the total neglect that music part-time faculty have received in spite of the large showing of part-time faculty in both categories (35% in general and 40% in music), this study of part-time music faculty in Virginia was timely and necessary.

### The Methodology

Two questionnaires (see appendix B and C) were generated to try to answer the specific research questions. The questionnaires were developed from a careful review of the literature, and were based on the questionnaires

used by Gappa and Leslie in The Invisible Faculty.

Only senior institutions which offer at least a bachelor's degree in music were included in the sample. Department chairperson participation was solicited either in person or by telephone. Part-time music faculty participation was solicited through letters and consent forms included in their packets.

#### Limitations of the Study

This study included twelve selected institutions of higher learning in Virginia. It did not include institutions offering less than a four-year degree program in music. Even though community colleges employ more part-timers than their senior counterparts, this study was not limited greatly with their exclusion as most community colleges offer no (or very limited) music offerings.

This study was limited in the following ways:

1. Only music department chairpersons and music part-timers were sampled, and a relatively small number of part-timers (15) were interviewed.
2. While an attempt to draw a random sample of music department chairpersons and part-time music faculty was made, it may not represent the population of chairpersons and part-time faculty in Virginia's institutions of higher education.
3. Due to the seemingly inadequate degree to which the department chairpersons responded to some questions, in particular the questions dealing with institutional policies and practices, perhaps other administrators would have been better equipped to answer such questions.
4. Due to the fact that the hiring of part-timers can be affected by budgetary and other considerations, there is a chance that at the time the data for this study was collected, such factors may have been operating that affected the responses which at another time would have had no effect.
5. Although comparisons between categories in the Carnegie Typology

were made, the comparisons were limited in that only two Doc I institutions were surveyed, while five each were surveyed from the BA I & II and MA I & II categories.

6. Because several department chairpersons would not provide the names and addresses of the part-timers in their department (but instead mailed the packets on behalf of the researcher) the researcher was not able to contact part-timers after they received their packets - thus, the 49% response from the part-timers could not be improved by follow-up procedures.

The extent to which department chairpersons and music part-timers responded to the questionnaire had an effect on the data gathered, as did the openness in which interviewed part-timers responded to questions. Every attempt was made to encourage a good response, including concise but effective cover-letters showing the need for the study; phone calls (repeatedly in some cases) to encourage department chairperson follow-up; convenient times and places for interviews; and time limits built into each instrument for data gathering so respondees would know how much time they needed to budget for the instrument.

### Conclusions

The conclusions that follow should be regarded in light of the limitations of this study.

#### Research Question 1

Who are the music part-timers in Virginia, what are their employment profiles, and how do they fall into the Gappa and Leslie taxonomy?

It is obvious from this study that the music part-timers sampled in Virginia are a diverse group who are not only trained as musicians, but are involved in

many other roles as reported previously as they earn an income. They bring to their part-time teaching positions a wide variety of experience - both in years (with a healthy 10.3 years average), and in a large number of roles outside of higher education. Of the subjects, only 25% see their teaching in higher education as their primary role, 32% teach at more than one institution, and the subjects appear to be dependable as the average number of years at their present institutions equals 7.4 years. Reported degrees earned showed that a very small percent (8%) hold a doctoral degree, and that 71% of the music part-timers hold the masters degree - leaving 29% with less than a masters. Leslie, Kellams, and Gunne reported that 79% of part-timers in general hold a masters degree or higher. This study of Virginia's music part-timers reported that 77% of the music part-timers hold a masters degree or higher - just slightly below the average of part-timers in general. This could probably be explained because experience as a professional performer/performance teacher is viewed as acceptable for teaching applied (one-on-one) lessons, and as this study will show later, applied teaching is the area where the largest majority of those sampled teach in the institutions of higher learning in Virginia.

#### Research Question 2

How satisfied are the music part-timers in Virginia with their involvement in higher education?

Of the 63 music part-timers sampled, the results of the responses to their level of satisfaction with various situations reveals an over-all average rate of

2.63 (with 1=very dissatisfied, 2=dissatisfied, 3=satisfied, and 4=very satisfied). Interestingly, the only categories receiving at least a satisfied rating were: (1) relationship with fellow music part-timers (3.27), (2) relationship between teaching in higher education and work in roles outside of higher education (3.12), and (3) relationship with the music department chairperson (3.10). All other situations received a dissatisfied rating. When the subjects were asked to make comments on the most important issues they saw in higher education relating to part-timers, the two issues mentioned the most were compensation and the lack of benefits.

Given the low level of satisfaction felt by the subjects, it is interesting to see the reasons they chose for teaching part-time in Virginia. The top five choices were: (1) intrinsic, a matter of personal satisfaction, (2) economic, need of extra money, (3) professional, mutual benefit with primary job, (4) prestige or status, and (5) career aspiration, desiring a full-time job.

It appears from the responses of the part-timers studied in this research, that they are not satisfied with their roles in higher education in Virginia, but continue in their roles for intrinsic reasons, economic reasons, prestige or status, and for the mutual benefit their teaching brings to their primary job. Other than these reasons the only other reason receiving a large selection for why music part-timers teach in higher education in Virginia is the hope that teaching part-time will lead to full-time employment. The assumption might be made that the music part-timers in this study teach for reasons other than the fact that their

treatment and support is acceptable to them.

### Research Question 3

#### When and why are music part-timers employed in Virginia, and what external forces affect their employment?

Music part-timers are employed in all of the institutions included in this study. The percent of part-timers is 53%, with 153 part-timers and 144 full-timers, which exceeds the 40% found in the fine arts as reported by Gappa and Leslie (Gappa and Leslie, 1993, p. 111). This may imply that music departments are one of the largest, if not the largest, users of part-time faculty (especially when 40% in the fine arts overall exceeds the national average of 35% in general, and the average of 53% for Virginia's music part-timers exceeds the average in fine arts). The assumption could be made that while their use is extensive, perhaps their use is not closely planned. This could be concluded when the data for this study show that by and large, all twelve institutions hire part-timers to fill the overloads of the full-time faculty.

This study also revealed that part-timers are used extensively at all of the sampled institutions to teach applied (one-on-one) performance lessons, and exclusively for this purpose at several institutions, relieving full-timers of this aspect of music instruction. Under these circumstances part-timers receive contracts at the beginning of each term once registration reveals the need. Only two institutions cite renewable contracts for part-timers - all others are enrollment driven. Picking up full-timers' overloads is a common reason why

part-timers are used in general, but the teaching of applied lessons is only applicable in music departments. It is quite probable that all of the institutions surveyed would be put in financial straights if they had to hire a full-time professor to teach each and every instrument that students choose as their major instrument. In all of the institutions surveyed, part-timers help to meet this very important need.

The twelve chairpersons included in this study gave many reasons for employing part-timers. They are: financial savings, access to scarce expertise, access to current knowledge and practice, links with employers and professions, visibility, credibility, flexibility in meeting student demands, and extensive use of retired faculty. The conclusion could be made that the music part-timers are meeting a serious need in the staffing of music departments in Virginia, and deserve to be treated with respect and fairness.

The music department chairpersons surveyed in this study were at best very vague when asked about external forces affecting the employment of part-time music faculty. Given the lack of response and perhaps the lack of knowledge concerning external forces and state laws and state systems/policies concerning part-timers in the music departments of Virginia, the assumption might be made that department chairpersons feel little pressure from the outside concerning how they use part-timers. This was substantiated when this study examined who hires and monitors part-timers.

Gappa and Leslie tell us that

almost universally, deans and vice presidents delegate to department chairpersons the responsibility for the implementation of employment policies and practices, and the choice of whom to hire. It is the department chairperson who, with or without the participation of the tenured faculty, makes decisions that affect the lives and, occasionally, the careers of part-time faculty (Gappa and Leslie, 1993, p. 143).

From the results of this study it appears that Virginia's part-timers fit into this scenario because ten of the twelve department chairpersons said that they have the total authority to hire part-timers, while one said that he/she selected the part-timers and the administration hired them, and the other one said only the president hires part-timers. All twelve chairpersons said that they have the authority to monitor part-timers.

#### Research Question 4

How much of the music teaching in Virginia's schools is done by part-timers, what courses are they teaching, and how do fiscal pressures affect the use of part-timers?

As previously stated under research question 3, the conclusion can be drawn that music part-timers are doing an extensive amount of the music teaching in Virginia's institutions of higher learning. When one looks next at the courses being taught by part-timers, one will find support for this assumption.

Both music department chairpersons and music part-timers included in this study reported that part-timers teach mostly undergraduate courses. Applied lessons and ensemble conducting were reported as assignments on the graduate level, however, and one chairperson reported using part-timers at "any level - depending upon expertise." By far, the course taught the most by

music part-timers is applied lessons in performance.

Gappa and Leslie report two patterns resulting from fiscal pressures impacting the employment of part-time faculty - (1) using part-time faculty as a buffer against hard times, and (2) using part-time faculty as substitutes for full-time faculty when enrollments expand (Gappa and Leslie, 1993, pp. 95-97). In this study of Virginia's music part-timers, support is found for these patterns. When the music department chairpersons in Virginia were asked if future fiscal problems would affect their use of part-timers, nine (75%) responded "yes," while three (25%) responded "no," and when asked if their department gained financial savings, seven (58%) responded "yes," while five (42%) responded "no."

#### Research Question 5

Are there employment policies and practices for Virginia's music part-timers?

The data for this study reveal that there are very few written policies pertaining to such policies and practices as salary, promotion, benefits, evaluation, professional development, and contracts for part-timers. Instead, policies are most often left to the discretion of the department chairperson or in a few cases to an administrator.

#### Research Question 6

Are there differences in the treatment of part-time music faculty, based on the classification of institution in which they teach (Carnegie Typology)?

As pertains to the satisfaction which the part-time music subjects studied

in this research reported in different situations, this study revealed that the part-timers most dissatisfied with their treatment are found in the Doc I category with an overall level of 2.3 (dissatisfied), and the part-timers most satisfied with their treatment are found in the BA I & II category with an overall level of 3.1 (satisfied). The part-timers found in category MA I & II averaged 2.7 (dissatisfied). It also appears that while there is a decent level of satisfaction with the treatment received within the music department itself (including status, support, relationship with full-timers and relationship with the department chairperson) by categories BA I & II and MA I & II, part-timers in category Doc I do not share the same level of satisfaction. The situations showing the largest variation (of at least 1.0) from the other two categories are: (1) status in the music department - 1.1, (2) support from the music department - 1.6, (3) relationship with full-timers - 1.1, (4) relationship with the department chairperson - 1.0, and (5) participation in department governance - 1.5. All other situations show only slight variations of less than 1.0.

The music department chairpersons provided data that allows comparisons between Carnegie classifications, including: (1) written policies, (2) hiring and monitoring, (3) salary (scale, policy, and increases), (4) job security and promotion, (5) inclusion in collective bargaining unit, full-time faculty unit, faculty senate, (6) benefits, (7) support services, (8) professional development opportunities, and (9) support for professional development opportunities.

Concerning the existence of written policies, the data show very little variation between the categories, with no written policies on how many part-timers the music department can use or on how many courses part-timers can teach.

The data show some variation concerning the authority to hire part-time music faculty in Virginia. The chairpersons from MA I & II and Doc I all reported 100% authority to hire, while the chairpersons from BA I & II reported 67% authority to hire with one institution reporting that the president hires part-timers and another reporting that the administration hires part-timers.

The data show no variation between categories in the area of authority to monitor, with each chairperson in each category reporting 100% authority.

Pertaining to salary, some variation was noted from the data gathered for this study. Of the twelve music department chairpersons, (a) written salary scales were reported at: 80% of the BA I & II institutions, 60% of the MA I & II, and 50% of the Doc I institutions; (b) written salary policies were reported at 60% of the BA I & II institutions, 60% of the MA I & II institutions, and 100% of the Doc I institutions; and (c) routine salary increases were reported at 0% of the BA I & II institutions, 40% of the MA I & II institutions, and 50% of the Doc I institutions.

The data for this study revealed that job security and promotion for music part-timers in Virginia exists only so slightly, and a part-timer's treatment will be lacking wherever he/she may teach in Virginia.

There is almost no variation between categories concerning the inclusion of music part-timers in a collective bargaining unit, a full-time faculty unit, or the faculty senate, with only one MA I & II institution reporting any involvement at all.

The benefits received by music part-timers vary only slightly between categories, with category Doc I receiving no benefits at all. Based on the data, the conclusion can be drawn that regardless of the category of institution in which a part-timer may teach, his/her benefits will be practically non-existent, if not non-existent.

From the data gathered for this study, the conclusion can be drawn that music part-timers in Virginia receive fairly adequate support services across the categories.

The data reveal that regardless of in what category of institution a music part-timer in Virginia may teach, his/her professional development opportunities will be very similar.

The data reveal that support for instructional development improvement for music part-timers in Virginia will be best in the MA I & II category, but not good in any category.

In brief summary, the data gathered for this study of part-time music faculty in Virginia reveal only slight variation in the treatment of music part-timers from one category to another in the Carnegie Typology, with treatment being fairly consistent across the sample. However, the Doc I category showed a greater level of variation from the other categories. That variation showed

mostly where the part-timers in the Doc I category expressed less satisfaction with their support from the music department (including status, support, relationship with full-timers, relationship with the department chairperson, and participation in department governance).

#### Research Question 7

Is the teaching done by part-time faculty viewed to be inferior to the teaching done by their full-time colleagues?

Based on the results of this research, the conclusion could be made that the teaching done by music part-timers in Virginia is not viewed as inferior to that done by their full-time colleagues. Of the twelve department chairpersons, eleven (92%) did not find the teaching done by the part-timers inferior to that done by full-timers.

It should be noted that the chairpersons' opinions were not solely based on their observations. According to the data, the chairpersons have access to other evaluations including (1) standard student evaluation forms used in 10 of the 12 institutions studied, (2) music department evaluation forms used in 6 of the 12 institutions studied, (3) peer visitations used in 4 of the 12 institutions studied, and (4) port folio analysis used in 2 of the 12 institutions studied.

#### Research Question 8

Is there a difference between the results of this study and selected elements of the national study by Gappa and Leslie?

The national study by Judith Gappa and David Leslie was conducted

over a seven month period in 1990-91.

### **The Quality of Teaching**

Based on the data gathered for both of the studies, it appears that there is a lack of evidence that part-time teaching in higher education is inferior to full-time teaching. The national study found little hard evidence about differences in the quality of classroom performance between full-time and part-time faculty, and that those who turn up at the lower end of the spectrum are usually not renewed, so any bad problem is eliminated. They also discovered that part-timers enrich the mix of backgrounds, interest, experience, teaching styles, enthusiasm, and breadth of expertise to the faculty. Of the twelve music department chairpersons in this Virginia study, eleven (92%) do not view the teaching done by music part-timers to be inferior to that done by full-timers.

### **Academic Backgrounds of Part-timers**

From the data gathered for both the national study and this Virginia study, the conclusion could be drawn that part-timers are academically qualified to teach in higher education, but in both studies it becomes apparent that part-timers do not hold the doctoral degree in large percentages. This is even more apparent in the Virginia study of music part-timers.

### **Motivation**

Both the national study by Gappa and Leslie, and this Virginia study revealed that the first choice among the part-timers studied as their motivation for teaching in higher education is intrinsic - a matter of personal satisfaction.

The national study then reported money, status, and desire to become a full-time teacher as strong motives for choosing to be part-timers. The Virginia study found very similar results.

#### **Satisfactions and Dissatisfactions**

Both the national study and this Virginia study revealed a high level of dissatisfaction among the part-timers researched. Both studies uncovered dissatisfaction with many things, including benefits, salary, and lack of appreciation. Both studies discovered that the part-timers sampled chose intrinsic as their chief reason for teaching in higher education. Thus, the conclusion could be made that while the overall level of satisfaction is poor, the personal satisfaction that part-time teaching in higher education brings plays a major role in keeping the part-timer in the role.

#### **The Role of the Department Chairperson**

Both the national study and the Virginia study found the department chairperson to be the most influential person as the plight of part-timers is considered. Gappa and Leslie found the department chairperson to be the principal point of contact with part-timers, and that how department heads perform their supervisory responsibility makes a tremendous difference. While the Virginia study did not look at the department chairperson in the same depth as Gappa and Leslie, it was apparent that the music department chairperson was the person most responsible for how part-timers were treated. Very few written policies existed concerning music part-timers, and most decisions

concerning them were left to the department chairperson.

### Future research

After a thorough search of the literature on part-timers in general, and a thorough search for literature on music part-timers (which revealed virtually none); after careful scrutiny of questionnaire responses from 12 music department chairpersons and 63 music part-timers in Virginia; after 15 personal interviews with music part-timers in Virginia, and after completing this research study of the use of part-time music faculty in Virginia, the researcher makes the following recommendations for future research:

1. Inclusion of all of the institutions of higher learning in Virginia
2. A study like this one on a national level
3. A comparison of private and public institutions
4. A comparison of the treatment of music students by full-time and part-time faculty (including the amount of time spent with the students)
5. A comparison of music student evaluations of full-timers and part-timers.
6. Develop a clear definition of FTE equivalent as it relates to counting part-time or full-time faculty.
7. A comparison of the satisfaction findings of this study with satisfaction of full-timers, both in and out of music.

Depending upon the size and scope of a given study, two or more of these recommended areas for future research could be combined.

### Implications

This study of the use of part-time music faculty in Virginia has shown that music part-timers are like their part-time colleagues in general in many respects, but have differences too. There is no longer any point to arguing over the place of part-time faculty in American colleges and universities because part-timers now carry a significant part of the responsibility for teaching - totaling about 270,000, and making up 34.6 percent of the total faculty (Gappa and Leslie, 1993, p. 2). Likewise, based on the results of this study in Virginia, there is no point to arguing over the place of music part-timers in higher education in Virginia because they make up 53 percent of the music faculty, outnumbering the music full-timers in Virginia with 153 part-timers and 144 full-timers. National figures show that the fine arts have the largest number of part-timers with 40 percent of the total faculty. The results of this study suggested that perhaps the discipline of music may use more part-timers than any other discipline.

The researcher felt that the department chairperson is the key person relating to part-timers, and in many instances may be the only significant contact that a part-timer will have with the institution other than his/her students. Certainly the chairperson can make or break the effectiveness of the part-timer, if only through the information shared pertaining to policies and practices. The distinction between the treatment of part-timers as compared to the treatment usually associated with full-timers is apparent in this study, and such areas as benefits and compensation rank foremost as topics in need of careful

consideration by institutions of higher learning. Interestingly, intrinsic reward was rated as the first choice of reasons for teaching in higher education by both Gappa and Leslie's national study and this Virginia study.

The title of this study was "Part-time Music Faculty in Selected Senior Institutions of Higher Education in the Commonwealth of Virginia." Music department chairpersons and music part-timers served as the sample for the data collection. Depending upon which group was studied, a different picture was obtained. The chairpersons seemed to be quite satisfied with the work done by the part-timers, and with the way in which part-timers meet the needs of the music departments. On the other hand, the part-timers are not satisfied with the way they are used and after their choice of intrinsic reasons, select the need for money and prestige (especially as it transfers to their prime place of employment) as prime reasons for teaching. Also, there appears to be a lack of appropriate communication, which may suggest future problems for all involved in the practice of employing part-time music faculty. Certainly, the concerns uncovered by this study should not be ignored.

The high level of dissatisfaction revealed by music part-timers, coupled with the high level of satisfaction that the department chairpersons expressed over the role music part-timers play, implies the need for changes, including:

1. Better communications between the administrators, and in particular between the department chairpersons and the music part-timers, so the chairpersons and other administrators will become more aware of how music part-timers actually view their positions. This communication must be open and candid without the fear of job loss as the music part-timers express their dissatisfactions.

2. A breakdown of barriers that may exist between music part-timers and full-timers, which often lead to a feeling of low status on the part of the part-timers. Full-timers must be made aware that their part-time colleagues fill vital roles, make the full-timers' jobs more secure, are not inferior simply because they do not fit the full-time mold, and that part-timers and full-timers complement each other and are both needed in the music departments of higher education.

3. More equitable compensation for music part-timers.

4. The availability of benefits for music part-timers - in particular, health insurance.

5. Inclusion of part-timers in departmental and institutional governance and matters of curriculum, including voting privileges.

6. Adequate orientation to the institution, to the music department, and to teaching in higher education, with written policies and procedures made available. A part-time faculty handbook on the institutional level as well as the departmental level helps to meet these needs.

7. Consistent monitoring and evaluation procedures explained early on and followed throughout the term of employment.

8. Appointments made as early as possible to allow for adequate teaching preparation, and in the form of a written contract.

9. Adequate support from the music department and the institution. Administrators should make it their business to know the music part-timers and to provide support services and opportunities to develop their teaching skills.

Each of these recommendations find support in Gappa and Leslie's The Invisible Faculty.

In short, institutions of higher learning should err on the side of inclusion rather than exclusion where the use of music part-timers are concerned, and administrators must be more sensitive and fair in the treatment of part-timers - adapting good personnel policies.

Chapter V has presented a brief view of the major elements of the study, and conclusions drawn from the results of the study. Also, limitations for the study were presented, recommendations for further use were rendered, and implications from the study were made.

**APPENDIX A**

**THE CARNEGIE FOUNDATION CLASSIFICATION  
OF INSTITUTIONS OF HIGHER LEARNING  
(1994 REVISION)**

**Source: The Chronicle of Higher Education, April 6, 1994, in  
"A New 'Carnegie Classification': Academe is 'healthy and expanding,'  
the updated edition shows" by Jean Evangelauf**

The 1994 Carnegie classification includes all institutions of higher education in the United States that are degree-granting and accredited by an agency recognized by the U. S. Secretary of Education. The classifications are:

**Research Universities I**

These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually \$40-million or more in federal support.

**Research Universities II**

These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually between \$15.5-million and \$40-million in federal support.

**Doctoral Universities I**

In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines.

**Doctoral Universities II**

In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award annually at least 10 doctoral degrees - in three or more

disciplines - or 20 or more doctoral degrees in one or more disciplines.

**Master's (Comprehensive) Universities and Colleges I**

These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.

**Master's (Comprehensive) Universities and College II**

These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

**Baccalaureate (Liberal Arts) Colleges I**

These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They are selective in admissions and award 40 per cent or more of their baccalaureate degrees in liberal arts fields.

**Baccalaureate (Liberal Arts) Colleges II**

These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They are less selective in admissions or they award less than 40 per cent of their baccalaureate degrees in liberal arts fields.

**Professional Schools and Specialized Institutions**

These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 per cent of the degrees awarded are in a specialized field.

**APPENDIX B**  
**QUESTIONNAIRE FOR DEPARTMENT CHAIRPERSON**

## QUESTIONNAIRE FOR DEPARTMENT CHAIRPERSON

### A. AS RELATES TO YOUR DEPARTMENT

1. What portion of total instruction is provided by part-time faculty? \_\_\_\_
2. How many (head count) full-time faculty are in your department? \_\_\_\_
3. How many (head count) part-time faculty are in your department? \_\_\_\_
4. Does a written policy exist on the following items?
  - a. Limits on how many part-timers your department can use?  
yes \_\_\_\_, no \_\_\_\_
  - b. On how limits are determined? yes \_\_\_\_, no \_\_\_\_
  - c. Limits on how many courses a part-timer can teach? yes \_\_\_\_, no \_\_\_\_
  - d. Limits on what types of courses part-timers can teach?  
yes \_\_\_\_, no \_\_\_\_  
- If there are limits, what are they?

- If there are limits, how are they determined?

5. What determines the optimum ratio of part-time to full-time faculty?
  - a. What is the optimum ratio? \_\_\_\_\_
6. Do you have the authority to hire part-time faculty? yes \_\_\_\_, no \_\_\_\_  
If not, who has the authority? \_\_\_\_\_
7. Do you monitor part-time faculty? yes \_\_\_\_, no \_\_\_\_  
If not, who monitors them? \_\_\_\_\_
8. Describe the pool from which you draw part-time faculty. (Where do you find them, what kinds of qualifications - degrees, experience - do they have? Large pool? Much turnover verses many repeat hires?)

9. What motivates part-timers to teach in your department?

- a. Prestige? yes\_\_\_, no\_\_\_
- b. Salary? yes\_\_\_, no\_\_\_
- c. Access to full-time employment? yes\_\_\_, no\_\_\_
- d. Other?

10. What incentives do you use to attract and retain part-time faculty?

- a. Salary? yes\_\_\_, no\_\_\_ Is there a salary scale? yes\_\_\_, no\_\_\_  
- If there is a salary scale, what is it?

- Is there a written salary policy? yes\_\_\_, no\_\_\_
- How are salary increases handled?  
Are they routine? yes\_\_\_, no\_\_\_  
Are part-timers promoted? yes\_\_\_, no\_\_\_  
If they are promoted, what are the requirements for promotion?

b. Benefits?

- Social security? yes\_\_\_, no\_\_\_
- Retirement plans? yes\_\_\_, no\_\_\_
- Sick leave? yes\_\_\_, no\_\_\_
- Medical insurance? yes\_\_\_, no\_\_\_
- Workers compensation? yes\_\_\_, no\_\_\_
- Life insurance? yes\_\_\_, no\_\_\_
- Others? (please list)

c. Support services?

- Office space? yes\_\_\_, no\_\_\_
- Telephone? yes\_\_\_, no\_\_\_
- Mail? yes\_\_\_, no\_\_\_
- Clerical support? yes\_\_\_, no\_\_\_
- Photocopying/duplicating? yes\_\_\_, no\_\_\_
- Computing/word-processing equipment? yes\_\_\_, no\_\_\_
- Parking? yes\_\_\_, no\_\_\_
- Library? yes\_\_\_, no\_\_\_
- Recreational facilities? yes\_\_\_, no\_\_\_

Are all of the above services available during the hours  
part-timers teach? yes\_\_\_, no\_\_\_ If some are not, which ones?

d. Professional development opportunities available to part-timers  
in your department:

- Orientation to institution? yes\_\_\_, no\_\_\_
- Orientation to department? yes\_\_\_, no\_\_\_
- Handbook for part-timers? yes\_\_\_, no\_\_\_
- Orientation to teaching? yes\_\_\_, no\_\_\_
- Mentor teachers available to assist part-timers? yes\_\_\_, no\_\_\_
- Other support for instructional development and improvement?  
yes\_\_\_, no\_\_\_
- Research support? yes\_\_\_, no\_\_\_
- Travel funds? yes\_\_\_, no\_\_\_
- Tuition remission for part-timers? yes\_\_\_, no\_\_\_  
If yes, how much? (please explain)

- Tuition remission for part-timers' family members?

yes\_\_\_, no\_\_\_

If yes, which family members?

Spouse? yes\_\_\_, no\_\_\_

Children? yes\_\_\_, no\_\_\_

If yes, how much? (please explain)

- Leaves with pay (sabbaticals)? yes\_\_\_\_,no\_\_\_\_
- Leaves without pay? yes\_\_\_\_, no\_\_\_\_
- Others?

11. What kinds of assignments are part-time faculty asked to assume?

a. Teaching?

- Lower-division undergraduate courses? yes\_\_\_\_, no\_\_\_\_
- Upper-division undergraduate courses? yes\_\_\_\_, no\_\_\_\_
- Graduate courses? yes\_\_\_\_, no\_\_\_\_
- Not-for-credit courses? yes\_\_\_\_, no\_\_\_\_
- Specifically, what courses (by title) are part-timers teaching in your department?

b. Committee work? yes\_\_\_\_, no\_\_\_\_

c. Advising? yes\_\_\_\_, no\_\_\_\_

d. Curriculum development? yes\_\_\_\_, no\_\_\_\_

e. Course coordination? yes\_\_\_\_, no\_\_\_\_

f. Research? yes\_\_\_\_, no\_\_\_\_

g. Others?

- Are any of these assignments (other than teaching) compensated?  
yes\_\_\_\_, no\_\_\_\_ If yes, which ones?

12. How are part-time faculty supervised and evaluated?
- a. Standard student evaluation form used throughout the institution?  
yes\_\_\_\_, no\_\_\_\_
  - b. Department evaluation form? yes\_\_\_\_, no\_\_\_\_
  - c. Peer visitation? yes\_\_\_\_, no\_\_\_\_
  - d. Videotaping? yes\_\_\_\_, no\_\_\_\_
  - e. Portfolio analysis? yes\_\_\_\_, no\_\_\_\_
  - f. Others? (please explain)

13. Are reappointments based on evaluations of teaching performance?  
yes\_\_\_\_, no\_\_\_\_

14. How is part-time faculty teaching monitored? (please explain)

15. Do you have any evidence that the quality of teaching is better or worse when it is done by part-time rather than full-time faculty?  
yes\_\_\_\_, no\_\_\_\_  
(please explain)

16. How are part-time faculty integrated into the department's life and work?



- e. Problems with quality of instruction? yes\_\_\_, no\_\_\_
- f. Problems with quality of faculty-student contact (advising, knowledge of institutional requirements, etc.)? yes\_\_\_,no\_\_\_
- g. Other? (please explain)

20. What trends, pressures, or developments will affect your future use of part-time faculty?

- a. Fiscal problems (including tenure ratio)? yes\_\_\_, no\_\_\_
- b. Quality concerns? yes\_\_\_, no\_\_\_
- c. Faculty work-force issues, such as retirement trends, and availability of faculty in high-demand fields? yes\_\_\_, no\_\_\_
- d. Policy constraints (for example--budget formulas, state guidelines, worker's compensation, unemployment compensation, collective bargaining issues, and legal precedents)? yes\_\_\_, no\_\_\_
- e. Others?

21. What do you think are the most important issues concerning part-timers?

- a. Ideal ratio of part-time to full-time faculty? yes\_\_\_, no\_\_\_
- b. Improving and assessing teaching performance of part-timers (for example--providing mentors, resources on good teaching practices)? yes\_\_\_, no\_\_\_
- c. Integrating part-time faculty into institutional life (for example--orientation, participation in governance)? yes\_\_\_, no\_\_\_
- d. Fair employment practices (for example--enhancing pay and benefits)? yes\_\_\_, no\_\_\_
- e. Career development opportunities (for example--providing support for travel and/or research)? yes\_\_\_, no\_\_\_
- f. Others?



9. What roles do part-timers have in institutional governance?
- Academic senate? yes\_\_\_, no\_\_\_  
 - Membership? yes\_\_\_, no\_\_\_  
 - Voting rights/? yes\_\_\_, no\_\_\_
  - Schools/Colleges  
 - Voting Rights? yes\_\_\_, no\_\_\_
10. What kind of institutional benefits are provided to part-time faculty?
- Retirement plan? yes\_\_\_, no\_\_\_
  - Health insurance? yes\_\_\_, no\_\_\_
  - Dental insurance? yes\_\_\_, no\_\_\_
  - Life insurance? yes\_\_\_, no\_\_\_
  - Disability income? yes\_\_\_, no\_\_\_
  - Sick leave? yes\_\_\_, no\_\_\_
  - Vacation or other leaves? yes\_\_\_, no\_\_\_
  - Child care? yes\_\_\_, no\_\_\_
  - Others?
11. Are part-time faculty oriented to the campus? yes\_\_\_, no\_\_\_  
 If yes, how?
- Handbook? yes\_\_\_, no\_\_\_
  - Separate orientation program? yes\_\_\_, no\_\_\_
  - Other? (please explain)
12. Are part-time faculty eligible for any kind of job security (for example--tenure, multiple-year appointment, seniority system)? yes\_\_\_, no\_\_\_  
 If yes, what is available to them?
- Tenure? yes\_\_\_, no\_\_\_
  - Multiple-year appointments? yes\_\_\_, no\_\_\_
  - Seniority? yes\_\_\_, no\_\_\_
  - Other?
13. If part-time contracts, part-time handbooks, and/or part-time listings of policies for your institution are available, please include copies of them when you return this questionnaire.

**APPENDIX C**  
**QUESTIONNAIRE FOR MUSIC PART-TIMER**



- e. Prestige or status? yes\_\_\_\_, no\_\_\_\_
- f. Others?

9. On a scale of 1 to 4 (with 1=very dissatisfied, 2=dissatisfied, 3=satisfied, and 4=very satisfied), please circle the number which most describes your level of satisfaction with the following situations:
- a. Your teaching at your present institution?  
1 - 2 - 3 - 4
  - b. Your status in your department?  
1 - 2 - 3 - 4
  - c. Your compensation?  
1 - 2 - 3 - 4
  - d. Your support from the music department?  
1 - 2 - 3 - 4
  - e. Your support from your institution?  
1 - 2 - 3 - 4
  - f. Your relationship with fellow music part-timers?  
1 - 2 - 3 - 4
  - g. Your relationship with fellow music full-timers?  
1 - 2 - 3 - 4
  - h. Your relationship with the department chairperson?  
1 - 2 - 3 - 4
  - i. Your relationship between your teaching in higher education and work in roles outside of higher education?  
1 - 2 - 3 - 4
  - j. Benefits you receive from teaching in higher education other than salary?  
1 - 2 - 3 - 4
  - k. Orientation you receive from your institution and/or department?  
1 - 2 - 3 - 4
  - l. The process by which your teaching is evaluated?  
1 - 2 - 3 - 4
  - m. Your participation in departmental governance?  
1 - 2 - 3 - 4
  - n. Your participation in institutional governance?  
1 - 2 - 3 - 4
  - o. Your involvement in matters dealing with curriculum?  
1 - 2 - 3 - 4

10. Would you prefer to be full-time? yes\_\_\_, no\_\_\_ If yes, what are the barriers to your becoming full-time?

a. Geographic mobility? yes\_\_\_, no\_\_\_ If yes, please explain.

b. Age? yes\_\_\_, no\_\_\_ If yes, please explain.

c. Family? yes\_\_\_, no\_\_\_ If yes, please explain.

d. Educational background? yes\_\_\_, no\_\_\_ If yes, please explain.

e. Experience? yes\_\_\_, no\_\_\_ If yes, please explain.

f. Being taken for granted? yes\_\_\_, no\_\_\_ If yes, please explain.

g. Other(s)? (please explain)

b. If you do not aspire to be full-time, what are your career aspirations?

- To continue part-time teaching as a compliment to other job/role?  
yes\_\_\_\_, no\_\_\_\_
- To stop teaching part-time and devote full energy to other  
job/role? yes\_\_\_\_, no\_\_\_\_
- To teach part-time at more than one institution? yes\_\_\_\_, no\_\_\_\_
- To retire from full-time employment outside of higher education  
and teach part-time only? yes\_\_\_\_, no\_\_\_\_
- To semi-retire from full-time employment outside of higher  
education and teach part-time only? yes\_\_\_\_, no\_\_\_\_
- To retire from full-time teaching in higher education and teach  
part-time only? yes\_\_\_\_,no\_\_\_\_
- To semi-retire from full-time teaching in higher education and  
assume a part-time role only? yes\_\_\_\_, no\_\_\_\_
- Other? (please explain)

11. What do you believe to be the most important issues concerning part-time music faculty in higher education? (please explain)

**APPENDIX D**  
**PERMISSION LETTER FROM**  
**JUDITH GAPPA**

# PURDUE UNIVERSITY



JUDITH M. GAPPA  
VICE PRESIDENT FOR  
HUMAN RELATIONS

January 13, 1994

Mr. Thomas W. Forrest  
135 Schooner Drive  
Hampton, VA 23669

Dear Mr. Forrest:

Thank you for your letter dated January 2. From the title of your dissertation, your study sounds most interesting.

We would be pleased for you to adapt the questionnaire from *The Invisible Faculty* for use in your study as long as our book is appropriately cited.

Best wishes as you begin your research!

Cordially,

A handwritten signature in cursive script, reading "Judith M. Gappa".

cc: Prof. David W. Leslie  
Florida State University

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## **VITA**

**Thomas Ward Forrest**

**Birthdate: June 16, 1943**

**Birthplace: Hampton, Virginia**

**Education:**

**1985-1994 The College of William and Mary in Virginia  
Williamsburg, Virginia  
Education Specialist  
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**1965-1966 Appalachian State University  
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