

1.	How many students are enrolled in your course section
	<p><b>Lesser, D., and Ferrand, J.(2000). Effect of class size, grades given, and academic field on student opinion of instruction. <i>Community College Journal of Research and Practice</i>, 24: p. 269-77.</b></p> <p>“This study reviewed the effect of class size, grades given, and academic field on student opinion of instruction. Data analysis showed that there were no significant correlations between variables of the three groups: (a) class size and student opinion of instruction; (b) grades given and student opinion of instruction, and (c) college and national academic field rankings and student opinion of instruction. These results leave teacher effectiveness as the most likely variable to explain ratings of student opinion of instruction” (p. 269).  <b>[2yr data]</b></p>
2.	Prior to the spring semester, how many times have you taught your selected course.
3.	How much do you incorporate academic advising/planning into your selected section
	<p><b>Steele, G., Kennedy, G., and Gordon, V. (1993). The retention of major changers: A longitudinal study. <i>Journal of College Student Development</i>, 34, 58-62.</b></p> <p>The major result of this study is that sophomores and juniors who were undecided regarding their major or unable to access the major of their choice were more likely to graduate and experience a more stable choice of major upon entering into a degree-granting unit if they participated in the Alternatives Program, a program designed to assist students in their search for an alternative major. Students matched to Alternatives students on gender, curriculum academic program, grade-point average, credit hours, and number of quarters enrolled tended to be more likely to withdraw or be dismissed. <b>[4yr data]</b></p>
	<p><b>Metzner, B.S. (1989). Perceived quality of academic advising: The effect on freshman attrition. <i>American Educational Research Journal</i>, 26, 3, 422-42.</b></p> <p>Using data from 1,033 freshmen at a public urban university, this study examines the effect of the perceived quality of academic advising on student attrition in a model of the student attrition process. High-quality advising negatively influenced attrition through effects on GPA, satisfaction in the role of a student, the value of a college education for future employment, and intent to leave the university. Low-quality advising was associated with less attrition than no advising at all. The effect size of the advising variables suggested that a more extensive provision of high-quality advising might be considered as one strategy in a multifaceted institutional effort to reduce freshman attrition. <b>[4yr data]</b></p>
4.	How much do you incorporate career counseling into your selected course section
5.	How much do you incorporate job placement assistance into your selected course section
6.	How much do you incorporate peer or other tutoring into your selected course section
7.	How much do you incorporate the use of skills labs (writing, math, etc.) into your selected course section
	<p><b>Perin, D. (2004). Remediation beyond developmental education: The use of learning assistance centers to increase academic preparedness in community colleges. <i>Community College Journal of Research and Practice</i>, 28, 7, p. 559-82.</b></p> <p>A qualitative case study in 15 community colleges across the country found that learning assistance centers and specialized skills labs are an important means of increasing students' academic preparedness for postsecondary study. Since these facilities provide instruction or support in reading, writing, and math skills, it appears that they play a valuable remedial role. Most of the assistance occurs in the form of tutoring and computer-assisted instruction, and some of the centers also provide specialized learning workshops and self-paced remedial courses. The majority of colleges have several learning centers and labs, and duplication of services may explain the lower than expected demand for assistance services seen in some of the sites. However, the institutions consider the learning centers to be effective, and report positive outcomes including retention in college English and increase in GPA. Because, in some cases, recipients of learning assistance services display severe learning difficulties, tutors may benefit from professional development in instructional strategies for special-needs</p>

	students. It is recommended that future research compare the effectiveness of learning assistance services and developmental education courses in boosting students' basic academic skills. <b>[2yr data]</b>
8.	How much do you incorporate the use of child care into your selected course section
9.	How much do you incorporate the use of financial aid advising into your selected course section
	<p><b>Ishitani, T., and DesJardins, S. (2002-2003). A longitudinal investigation of dropout from college in the United States. <i>Journal of College Student Retention</i>, 4, p. 172-201.</b></p> <p>This study investigates the dropout behavior of college students in the United States. Previously attrition studies have typically focused on dropout at specific points in time, such as the first year of enrollment. In this study we examine the timing of dropout over a five-year period and find that factors that affect student dropout often have effects that change over time. For instance, the results demonstrate that students who receive financial aid generally have lower dropout rates than non-aided students. But of special interest in our findings that dropout rates vary depending on the amount and timing of student financial aid.</p>
	<p><b>Presley, J.B., and Clery, S.B. (2001). Middle income undergraduates: Where they enroll and how they pay for their education (Statistical Analysis Report No. NCES 2001-155).</b></p> <p>The need for financial aid or other financial help, such as tuition tax credits, to assist students from middle income families to attend the college of their choice has received increased attention recently. This report provides a profile of middle income undergraduates in comparison to their lower income and higher income counterparts and examines where middle income students enroll by price of attendance and how they and their families pay for college, including the role of financial aid. <b>[2yr/4yr composite]</b>  <a href="http://nces.ed.gov/programs/quarterly/vol_3/3_3/q4-3.asp">http://nces.ed.gov/programs/quarterly/vol_3/3_3/q4-3.asp</a></p>
	<p><b>Cuccaro-Alamin, S. (1997). Findings from the condition of education 1997: Postsecondary persistence and attainment (Statistical Analysis Report No. NCES 97984).</b></p> <p>This essay is taken from <i>The Condition of Education</i>, 1997. It addresses how students' enrollment choices are related to their postsecondary persistence and attainment. Specifically, it takes into account such factors as degree objective, type of institution attended, timing of enrollment, enrollment intensity and continuity, transfer, financial aid receipt, and student employment. <b>[2yr/4yr composite and some disaggregated]</b>  <a href="http://nces.ed.gov/pubs97/97984.pdf">http://nces.ed.gov/pubs97/97984.pdf</a></p>
	<p><b>Dynarski, S.M. (1999). Does aid matter? Measuring the effect of student aid on college attendance and completion. Working paper 7422, National Bureau of Economic Research, Cambridge, MA. Retrieved on September 26, 2005 from <a href="http://www.nber.org/papers/w7422">www.nber.org/papers/w7422</a>.</b></p> <p>The article discusses the effect financial aid awards have on student persistence. The evidence suggests that aid has a "threshold effect": a student who has crossed the hurdle of college entry with the assistance of aid is more likely to continue schooling later in life than one who has never attempted college. This is consistent with a model in which there are fixed costs of college entry. Finally, a cost-benefit analysis indicates that the aid program examined by this paper was a cost-effective use of government resources. <b>[higher education composite]</b> <a href="http://www.nber.org/papers/w7422">www.nber.org/papers/w7422</a></p>
	<p><b>Wei, C.C., and Horn, L. (2002). Persistence and attainment of beginning students with Pell grants. <i>Education Statistics Quarterly</i>, 4, 2.</b></p> <p>This report provides a description of Pell Grant recipients who were first-time beginning postsecondary students in 1995–96. Using data from the 1996 Beginning Post-secondary Students Longitudinal Study, "First Follow-up" (<a href="http://nces.ed.gov/ipeds/data/bps9698/">BPS:96/98</a>), the report examines the academic and enrollment characteristics of beginning students who received a Pell Grant and their rates of persistence 3 years after first starting postsecondary education. These</p>

	<p>students are compared with beginning students who did not receive a Pell Grant. Because Pell Grant recipients are predominantly low-income students, high-income students were excluded from the analysis when comparing students' educational background and postsecondary outcomes. For these analyses, Pell Grant recipients were only compared to low- and middle-income non-recipients. However, all students were included when analyzing the distribution of different types of financial aid and the types of institutions that students attended with respect to whether or not they received a Pell Grant. <b>[2yr/4yr disaggregated]</b> <a href="http://nces.ed.gov/programs/quarterly/vol_4/4_2/4-1.asp">http://nces.ed.gov/programs/quarterly/vol_4/4_2/4-1.asp</a></p>
10.	How much do you incorporate the use of computer labs into your selected course section
11.	How much do you incorporate the use of student organizations into your selected course section
	<p><b>Hagedorn, L.S., and Cepeda, R. (2004). Serving Los Angeles: Urban community colleges and educational success among Latino students. <i>Community College Journal of Research and Practice</i>, 28, 3, p. 199-211.</b></p> <p>This article reports the special efforts of the largest community college district in the country to assist its largest ethnic group to succeed. The Los Angeles Community College District consists of nine campuses; the Latino student population ranges from 22-75 percent of the total number of students. In this article, using questionnaire data from the Transfer and Retention of Urban Community College students (TRUCCS) Project, we compare Latino to non-Latino students in terms of both academic and non-academic outcomes. We conclude with the description of special efforts by the district to serve its constituents through special clubs, organizations, and other special programs aimed at the Latino population. <b>[2yr data]</b></p> <p><a href="http://www.ingentaconnect.com/content/routledg/ucjc/2004/00000028/00000003/art00003">http://www.ingentaconnect.com/content/routledg/ucjc/2004/00000028/00000003/art00003</a></p>
12.	How much do you incorporate the use of transfer credit assistance into your selected course section
13.	How much do you incorporate the use of services to students with disabilities into your selected course section
14.	How likely is it that personal issues would cause students to withdraw from class or from this college
	<p><b>Avalos, J. (1994). <i>Going beyond the decision: An analysis of the reasons for leaving college</i>. Paper presented at the meeting of the Association for the Study of Higher Education, Tucson, AZ.</b></p> <p>In response to research that only provides analysis from the "decision to withdraw" perspective, this study attempts to move research forward by identifying the factors involved in a student giving a specific reason for leaving college. Information from a national, longitudinal database on college students was used in this study. The sample included 905 college freshmen who entered in 1985 and indicated that they "withdrew" from college by 1989. The study showed distinct differences between the factors that predict a student giving a specific reason for withdrawing. Such findings support the study's hypothesis and validate the belief that students leave for different reasons and the factors that influence one of the reasons differs from those that influence another. <b>[higher education composite]</b></p>
	<p><b>Halpin, R. (1990). An application of the Tinto model to the analysis of freshman persistence in a community college. <i>Community College Review</i>, 17, 22-32.</b></p> <p>This article applies a model of college student persistence/withdrawal, which has been shown to have predictive validity when applied to the analysis of student persistence/withdrawal at a four-year, residential, selective university, to the analysis of persistence/withdrawal of first semester freshmen at an open-door, nonresidential, comprehensive community college. <b>[2yr data]</b></p>
	<p><b>McGrath, M.M., and Braunstein, A. (1997, September). <i>College Student Journal</i>, 31, 3, 396-408.</b></p> <p>The article identifies the best predictors of the retention of students from freshmen to sophomore year in the United States. The results include academic factors, demographic factors, financial factors, the need for administrators and faculty to evaluate the effectiveness of the existing programs and strategies; and an examination of the student's</p>

	academic life during the first semester. [4yr data]
	<p><b>Mallete, B., and Cabrera, A. (1991). Determinants of withdrawal behavior: An exploratory study. <i>Research in Higher Education</i>, 32, 179-194.</b></p> <p>Research on college persistence has typically classified nonreturnees as dropouts. Recently, this practice has been criticized by Tinto (1987) who argues that such a practice merges together different types of withdrawal behavior whose determinants may vary as a function of the particular departure behavior under consideration. This paper empirically examines whether the determinants of decisions to withdraw from the institution are similar to those affecting decisions to transfer to other institutions of higher education for the 1984 entering freshman class at a large southern institution. Results provide support for Tinto's proposition of differentiating between different types of voluntary withdrawal behavior. While institutional commitment, academic performance, finance attitudes, and student perceptions of faculty concern for student development and teaching discriminated between persisters and dropouts, only final institutional commitment and final goal commitment discriminated between persisters and transfers.</p> <p>An earlier version of this paper was presented before the 1990 American Educational Research Association annual meeting. [4yr data]</p>
15.	About how many hours do you spend in a typical 7-day week teaching students in class
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2001). Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, NCES 2001-152, by Linda J. Zimble. Washington, D.C.</b></p> <p>This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. The report discusses the background, work activities, and compensation of instructional faculty and staff. [2yr/4yr disaggregated] <a href="http://nces.ed.gov/pubs2001/2001152.pdf">http://nces.ed.gov/pubs2001/2001152.pdf</a></p>
	<p><b>Milem, J.F., Berger, J.B., and Dey, E.L. (2000). Faculty time allocation: A study of change over twenty years. <i>The Journal of Higher Education</i>, 71, 4, p. 454-75.</b></p> <p>Building on the assumption that institutional type influences faculty role performance, this study uses previous theory and research that address issues of institutional stratification to examine changes in the amounts of time faculty spent engaged in teaching, advising, and research activities at the institutional level over a twenty-year period. [2yr/4yr disaggregated] <a href="http://links.jstor.org/sici?sici=0022-1546%28200007%2F08%2971%3A4%3C454%3AFTAASO%3E2.0.CO%3B2-S">http://links.jstor.org/sici?sici=0022-1546%28200007%2F08%2971%3A4%3C454%3AFTAASO%3E2.0.CO%3B2-S</a></p>
	<p><b>Eaton, J. S. (1994). Strengthening collegiate education in community colleges. San Francisco: Jossey-Bass.</b></p> <p>"The community college has done serious damage to itself by becoming a site of compromised educational opportunity, a shadow of what it might be. Community colleges continue to offer access, but access to an experience that is intellectually 'less than' the rest of higher education... This book seeks to repair the damage and to sustain a vision of the community college as a serious academic institution." Drawing on her extensive experience in leading community colleges, Judith S. Eaton shows how these colleges can best serve the needs of today's diverse student population by providing rigorous, high-quality, college-level education. Eaton details the key factors that have caused community colleges to shift from crucial sites of higher education opportunity to ambiguous centers of quasi-educational programs and services. She suggests what actions can be taken to strengthen the collegiate purpose across all institutional levels--providing specific suggestions on reshaping the institutional agenda for faculty, administration, presidents, and trustees. [2yr data]</p>
16.	About how many hours do you spend in a typical 7-day week grading papers
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2001). Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, NCES 2001-152, by</b></p>

	<p><b>Linda J. Zimpler. Washington, D.C.</b>  This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. The report discusses the background, work activities, and compensation of instructional faculty and staff. <b>[2yr/4yr disaggregated]</b> <a href="http://nces.ed.gov/pubs2001/2001152.pdf">http://nces.ed.gov/pubs2001/2001152.pdf</a></p>
17.	<p>About how many hours do you spend in a typical 7-day week giving other forms of written and oral feedback to students</p>
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2001). Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, NCES 2001–152, by Linda J. Zimpler. Washington, D.C.</b>  This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. The report discusses the background, work activities, and compensation of instructional faculty and staff. <b>[2yr/4yr disaggregated]</b> <a href="http://nces.ed.gov/pubs2001/2001152.pdf">http://nces.ed.gov/pubs2001/2001152.pdf</a></p>
	<p><b>Keim, M.C., and Biletzky, P.E. (1999). Teaching methods used by part-time community college faculty. <i>Community College Journal of Research and Practice</i>, 23, 8, p. 727-37.</b>  “Part-time faculty teaching transfer courses in four community colleges in southern Illinois were surveyed to determine the teaching methods that they used. One hundred thirty-eight instructors completed a mailed survey for a response rate of 58%. The most popular teaching techniques were lecture, class discussion, written feedback, and methods to engage critical thinking. Least favored were slides, field trips, audiotapes, and guest lecturers. Faculty who had participated in professional development were more likely to use small group discussions, demonstrations, and activities to promote critical thinking” (p. 727). <b>[2yr data]</b></p>
18.	<p>About how many hours do you spend in a typical 7-day week preparing for class</p>
19.	<p>About how many hours do you spend in a typical 7-day week reflecting and working on ways to improve my teaching</p>
	<p><b>Harlow, S., and Cummings, R. (2003). Relational patterns affecting instruction in community colleges: A paradigm for faculty reflection. <i>Community College Journal of Research and Practice</i>, 27: p. 289-98.</b>  “This article describes three relational patterns of community college students in their course experiences: survivor, adjustor, and encounterer. Each relational pattern and how each affects, and is affected by, classroom instruction is described...The purpose of the article is to help community college instructors understand the different intentions of students and to suggest strategies for increasing open and self-directed future learning” (p. 289). <b>[2yr data]</b></p>
20.	<p>About how many hours do you spend in a typical 7-day week research and scholarly activities</p>
	<p><b>Sperling, C.B. (2003). How community colleges understand the scholarship of teaching and learning. <i>Community College Journal of Research and Practice</i>, 27, 7, p. 593-601.</b>  The article presents the experience of Middlesex Community College faculty in The Carnegie Teaching Academy program, specifically as it pertains to that program’s focus on the Scholarship of Teaching and Learning. The program promotes a connection between “learning theory and classroom practice...This new scholarship encourages faculty to understand themselves both as practitioners who can utilize research to enhance practice and researchers who can contribute to their profession through significant practice-based research” (p. 593). <b>[2yr faculty]</b></p>

	<p><b>Levinson, D.L. (2003). Introduction to faculty scholarship in community colleges. <i>Community College Journal of Research and Practice</i>, 27: p. 575-78.</b> This article is a short literature review of scholarship at community colleges. [2yr data]</p>
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2001). <i>Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, NCES 2001-152</i>, by Linda J. Zimbler. Washington, D.C.</b> This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. The report discusses the background, work activities, and compensation of instructional faculty and staff. [2yr/4yr disaggregated] <a href="http://nces.ed.gov/pubs2001/2001152.pdf">http://nces.ed.gov/pubs2001/2001152.pdf</a></p>
	<p><b>Boyer, E.L. (1997). <i>Scholarship reconsidered: Priorities of the professoriate</i>. San Francisco: Jossey-Bass.</b> This study presents a new paradigm acknowledging the broad range of scholarly activities conducted by university and college faculty. The author divides these scholarly activities into four areas: discovery, integration of knowledge, teaching, and service. The author also reviews the connection between traditional definitions of scholarship and existing reward systems. [2yr/4r composite, some 2yr disaggregated]</p>
	<p><b>Prager, C. (2003). <i>Scholarship matters. Community College Journal of Research and Practice</i>, 27: p. 579-93.</b> Scholarship matters. It allows faculty to fulfill the responsibilities of their three academic citizenships--in their institutions, in their disciplines, and in higher education in general. Current standards for community college faculty scholarship, however, have excluded faculty from exercising academic citizenship outside of their institutions. The sector claim to a unique teaching mission has been used to exempt or exclude community college faculty from the scholarly obligations and responsibilities understood elsewhere in higher education. The absence of generally accepted norms for scholarly production and validation at most community colleges continues to set them apart from other institutions, including those also serving non-traditional open admissions students. By discouraging externally validated scholarship, community colleges deny their faculty an appropriate voice in higher education and deny the rest of higher education the important voice of community college faculty. By encouraging scholarship that meets the tests of external scrutiny, community colleges can provide their faculty with legitimate higher education citizenship beyond the institution. [2yr faculty]</p>
	<p><b>Boggs, G.R. (2001). <i>The meaning of scholarship in community colleges. Community College Journal</i>, August/September 2001, p. 23-26.</b> The article reviews the history of the development of scholarship in higher education and then examines how scholarship is defined at community colleges. Boggs draws upon a definition of scholarship divided into four separate but overlapping forms: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. He then shows how community colleges further each of these four scholarship types. [2yr]</p>
21.	About how many hours do you spend in a typical 7-day week working with honors' projects
22.	About how many hours do you spend in a typical 7-day week advising students
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2001). <i>Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, NCES 2001-152</i>, by Linda J. Zimbler. Washington, D.C.</b> This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study a</p>

	<p>nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. The report discusses the background, work activities, and compensation of instructional faculty and staff. [2yr/4yr disaggregated] <a href="http://nces.ed.gov/pubs2001/2001152.pdf">http://nces.ed.gov/pubs2001/2001152.pdf</a></p>
	<p><b>Cejda, B.D., and Rhodes, J.H. (2004). Through the pipeline: The role of faculty in promoting associate degree completion among Hispanic students. <i>Community College Journal of Research and Practice</i>, 28, p. 249-62.</b></p> <p>"The study reported in this article provides a preliminary investigation on the pipeline leading to a certificate or associate of applied science degree. Faculty interaction was identified as one of the key factors in moving Hispanic students through the pipeline. Interviews with faculty identified as exemplars in facilitating Hispanic student success in technical and occupational programs at an HSI community college are incorporated with the existing literature and student interviews to identify areas for future study"(p. 249).[2yr data]</p> <p><a href="http://www.ingentaconnect.com/content/routledg/ucjc/2004/00000028/00000003/art00006">http://www.ingentaconnect.com/content/routledg/ucjc/2004/00000028/00000003/art00006</a></p>
	<p><b>McArthur, R.C. (2005). Faculty-based advising: An important factor in community college retention. <i>Community College Review</i>, 32(4), p. 1-19.</b></p> <p>A study investigated whether there was any difference in the sense of integration into Atlantic Cape Community College between the general student population (GSP) at the college and the students who had been the recipients of the college's Arts and Humanities (A&amp;H) departmental academic advising initiative. Participants were 222 students from the GSP and 33 A&amp;H majors. Results revealed a higher sense of awareness of faculty advising among the A&amp;H students than among the GSP students. [2yr]</p>
23.	<p>About how many hours do you spend in a typical 7-day week supervising internships or other field experiences</p>
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2001). Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, NCES 2001-152, by Linda J. Zimbler. Washington, D.C.</b></p> <p>This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. The report discusses the background, work activities, and compensation of instructional faculty and staff. [2yr/4yr disaggregated] <a href="http://nces.ed.gov/pubs2001/2001152.pdf">http://nces.ed.gov/pubs2001/2001152.pdf</a></p>
24.	<p>About how many hours do you spend in a typical 7-day week working with students on activities other than course work</p>
	<p><b>Kuh, G.D., and Shouping, H. (2001). The effects of student-faculty interaction in the 1990s. <i>The Review of Higher Education</i>, 24, 3, p. 309-32.</b></p> <p>This study examined the effects of student-faculty interaction on student satisfaction and on a range of self-reported learning and personal development gains associated with attending college of 5,409 full-time undergraduates from 126 four-year colleges and universities. Findings show that the frequency of student-faculty interaction increased from first year through the senior year. Although its net effects were trivial, such interactions had substantial positive effects on students' efforts in other educationally purposeful activities, which had non-trivial effects on their estimated gains and satisfaction. [4yr data]</p> <p><a href="http://muse.jhu.edu/journals/review_of_higher_education/v024/24.3kuh.pdf">http://muse.jhu.edu/journals/review_of_higher_education/v024/24.3kuh.pdf</a></p>
25.	<p>About how many hours do you spend in a typical 7-day week involved in other interactions with students outside the classroom</p>
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2001). Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, NCES 2001-152, by Linda J. Zimbler. Washington, D.C.</b></p> <p>This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication</p>

	<p>based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. The report discusses the background, work activities, and compensation of instructional faculty and staff. [2yr/4yr disaggregated] <a href="http://nces.ed.gov/pubs2001/2001152.pdf">http://nces.ed.gov/pubs2001/2001152.pdf</a></p>
	<p><b>Cejda, B.D., and Rhodes, J.H. (2004). Through the pipeline: The role of faculty in promoting associate degree completion among Hispanic students. <i>Community College Journal of Research and Practice</i>, 28: p. 249-62.</b></p> <p>“The study reported in this article provides a preliminary investigation on the pipeline leading to a certificate or associate of applied science degree. Faculty interaction was identified as one of the key factors in moving Hispanic students through the pipeline. Interviews with faculty identified as exemplars in facilitating Hispanic student success in technical and occupational programs at an HSI community college are incorporated with the existing literature and student interviews to identify areas for future study”(p. 249). [2yr]</p> <p><a href="http://www.ingentaconnect.com/content/routledg/ucjc/2004/00000028/00000003/art00006">http://www.ingentaconnect.com/content/routledg/ucjc/2004/00000028/00000003/art00006</a></p>
	<p><b>Hagedorn, L.S., Maxwell, W., Rodriguez, P., Hocesvar, D., and Fillpot, J.(2000). Peer and student-faculty relations in community colleges. <i>Community College Journal of Research and Practice</i>, 24: p. 587-98.</b></p> <p>The study mainly focuses on student-student interaction differentiated by gender, but it also notes that little student-faculty interaction outside the classroom was reported. [2yr data; 2yr/4yr lit review disaggregated]</p>
	<p><b>Colorado State Advisory Committee to the U.S. Commission on Civil Rights. (1995). The retention of minorities in Colorado public institutions of higher education: Fort Lewis and Adams State Colleges. Denver, CO: Author. (ERIC Document Reproduction Service No. ED 409134)</b></p> <p>“Based on background research, interviews, and a public hearing held in Durango (Colorado) in March 1993, this report addresses issues regarding minority retention at Fort Lewis College in Durango and, to a lesser extent, at Adams State College in Alamosa. The introduction examines demographics for minorities in higher education at the national level and in Colorado. In Colorado, minority participation in higher education follows national trends; rates of enrollment, persistence, and graduation are much lower for African Americans, Hispanics, and Native Americans than for Whites. The next two chapters describe aspects of Fort Lewis and Adams State Colleges respectively, including college history; enrollment, persistence, and graduation rates; minority faculty recruitment; campus and community attitudes; and student support services. Native American students make up 10% of the student body at Fort Lewis, while Hispanics comprise 25% of students at Adams State. The last chapter presents findings and recommendations. Despite commendable retention programs, persistence and graduation rates for Native Americans at Fort Lewis College are well below those of other racial groups at the school, and are approximately half those of Native American students in other Colorado institutions. Recommendations include a holistic approach by the school; enlistment of support from the student body, staff, and faculty; comprehensive cultural sensitivity training for faculty; efforts to recruit minority faculty; enlarged peer and career counseling programs; early recognition of academic successes; and efforts to reduce racial tensions on campus and in the community.” [4yr]</p>
	<p><b>Kuh, G.D., and Shouping, H. (2001). The effects of student-faculty interaction in the 1990s. <i>The Review of Higher Education</i>, 24, 3, p. 309-32.</b></p> <p>This study examined the effects of student-faculty interaction on student satisfaction and on a range of self-reported learning and personal development gains associated with attending college of 5,409 full-time undergraduates from 126 four-year colleges and universities. Findings show that the frequency of student-faculty interaction increased from first year through the senior year. Although its net effects were trivial, such interactions had substantial positive effects on students’ efforts in other educationally purposeful activities, which had non-trivial effects on their estimated gains and satisfaction. [4yr data]</p>

	<a href="http://muse.jhu.edu/journals/review_of_higher_education/v024/24.3kuh.pdf">http://muse.jhu.edu/journals/review_of_higher_education/v024/24.3kuh.pdf</a>
26.	About how many hours do you spend in a typical 7-day week conducting service activities
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2001). Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, NCES 2001–152, by Linda J. Zimbler. Washington, D.C.</b></p> <p>This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. The report discusses the background, work activities, and compensation of instructional faculty and staff. <b>[2yr/4yr disaggregated]</b> <a href="http://nces.ed.gov/pubs2001/2001152.pdf">http://nces.ed.gov/pubs2001/2001152.pdf</a></p>
27.	About how many hours do you spend in a typical 7-day week coordination and/or administrative activities
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2001). Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, NCES 2001–152, by Linda J. Zimbler. Washington, D.C.</b></p> <p>This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. The report discusses the background, work activities, and compensation of instructional faculty and staff. <b>[2yr/4yr disaggregated]</b> <a href="http://nces.ed.gov/pubs2001/2001152.pdf">http://nces.ed.gov/pubs2001/2001152.pdf</a></p>
28.	About how many hours do you spend in a typical 7-day week participating on college committees or task forces
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2001). Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, NCES 2001–152, by Linda J. Zimbler. Washington, D.C.</b></p> <p>This report describes faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions in the United States. It is the first publication based on the 1999 National Study of Postsecondary Faculty (NSOPF:99). For this study a nationally representative sample of faculty and instructional staff received questionnaires in 1999 that asked about their employment in the fall of 1998. The report discusses the background, work activities, and compensation of instructional faculty and staff. <b>[2yr/4yr disaggregated]</b> <a href="http://nces.ed.gov/pubs2001/2001152.pdf">http://nces.ed.gov/pubs2001/2001152.pdf</a></p>
	<p><b>Thaxter, L.P., and Graham, S.W. (1999). Community college faculty involvement in decision-making. <i>Community College Journal of Research and Practice</i>, 23, 7, p. 655-674.</b></p> <p>“The purpose of this study was to determine community college faculty’s perception of their involvement in decision-making. One hundred community college faculty from the Midwest were asked to rate their level of involvement in five categories: finance, instruction, personnel, institutional mission and students. Results indicated that respondents felt little sense of decision-making involvement. In fact, most written comments describing the administrative style practiced at respondents’ institutions fit the category labeled “autocratic.” Furthermore, faculty experience and personal characteristics (e.g., subject matter, years of experience, and involvement in college committees and unions) did not demonstrate differences in opinions, indicating all types of faculty felt equally disconnected from the important decisions within the college” (p. 655). <b>[2yr faculty]</b></p>
29.	About how many hours do you spend in a typical 7-day week mentoring other faculty
	<b>Baker, F. (2001, April). The Center for Excellence in Teaching and Learning: A faculty development system. Paper presented at the American Association of</b>

	<p><b>Community Colleges, Chicago. (ED452922)</b>  This report describes the various faculty programs at the Center for Excellence in Teaching and Learning at Parkland College (Illinois). In response to faculty professional development needs surveys, these programs and activities were designed and created: (1) classroom assessment and research courses, which empower faculty to focus on learning by using classroom feedback to improve instructional quality and form an important connection with students; (2) the mentoring program, a one-on-one learning partnership designed to connect faculty with each other; (3) the new full-time faculty orientation program, created in response to feedback from new faculty who requested more support to ease their transitions to the school; (4) instructional workshops, seminars, and discussions that provide opportunities for continued learning; (5) preparation and development weeks, which launch and support major initiatives; and (6) teaching excellence awards, which recognize faculty who work hard and make a difference in their students' learning. Since 1996, approximately 2,000 full- and part-time Parkland faculty and faculty from other institutions have voluntarily participated in the center's programming. This document discusses these programs and presents course materials such as evaluation forms. <b>[2yr Faculty]</b>  <a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=The+center+for+excellence+in+teaching+and+learning&amp;ERICExtSearch_SearchType_0=kw&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8013cccb">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=The+center+for+excellence+in+teaching+and+learning&amp;ERICExtSearch_SearchType_0=kw&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8013cccb</a></p>
	<p><b>Galbraith, M. W., &amp; Maslin-Ostrowski, P. (2000). The mentor: Facilitating out-of-class cognitive and affective growth. In J. L. Bess and Associates, Teaching alone teaching together (pp. 133-150). San Francisco: Jossey-Bass.</b>  This chapter examines the connection between mentoring and instruction in the higher education environment. Next, we explore various definitions and themes of mentoring, present a profile of the complete mentor, and discuss the associated six interrelated functions. We next suggest some desired attributes of the "good" mentor and mentee. Finally, roles and phases of mentorship are examined.  <b>[2yr Faculty]</b></p>
	<p><b>Galbraith, M. W., &amp; Maslin-Ostrowski, P. (2000). The mentor: Facilitating out-of-class cognitive and affective growth. In J. L. Bess and Associates, Teaching alone teaching together (pp. 133-150). San Francisco: Jossey-Bass.</b>  This chapter examines the connection between mentoring and instruction in the higher education environment. Next, we explore various definitions and themes of mentoring, present a profile of the complete mentor, and discuss the associated six interrelated functions. We next suggest some desired attributes of the "good" mentor and mentee. Finally, roles and phases of mentorship are examined.  <b>[2yr Faculty]</b></p>
	<p><b>Galbraith, M.W. (2001). Mentoring development for community college faculty. <i>The Michigan Community College Journal</i>, Fall 2001, p. 29-40.</b>  "The article describes the mentoring endeavor and suggests that a quality mentoring faculty development program holds great promise for the community college organization. Definitions and themes of mentoring are presented as well as a discussion of the types of mentoring available" (p.29). <b>[2yr faculty]</b>  <a href="http://www.schoolcraft.cc.mi.us/pdfs/cce/Galbraith.pdf">http://www.schoolcraft.cc.mi.us/pdfs/cce/Galbraith.pdf</a></p>
30.	<p>In your selected course section, on average, what percent of class time is spent on lecture</p>
	<p><b>Bess, J.L., and associates. (2000). <i>Teaching alone, teaching together: Transforming the structure of teams for teaching</i>. San Francisco: Jossey-Bass.</b>  The notion that college teachers are only lecturers or discussion leaders has become greatly outdated in higher education. Today, the instructional process is much more complex and demanding--requiring a range of expertise that cannot be expected from any single individual. In this provocative book, James L. Bess and a select group of scholars propose a radical rethinking of teaching and academic work. They suggest a unique team-based academic organization that matches the different talents of faculty members with the distinct, differentiated tasks of teaching. By working together and supporting each other, faculty members can not only build on their collective strengths and knowledge but</p>

	<p>also improve their practice in critical areas. More important, this new model of collaborative instruction will inspire a fresh, enhanced commitment to teaching--one that moves beyond the current practice of isolated classroom teaching. <i>Teaching Alone, Teaching Together</i> is a scholarly, groundbreaking volume that will surely inspire debate and discussion among faculty members, department chairs, and academic administrators. <b>[higher education composite]</b></p>
	<p><b>Keim, M.C., and Biletzky, P.E. (1999). Teaching methods used by part-time community college faculty. <i>Community College Journal of Research and Practice</i>, 23: p. 727-37.</b></p> <p>"Part-time faculty teaching transfer courses in four community colleges in southern Illinois were surveyed to determine the teaching methods that they used. One hundred thirty-eight instructors completed a mailed survey for a response rate of 58%. The most popular teaching techniques were lecture, class discussion, written feedback, and methods to engage critical thinking. Least favored were slides, field trips, audiotapes, and guest lecturers. Faculty who had participated in professional development were more likely to use small group discussions, demonstrations, and activities to promote critical thinking" (p. 727). <b>[2yr data]</b></p>
	<p><b>McCollin, E. (2000, November). Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students? Paper presented at the Mid-South Educational Research Association, Bowling Green, KY. (ED447139)</b></p> <p>This study investigated differences between college faculty members' and students' perceptions of teaching styles and the extent to which faculty employed different teaching styles for traditional and nontraditional students. The study also examined (1) the relationship between instructors' teaching styles and such instructor demographic variables as age, gender, nationality, years of experience, work status, educational level, and type of course facilitated and (2) the relationship between such student variables as age, course taken, academic major, length of attendance, and part-time or full-time status, and perceptions of instructors' teaching style. Respondents were 84 instructors and 585 students (243 traditional and 324 nontraditional). Instructors' perceived teaching styles were measured using the Principles of Adult Learning Scale (PALS). Students' perceptions of their instructors' teaching styles were measured using the Adapted PALS. Data analysis indicated a significant difference between faculty members' and students' perceived teaching styles. There was also a significant difference between the teaching styles of instructors of traditional and nontraditional students. Faculty scored in the teacher-centered ranges of PALS (for both student and teacher ratings). Instructors' educational level and type of course taught related to teaching style. Students' perceptions of teaching style related to academic major and type of course. <b>[4yr data]</b>  <a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111</a></p>
	<p>Cox, R.D. (2003). Community college teaching: The view from inside the classroom. Eric Clearinghouse for Community Colleges. Retrieved on July 18, 2005 from <a href="http://www.gseis.ucla.edu/ccs/digests/digest0307.htm">http://www.gseis.ucla.edu/ccs/digests/digest0307.htm</a>.</p> <p>"This digest begins with an overview of the pedagogical complexity of teaching, highlights two recent studies on community college teaching, and concludes with the implications of these studies for teaching practice and future examinations of community college teaching." <b>[2yr data]</b></p>
31.	<p>In your selected course section, on average, what percent of class time is spent on teacher-led discussion</p>
	<p><b>Bess, J.L., and associates. (2000). <i>Teaching alone, teaching together: Transforming the structure of teams for teaching</i>. San Francisco: Jossey-Bass.</b></p> <p>The notion that college teachers are only lecturers or discussion leaders has become greatly outdated in higher education. Today, the instructional process is much more complex and demanding--requiring a range of expertise that cannot be expected from any</p>

	<p>single individual. In this provocative book, James L. Bess and a select group of scholars propose a radical rethinking of teaching and academic work. They suggest a unique team-based academic organization that matches the different talents of faculty members with the distinct, differentiated tasks of teaching. By working together and supporting each other, faculty members can not only build on their collective strengths and knowledge but also improve their practice in critical areas. More important, this new model of collaborative instruction will inspire a fresh, enhanced commitment to teaching--one that moves beyond the current practice of isolated classroom teaching. <i>Teaching Alone, Teaching Together</i> is a scholarly, groundbreaking volume that will surely inspire debate and discussion among faculty members, department chairs, and academic administrators. <b>[higher education composite]</b></p>
	<p><b>Keim, M.C., and Biletzky, P.E. (1999). Teaching methods used by part-time community college faculty. <i>Community College Journal of Research and Practice</i>, 23: p. 727-37.</b></p> <p>"Part-time faculty teaching transfer courses in four community colleges in southern Illinois were surveyed to determine the teaching methods that they used. One hundred thirty-eight instructors completed a mailed survey for a response rate of 58%. The most popular teaching techniques were lecture, class discussion, written feedback, and methods to engage critical thinking. Least favored were slides, field trips, audiotapes, and guest lecturers. Faculty who had participated in professional development were more likely to use small group discussions, demonstrations, and activities to promote critical thinking" (p. 727). <b>[2yr data]</b></p>
	<p><b>McCollin, E. (2000, November). Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students? Paper presented at the Mid-South Educational Research Association, Bowling Green, KY. (ED447139)</b></p> <p>This study investigated differences between college faculty members' and students' perceptions of teaching styles and the extent to which faculty employed different teaching styles for traditional and nontraditional students. The study also examined (1) the relationship between instructors' teaching styles and such instructor demographic variables as age, gender, nationality, years of experience, work status, educational level, and type of course facilitated and (2) the relationship between such student variables as age, course taken, academic major, length of attendance, and part-time or full-time status, and perceptions of instructors' teaching style. Respondents were 84 instructors and 585 students (243 traditional and 324 nontraditional). Instructors' perceived teaching styles were measured using the Principles of Adult Learning Scale (PALS). Students' perceptions of their instructors' teaching styles were measured using the Adapted PALS. Data analysis indicated a significant difference between faculty members' and students' perceived teaching styles. There was also a significant difference between the teaching styles of instructors of traditional and nontraditional students. Faculty scored in the teacher-centered ranges of PALS (for both student and teacher ratings). Instructors' educational level and type of course taught related to teaching style. Students' perceptions of teaching style related to academic major and type of course. <b>[4yr data]</b></p> <p><a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111</a></p>
	<p>Cox, R.D. (2003). Community college teaching: The view from inside the classroom. Eric Clearinghouse for Community Colleges. Retrieved on July 18, 2005 from <a href="http://www.gseis.ucla.edu/ccs/digests/digest0307.htm">http://www.gseis.ucla.edu/ccs/digests/digest0307.htm</a>.</p> <p>"This digest begins with an overview of the pedagogical complexity of teaching, highlights two recent studies on community college teaching, and concludes with the implications of these studies for teaching practice and future examinations of community college teaching." <b>[2yr data]</b></p>
32.	<p>In your selected course section, on average, what percent of class time is spent on teacher-student shared responsibility (seminar, discussion, etc.)</p>

	<p><b>Bess, J.L., and associates. (2000). <i>Teaching alone, teaching together: Transforming the structure of teams for teaching</i>. San Francisco: Jossey-Bass.</b></p> <p>The notion that college teachers are only lecturers or discussion leaders has become greatly outdated in higher education. Today, the instructional process is much more complex and demanding--requiring a range of expertise that cannot be expected from any single individual. In this provocative book, James L. Bess and a select group of scholars propose a radical rethinking of teaching and academic work. They suggest a unique team-based academic organization that matches the different talents of faculty members with the distinct, differentiated tasks of teaching. By working together and supporting each other, faculty members can not only build on their collective strengths and knowledge but also improve their practice in critical areas. More important, this new model of collaborative instruction will inspire a fresh, enhanced commitment to teaching--one that moves beyond the current practice of isolated classroom teaching. <i>Teaching Alone, Teaching Together</i> is a scholarly, groundbreaking volume that will surely inspire debate and discussion among faculty members, department chairs, and academic administrators. <b>[higher education composite]</b></p>
	<p><b>McCollin, E. (2000, November). Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students? Paper presented at the Mid-South Educational Research Association, Bowling Green, KY. (ED447139)</b></p> <p>This study investigated differences between college faculty members' and students' perceptions of teaching styles and the extent to which faculty employed different teaching styles for traditional and nontraditional students. The study also examined (1) the relationship between instructors' teaching styles and such instructor demographic variables as age, gender, nationality, years of experience, work status, educational level, and type of course facilitated and (2) the relationship between such student variables as age, course taken, academic major, length of attendance, and part-time or full-time status, and perceptions of instructors' teaching style. Respondents were 84 instructors and 585 students (243 traditional and 324 nontraditional). Instructors' perceived teaching styles were measured using the Principles of Adult Learning Scale (PALS). Students' perceptions of their instructors' teaching styles were measured using the Adapted PALS. Data analysis indicated a significant difference between faculty members' and students' perceived teaching styles. There was also a significant difference between the teaching styles of instructors of traditional and nontraditional students. Faculty scored in the teacher-centered ranges of PALS (for both student and teacher ratings). Instructors' educational level and type of course taught related to teaching style. Students' perceptions of teaching style related to academic major and type of course. <b>[4yr data]</b>  <a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111</a></p>
33.	<p>In your selected course section, on average, what percent of class time is spent on student computer use</p>
	<p><b>Bess, J.L., and associates. (2000). <i>Teaching alone, teaching together: Transforming the structure of teams for teaching</i>. San Francisco: Jossey-Bass.</b></p> <p>The notion that college teachers are only lecturers or discussion leaders has become greatly outdated in higher education. Today, the instructional process is much more complex and demanding--requiring a range of expertise that cannot be expected from any single individual. In this provocative book, James L. Bess and a select group of scholars propose a radical rethinking of teaching and academic work. They suggest a unique team-based academic organization that matches the different talents of faculty members with the distinct, differentiated tasks of teaching. By working together and supporting each other, faculty members can not only build on their collective strengths and knowledge but also improve their practice in critical areas. More important, this new model of collaborative instruction will inspire a fresh, enhanced commitment to teaching--one that moves beyond the current practice of isolated classroom teaching. <i>Teaching Alone,</i></p>

	<p><i>Teaching Together</i> is a scholarly, groundbreaking volume that will surely inspire debate and discussion among faculty members, department chairs, and academic administrators. <b>[higher education composite]</b></p>
	<p><b>McCollin, E. (2000, November). Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students? Paper presented at the Mid-South Educational Research Association, Bowling Green, KY. (ED447139)</b></p> <p>This study investigated differences between college faculty members' and students' perceptions of teaching styles and the extent to which faculty employed different teaching styles for traditional and nontraditional students. The study also examined (1) the relationship between instructors' teaching styles and such instructor demographic variables as age, gender, nationality, years of experience, work status, educational level, and type of course facilitated and (2) the relationship between such student variables as age, course taken, academic major, length of attendance, and part-time or full-time status, and perceptions of instructors' teaching style. Respondents were 84 instructors and 585 students (243 traditional and 324 nontraditional). Instructors' perceived teaching styles were measured using the Principles of Adult Learning Scale (PALS). Students' perceptions of their instructors' teaching styles were measured using the Adapted PALS. Data analysis indicated a significant difference between faculty members' and students' perceived teaching styles. There was also a significant difference between the teaching styles of instructors of traditional and nontraditional students. Faculty scored in the teacher-centered ranges of PALS (for both student and teacher ratings). Instructors' educational level and type of course taught related to teaching style. Students' perceptions of teaching style related to academic major and type of course. <b>[4yr data]</b>  <a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111</a></p>
	<p><b>Ennis-Cole, D.L., and Lawhon, T. (2004). Teaching, technology, and support in the new millennium: A guide for new community college teachers. <i>Community College Journal of Research and Practice</i>, 28, 7, p. 533-592.</b></p> <p>The article reviews the technology and support systems available to new faculty that enhance teaching. It also discusses teaching strategies, workload and obligations, service, and ethical issues significant to new faculty members. <b>[2yr faculty]</b></p>
34.	<p>In your selected course section, on average, what percent of class time is spent on small group activities</p>
	<p><b>Bess, J.L., and associates. (2000). <i>Teaching alone, teaching together: Transforming the structure of teams for teaching</i>. San Francisco: Jossey-Bass.</b></p> <p>The notion that college teachers are only lecturers or discussion leaders has become greatly outdated in higher education. Today, the instructional process is much more complex and demanding--requiring a range of expertise that cannot be expected from any single individual. In this provocative book, James L. Bess and a select group of scholars propose a radical rethinking of teaching and academic work. They suggest a unique team-based academic organization that matches the different talents of faculty members with the distinct, differentiated tasks of teaching. By working together and supporting each other, faculty members can not only build on their collective strengths and knowledge but also improve their practice in critical areas. More important, this new model of collaborative instruction will inspire a fresh, enhanced commitment to teaching--one that moves beyond the current practice of isolated classroom teaching. <i>Teaching Alone, Teaching Together</i> is a scholarly, groundbreaking volume that will surely inspire debate and discussion among faculty members, department chairs, and academic administrators. <b>[higher education composite]</b></p>
	<p><b>Keim, M.C., and Biletzky, P.E. (1999). Teaching methods used by part-time community college faculty. <i>Community College Journal of Research and Practice</i>, 23: p. 727-37.</b></p> <p>"Part-time faculty teaching transfer courses in four community colleges in southern Illinois</p>

	<p>were surveyed to determine the teaching methods that they used. One hundred thirty-eight instructors completed a mailed survey for a response rate of 58%. The most popular teaching techniques were lecture, class discussion, written feedback, and methods to engage critical thinking. Least favored were slides, field trips, audiotapes, and guest lecturers. Faculty who had participated in professional development were more likely to use small group discussions, demonstrations, and activities to promote critical thinking" (p. 727). [2yr data]</p>
	<p><b>McCollin, E. (2000, November). Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students? Paper presented at the Mid-South Educational Research Association, Bowling Green, KY. (ED447139)</b></p> <p>This study investigated differences between college faculty members' and students' perceptions of teaching styles and the extent to which faculty employed different teaching styles for traditional and nontraditional students. The study also examined (1) the relationship between instructors' teaching styles and such instructor demographic variables as age, gender, nationality, years of experience, work status, educational level, and type of course facilitated and (2) the relationship between such student variables as age, course taken, academic major, length of attendance, and part-time or full-time status, and perceptions of instructors' teaching style. Respondents were 84 instructors and 585 students (243 traditional and 324 nontraditional). Instructors' perceived teaching styles were measured using the Principles of Adult Learning Scale (PALS). Students' perceptions of their instructors' teaching styles were measured using the Adapted PALS. Data analysis indicated a significant difference between faculty members' and students' perceived teaching styles. There was also a significant difference between the teaching styles of instructors of traditional and nontraditional students. Faculty scored in the teacher-centered ranges of PALS (for both student and teacher ratings). Instructors' educational level and type of course taught related to teaching style. Students' perceptions of teaching style related to academic major and type of course. [4yr data]  <a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111</a></p>
	<p><b>Foote, E. (2001). Collaborative learning in community colleges. ERIC Clearinghouse for Community Colleges. Retrieved on July 18, 2005 from <a href="http://www.qseis.ucla.edu/ccs/digests/dig9709.html">http://www.qseis.ucla.edu/ccs/digests/dig9709.html</a>.</b></p> <p>"Collaborative learning strategies offer promising possibilities for promoting active learning and student self-reliance in community college classrooms. This Digest defines collaborative learning and then discusses five experimental courses that have incorporated collaborative learning." [2yr data]</p>
35.	<p>In your selected course section, on average, what percent of class time is spent on student presentations</p>
	<p><b>Bess, J.L., and associates. (2000). Teaching alone, teaching together: Transforming the structure of teams for teaching. San Francisco: Jossey-Bass.</b></p> <p>The notion that college teachers are only lecturers or discussion leaders has become greatly outdated in higher education. Today, the instructional process is much more complex and demanding--requiring a range of expertise that cannot be expected from any single individual. In this provocative book, James L. Bess and a select group of scholars propose a radical rethinking of teaching and academic work. They suggest a unique team-based academic organization that matches the different talents of faculty members with the distinct, differentiated tasks of teaching. By working together and supporting each other, faculty members can not only build on their collective strengths and knowledge but also improve their practice in critical areas. More important, this new model of collaborative instruction will inspire a fresh, enhanced commitment to teaching--one that moves beyond the current practice of isolated classroom teaching. <i>Teaching Alone, Teaching Together</i> is a scholarly, groundbreaking volume that will surely inspire debate and discussion among faculty members, department chairs, and academic administrators.</p>

	<b>[higher education composite]</b>
	<p><b>Keim, M.C., and Biletzky, P.E. (1999). Teaching methods used by part-time community college faculty. <i>Community College Journal of Research and Practice</i>, 23: p. 727-37.</b></p> <p>“Part-time faculty teaching transfer courses in four community colleges in southern Illinois were surveyed to determine the teaching methods that they used. One hundred thirty-eight instructors completed a mailed survey for a response rate of 58%. The most popular teaching techniques were lecture, class discussion, written feedback, and methods to engage critical thinking. Least favored were slides, field trips, audiotapes, and guest lecturers. Faculty who had participated in professional development were more likely to use small group discussions, demonstrations, and activities to promote critical thinking” (p. 727). <b>[2yr data]</b></p>
	<p><b>McCollin, E. (2000, November). Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students? Paper presented at the Mid-South Educational Research Association, Bowling Green, KY. (ED447139)</b></p> <p>This study investigated differences between college faculty members’ and students’ perceptions of teaching styles and the extent to which faculty employed different teaching styles for traditional and nontraditional students. The study also examined (1) the relationship between instructors’ teaching styles and such instructor demographic variables as age, gender, nationality, years of experience, work status, educational level, and type of course facilitated and (2) the relationship between such student variables as age, course taken, academic major, length of attendance, and part-time or full-time status, and perceptions of instructors’ teaching style. Respondents were 84 instructors and 585 students (243 traditional and 324 nontraditional). Instructors’ perceived teaching styles were measured using the Principles of Adult Learning Scale (PALS). Students’ perceptions of their instructors’ teaching styles were measured using the Adapted PALS. Data analysis indicated a significant difference between faculty members’ and students’ perceived teaching styles. There was also a significant difference between the teaching styles of instructors of traditional and nontraditional students. Faculty scored in the teacher-centered ranges of PALS (for both student and teacher ratings). Instructors’ educational level and type of course taught related to teaching style. Students’ perceptions of teaching style related to academic major and type of course. <b>[4yr data]</b>  <a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111</a></p>
36.	In your selected course section, on average, what percent of class time is spent on in-class writing
37.	In your selected course section, on average, what percent of class time is spent on testing and evaluation
38.	In your selected course section, on average, what percent of class time is spent on performances in applied and fine arts (dance, drama, music)
39.	In your selected course section, on average, what percent of class time is spent on experiential (labs, field work, art exhibits, clinical placements, internships)
40.	In your selected course section, on average, what percent of class time is spent on hands-on practice
	<p><b>McCollin, E. (2000, November). Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students? Paper presented at the Mid-South Educational Research Association, Bowling Green, KY. (ED447139)</b></p> <p>This study investigated differences between college faculty members’ and students’ perceptions of teaching styles and the extent to which faculty employed different teaching styles for traditional and nontraditional students. The study also examined (1) the relationship between instructors’ teaching styles and such instructor demographic variables as age, gender, nationality, years of experience, work status, educational level,</p>

	<p>and type of course facilitated and (2) the relationship between such student variables as age, course taken, academic major, length of attendance, and part-time or full-time status, and perceptions of instructors' teaching style. Respondents were 84 instructors and 585 students (243 traditional and 324 nontraditional). Instructors' perceived teaching styles were measured using the Principles of Adult Learning Scale (PALS). Students' perceptions of their instructors' teaching styles were measured using the Adapted PALS. Data analysis indicated a significant difference between faculty members' and students' perceived teaching styles. There was also a significant difference between the teaching styles of instructors of traditional and nontraditional students. Faculty scored in the teacher-centered ranges of PALS (for both student and teacher ratings). Instructors' educational level and type of course taught related to teaching style. Students' perceptions of teaching style related to academic major and type of course. <b>[4yr data]</b> <a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Faculty+and+student+perceptions+of+teaching+styles%3A+Do+teaching+styles+differ+for+traditional+and+nontraditional+students%3F&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b8012c111</a></p>
41.	<p>During this term, does your institution consider you to be employed part-time or full-time</p>
	<p><b>Cataldi, E. F., Fahimi, M. &amp; Bradburn, E. M. (2005). 2004 National study of postsecondary faculty. Washington, DC: National Center for Education Statistics.</b> This report presents data from the 2004 National Survey of Postsecondary Faculty on the distribution of full-time and part-time faculty by employment status, gender, race/ethnicity, tenure status, and source of income. <b>[2yr/4yr disaggregated]</b> <a href="http://nces.ed.gov/pubs2005/2005172.pdf">http://nces.ed.gov/pubs2005/2005172.pdf</a></p>
	<p><b>U.S. Department of Education, National Center for Education Statistics. (2002a). 1993 National study of postsecondary faculty (NSOPF:93), part-time instructional faculty and staff: Who they are, what they do, and what they think, NCES 2002-163, by Valerie M. Conley and David W. Leslie. Project officer: Linda J. Zimbler. Washington, D.C.</b> This report presents data from the 1993 National Survey of Postsecondary Faculty. The report compares part-time faculty and full-time faculty, examines some of the common perceptions about part-time faculty, and provides a comprehensive source of descriptive statistics about part-time faculty characteristics. <b>[2yr/4yr composite narrative &amp; disaggregated tables]</b> <a href="http://nces.ed.gov/programs/quarterly/vol_4/4_2/4-2.asp">http://nces.ed.gov/programs/quarterly/vol_4/4_2/4-2.asp</a></p>
	<p><b>U.S. Department of Education, National Center for Education Statistics. (2002). A profile of part-time faculty: Fall 1998, NCES 2002-08, by Andrea Berger, Rita Kirshstein, Yu Zhang, and Kevin Carter. Project officer: Linda J. Zimbler, American Institutes for Research. Washington, D.C.</b> Using data from the 1999 National Study of Postsecondary Faculty, this report provides a thorough literature review on part-time vs. full-time faculty, with tables presenting general demographic and instructional differences. <b>[2yr/4yr composite narrative &amp; disaggregated tables]</b> <a href="http://nces.ed.gov/pubs2002/200208.pdf">http://nces.ed.gov/pubs2002/200208.pdf</a></p>
	<p><b>Banachowski, G. (1997). Advantages and disadvantages of employing part-time faculty in community colleges. (ERIC Document Reproduction Service No. ED 405037).</b> The number of part-time faculty instructors at two-year colleges has grown steadily since the early 1960s, increasing from 38% in 1962 to 65% in 1993. Part-time faculty are employed in community colleges for four main reasons. First, they save an institution money in both salaries and benefits and are rarely promoted; second, the use of part-time faculty increases institutional flexibility in matching the demands of varying enrollments; third, they bring real-world experience; and fourth, part-time faculty themselves benefit because working part-time adds prestige and fulfillment to their lives and can lead to full-time employment. There are disadvantages, however, to employing part-time faculty. Critics argue that they harm full-time faculty by taking away full-time positions and extra pay for course overloads. Critics also claim that part-timers themselves suffer as a result of their overuse for the delivery of instruction. A third reported disadvantage is that the integrity of the two-year college teaching profession is severely undermined, although</p>

	<p>there is no consensus on how or even if it is undermined. Some research has found that part-time faculty do not incorporate new teaching methods and are less effective teachers than full-time faculty, while other studies have found no differences. Contains 20 references. <b>[2yr faculty]</b></p> <p><a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Advantages+and+disadvantages+of+employing+part-time+faculty+in+community+colleges&amp;ERICExtSearch_SearchType_0=kw&amp;_pageLabel=RecordDetails&amp;objectId=0900000b801b52e0">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=Advantages+and+disadvantages+of+employing+part-time+faculty+in+community+colleges&amp;ERICExtSearch_SearchType_0=kw&amp;_pageLabel=RecordDetails&amp;objectId=0900000b801b52e0</a></p>
	<p><b>Brewster, D. (2000). The use of part-time faculty in the community college. <i>Inquiry</i>, 5(1), p. 66-76. (Available online at <a href="http://www.vccaedu.org/inquiry/inquiry-spring2000/i-51-brewster.html">http://www.vccaedu.org/inquiry/inquiry-spring2000/i-51-brewster.html</a> )</b></p> <p>This article “examines the problem of increasing reliance upon part-time faculty.” The author “looks at the implications and considers a number of issues relating to employment of part-time faculty. Discusses six practices used to deal with part-time faculty: recruiting, selecting, orienting, staff development, evaluation, and integration. Effective communication is key in all six processes.” Two case studies are presented to demonstrate this point. <b>[2yr faculty]</b></p>
	<p><b>Burgess, L.A., and Samuels, C. (1999). Impact of full-time versus part-time instructor status on college student retention and academic performance in sequential courses. <i>Community College Journal of Research and Practice</i>, 23: p. 487-498.</b></p> <p>“The primary purpose of this study was to examine the relation between full-time or part-time instructor status and college student retention and academic performance in sequential courses. Results indicate that for either developmental or regular courses, college students who take the first course in a sequence from a part-time instructor, and who take the second course in the sequence from a full-time instructor seem underprepared for the second course. By contrast to students experiencing other instructor status combinations (part-time/part-time, full-time/part-time, or full-time/full-time), these students are significantly less likely to either complete or achieve a grade of “C” or better in the second course. Sequential course instructor status, therefore, seems to be a predictor of college student success. Implications for practice pertaining to further research, college students, and institutions are discussed” (p. 487). <b>[2yr faculty]</b></p>
	<p><b>Ellison, A. B. (2002). The accidental faculty: Adjunct instructors in community colleges. (ERIC Docent Reproduction Service No. ED 466874)</b></p> <p>“The author argues that adjunct faculty are well-qualified professionals who should be made full partners in the quest for academic excellence. A comprehensive definition of expectations for part-time instructors could serve to help improve treatment of adjuncts and benefit college operations. Suggestions for adjunct faculty performance improvement include orientation and professional development, performance evaluation, and fair employment practices, including equitable pay. The paper argues for continued research into best practices in the effective use of part-time faculty.” <b>[2yr faculty]</b></p> <p><a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=The+accidental+faculty%3A++Adjunct+instructors+in+community+colleges&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b801760df">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=The+accidental+faculty%3A++Adjunct+instructors+in+community+colleges&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b801760df</a></p>
	<p><b>Gappa, J. M., &amp; Leslie, D. W. (1993). The invisible faculty: Improving the status of part-timers in higher education. San Francisco: Jossey-Bass. (ED358756)</b></p> <p>“This book examines the practices that support and enhance the value of part-time faculty both in and outside the college classroom, offering 43 specific recommendations to help institutions plan and manage their use of part-timers, develop fair employment policies, and invest in part-timers as valued human resources contributing to the quality of education on their campuses. Interviews with 467 chief academic officers, deans, department heads, and full-time and part-time faculty members at 18 institutions provide insights into who part-time faculty are, how different institutional policies constrain or favor their employment, how their teaching and other assignments contribute to institutional goals, and what institutions can do to integrate them fully into the academic community. The book is divided into two parts. Part 1 analyzes the current environment for part-time</p>

	<p>faculty, and part 2 identifies key trends in the employment of part-time faculty and delineates 43 recommended practices for institutions to follow. The book concludes with a list of the 18 institutions participating in the study, and the questionnaires used in campus interviews." <b>[higher education composite]</b>  <a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=The+invisible+faculty&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b80144c3d">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=The+invisible+faculty&amp;ERICExtSearch_SearchType_0=ti&amp;_pageLabel=RecordDetails&amp;objectId=0900000b80144c3d</a></p>
	<p><b>Keim, M.C., and Biletzky, P.E. (1999). Teaching methods used by part-time community college faculty. <i>Community College Journal of Research and Practice</i>, 23, 8, p. 727-37.</b>  "Part-time faculty teaching transfer courses in four community colleges in southern Illinois were surveyed to determine the teaching methods that they used. One hundred thirty-eight instructors completed a mailed survey for a response rate of 58%. The most popular teaching techniques were lecture, class discussion, written feedback, and methods to engage critical thinking. Least favored were slides, field trips, audiotapes, and guest lecturers. Faculty who had participated in professional development were more likely to use small group discussions, demonstrations, and activities to promote critical thinking" (p. 727). <b>[2yr data]</b></p>
	<p><b>Miller, M.H. (2004). Pa. legislature considers adjunct faculty's effect on colleges. <i>Community College Week</i>, October 11, 2004, p. 2.</b>  Follows up on a report, "Part-time Faculty at Institutions of Higher Education in the Commonwealth of Pennsylvania," released in 2003 by the Advisory Committee on Part-Time Faculty to the General Assembly's Joint State Government Commission. The report focuses on the reliance of community colleges on part-time faculty and their treatment in terms of salary, benefits, and professional opportunity. The report found that part-time faculty as a percentage of total faculty grew at PA community colleges from 66% in 1987 to 77% in 1993 and 82.5% in 1999, compared with the national average of 65.5%. The article discusses inequalities in salary, benefits, and speculates on the impact of part-time faculty on learning. However, the report did not examine the impact of part-time faculty on the quality of instruction and learning. <b>[2yr]</b>  <a href="http://infotrac.galegroup.com/itw/infomark/128/214/72449588w2/purl=rc1_EAIM_0_A123752106&amp;dyn=5lxrn_2_0_A123752106?sw_aep=txshracd2598">http://infotrac.galegroup.com/itw/infomark/128/214/72449588w2/purl=rc1_EAIM_0_A123752106&amp;dyn=5lxrn_2_0_A123752106?sw_aep=txshracd2598</a></p>
	<p><b>Parsons, M. H. (1998). How the other 2/3 live: Institutional initiatives for part-time faculty assimilation in America's two-year colleges. (ERIC Document Reproduction Service No. ED 417793).</b>  The number of part-time faculty employed in two-year colleges has risen dramatically in recent years, with current data indicating that 64% of two-year college faculty work part time. It is critical, therefore, that colleges ensure that part-time faculty are well integrated into the organizational culture. In assessing initiatives for helping part-timers assimilate, colleges can look to standards established by their regional accrediting agency or guidelines developed by advocacy groups, such as the American Association of University Professors. In addition, a number of processes have been developed and implemented, making part-time faculty integral components of the college. These processes include such steps as providing handbooks for part-timers, conducting formal evaluations at least once a year, developing mechanisms for recognizing and publishing adjuncts' efforts, providing professional development funds, including adjuncts on college committees, and involving them in curriculum and textbook decisions. <b>[2yr faculty]</b>  <a href="http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=How+the+other+2%2F3+live%3A++Institutional+initiatives+for+part-time+faculty+assimilation+in+America%EF%BF%BDs+two-year+colleges&amp;ERICExtSearch_SearchType_0=kw&amp;_pageLabel=RecordDetails&amp;objectId=0900000b80136bfc">http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&amp;ERICExtSearch_SearchValue_0=How+the+other+2%2F3+live%3A++Institutional+initiatives+for+part-time+faculty+assimilation+in+America%EF%BF%BDs+two-year+colleges&amp;ERICExtSearch_SearchType_0=kw&amp;_pageLabel=RecordDetails&amp;objectId=0900000b80136bfc</a></p>
	<p><b>Valadez, J.R., and Anthony, J.S. (2001). Job satisfaction and commitment of two-year college part-time faculty. <i>Community College Journal of Research and Practice</i> 25(3), p. 97-108.</b>  One of the more significant trends in higher education has been the recent increase in</p>

	<p>dependence on part-time faculty members. Community colleges, more than any other sector of higher education, have been affected by this trend. However, few scholars and policy makers have made systematic studies to identify whether these individuals are satisfied with their roles, responsibilities, and rewards. The purpose of this investigation was to use nationally representative data to comprehensively study the job satisfaction and commitment of two-year college part-time faculty members. In doing so, this study provided richer definitions of job satisfaction and commitment that for practical and theoretical purposes better capture the multidimensionality of the psychological constructs of job satisfaction and commitment. <b>[2yr faculty]</b>  <a href="http://www.ingentaconnect.com/content/routledg/ucjc/2001/00000025/00000002/art00003">http://www.ingentaconnect.com/content/routledg/ucjc/2001/00000025/00000002/art00003</a></p>
	<p><b>Wallin, D.L. (2004). Valuing professional colleagues: Adjunct faculty in community and technical colleges. <i>Community College Journal of Research and Practice</i>, 28(4), p. 373-91.</b>  Adjunct faculty play a major role in the success of America's community colleges. Part-time faculty bring industry expertise, professional know-how, and workplace experience to the classroom. They also provide an economic benefit to the institutional bottom line. Yet they are often regarded by administrators and full-time faculty alike as "second-class citizens," not fully appreciated for the contributions they bring to the colleges and to the students they serve. This article discusses four issues central to an understanding of adjunct faculty: (1) the increasing use of adjunct faculty, (2) reasons people teach part-time, (3) competency and compensation issues, and (4) opportunities for professional development. Adjunct faculty provide a significant service to community and technical colleges. They should be recognized and valued as professional colleagues working in collaboration with full-time faculty and administrators to achieve the teaching mission of America's community colleges. <b>[2yr faculty]</b>  <a href="http://www.ingentaconnect.com/content/routledg/ucjc/2004/00000028/00000004/art00006">http://www.ingentaconnect.com/content/routledg/ucjc/2004/00000028/00000004/art00006</a></p>
42.	<p>What is the total number of credit hours you are scheduled to teach during the current academic year (including summer sessions) at this college</p>
	<p><b>U.S. Department of Education, National Center for Education Statistics. (2000). Instructional Faculty and Staff in Public 2-year Colleges, NCES 2000–192, by James C. Palmer. Project Officer: Linda J. Zimble, Washington, D.C.</b>  This report presents data from the 1999 National Survey of Postsecondary Faculty. Findings include the average number of classes taught by full-time faculty, the average number of total classroom credit hours, the average number of students taught, the average number of total student contact hours, instructional methods used by faculty, average number of articles recently published and/or presented by faculty, faculty opinions concerning advancement and career climate, and comparisons to responses from part-time faculty. <b>[2yr/4yr disaggregated]</b> <a href="http://nces.ed.gov/pubs2000/2000192.pdf">http://nces.ed.gov/pubs2000/2000192.pdf</a></p>
43.	<p>During your current academic year, is team teaching part of your teaching role at this college</p>
44.	<p>During your current academic year, is linked courses part of your teaching role at this college</p>
	<p><b>Speidel, P.L. (2000). Determining the transfer of English 06 strategies to content courses. <i>Inquiry</i>, 5(2). (Available online at <a href="http://www.vccaedu.org/inquiry/inquiry-fall2000/i-52-speidel.html">http://www.vccaedu.org/inquiry/inquiry-fall2000/i-52-speidel.html</a> )</b>  This fall 1998 pilot study paired students in Psychology 202 and English 06 to determine transfer of learning strategies. Discussion of student outcomes is included. <b>[2yr data]</b></p>
45.	<p>During your current academic year, is learning communities part of your teaching role at this college</p>
	<p><b>Foote, E. (2001). Collaborative learning in community colleges. ERIC Clearinghouse for Community Colleges. Retrieved on July 18, 2005 from <a href="http://www.gseis.ucla.edu/ccs/digests/dig9709.html">http://www.gseis.ucla.edu/ccs/digests/dig9709.html</a>.</b>  "Collaborative learning strategies offer promising possibilities for promoting active learning and student self-reliance in community college classrooms. This Digest defines collaborative learning and then discusses five experimental courses that have incorporated collaborative learning." <b>[2yr data]</b></p>

	<p><b>Snider, K.J.G., and Venable, A.M. (2000). Assessing learning community effectiveness: A multi-campus approach. Paper presented at the Annual Meeting of the Association for Institutional Research AIR Forum, Cincinnati, OH.</b></p> <p>Learning communities are becoming an increasingly popular way to educate and integrate students. This paper presents the first multi-campus effort aimed at measuring learning community effectiveness. In Fall 1998, representatives from three universities developed a pre-test, post-test questionnaire to assess the effectiveness of learning communities in accomplishing twelve program goals and developing student progress across three conceptual domains. In Fall 1999, ten universities agreed to administer these instruments to nearly 5,000 respondents. This paper will present the results from the most recent study and will discuss findings regarding the effectiveness of different types of learning communities and the impact of learning communities on different types of students. [4yr data] <a href="http://www.indstate.edu/oirt/lce36/1999Study/99LCEQ36.PDF">http://www.indstate.edu/oirt/lce36/1999Study/99LCEQ36.PDF</a></p>
	<p><b>O'Banion, T. (1996, August). Learning communities, learning organizations, and learning colleges. Leadership Abstracts. Mission Viejo, CA: League for Innovation in the Community College, 9(8).</b></p> <p>This article discusses the definitions of and the relationships between the terms <i>learning communities</i>, <i>learning organizations</i>, and <i>learning colleges</i>. The author encourages the understanding of these terms in furthering the "learning revolution." [2yr] <a href="http://www.league.org/publication/abstracts/leadership/labs0896.htm">http://www.league.org/publication/abstracts/leadership/labs0896.htm</a></p>
	<p><b>Campbell, D.F., and Evans, R. (2001). Quality learning communities: It's commitment that counts. Community College Journal of Research and Practice, 25(1), p. 1-4.</b></p> <p>Over 300 community college presidents, vice presidents, deans, and other decision makers representing 35 states attended the 2000 Community College Futures Assembly held in Orlando, Florida. The Assembly, which was sponsored by the Institute of Higher Education of the University of Florida, Gainesville, provided credit to members of the Association of Community College Trustees in the Trustee Education Recognition Program. The article presents best practice institutions and issues related in implementing learning communities. [2yr data]</p>
46.	During your current academic year, is capstone courses part of your teaching role at this college
47.	During your current academic year, is academic advising part of your teaching role at this college
48.	During your current academic year, is clinical and other field supervision of student work part of your teaching role at this college
49.	During your current academic year, is distance learning courses part of your teaching role at this college
	<p><b>Moon, D., Michelich, V., and McKinnon, S. (2005). Blow away the competition: Explosive best practices for cost-effective excellence in distance learning. Community College Journal of Research and Practice, 29(8), p. 621-22.</b></p> <p>This article highlights the best practices of Georgia Perimeter College's distance learning initiative. [2yr data]</p>
50.	During your current academic year, is service learning (community service) incorporated into your course part of your teaching role at this college
51.	During your current academic year, is independent studies part of your teaching role at this college
52.	Which one of the following best describes your academic rank, title, or current position
	<p><b>Knapp, L.G., Kelly-Reid, J.E., Whitmore, R.W., Wu, S., Huh, S., Levine, B., and Broyles, S.G. (2004). Staff in Postsecondary Institutions, Fall 2002, and Salaries of Full-Time Instructional Faculty, 2002–03, (NCES 2005–167). U.S. Department of Education. Washington, DC: National Center for Education Statistics.</b></p> <p>This report presents data from the 2004 National Survey of Postsecondary Faculty on the distribution of faculty by salary and contract length, and changes in salaries based on contract length and rank. [2yr/4yr disaggregated] <a href="http://nces.ed.gov/pubs2005/2005167.pdf">http://nces.ed.gov/pubs2005/2005167.pdf</a></p>

53.	What is your current tenure status
	<p><b>Cataldi, E. F., Fahimi, M. &amp; Bradburn, E. M. (2005). 2004 National study of postsecondary faculty.</b> Washington, DC: National Center for Education Statistics. This report presents data from the 2004 National Survey of Postsecondary Faculty on the distribution of full-time and part-time faculty by employment status, gender, race/ethnicity, tenure status, and source of income. [2yr/4yr disaggregated]  <a href="http://nces.ed.gov/pubs2005/2005172.pdf">http://nces.ed.gov/pubs2005/2005172.pdf</a></p>
	<p><b>U.S. Department of Education, National Center for Education Statistics. (2001). Institutional policies and practices: Findings from the 1999 national study of postsecondary faculty, institutional survey, NCES 2001-201, by Andrea Berger, Rita Kirschstein, Elizabeth Rowe. Project officer: Linda Zimbler. Washington, D.C.</b> This report presents data from the 1999 National Study of Postsecondary Faculty. Highlights include: 61% of all public 2-year institutions had tenure systems; public 2-yr institutions were more likely to hire faculty into tenure-track positions than nontenure-track positions; public 2-year institutions were the most likely to limit faculty time on tenure track to under five years (46%); and 33% of faculty at all institutions of higher education are tenured or in tenure-track positions, as compared to 29% of all faculty in community colleges. [2yr/4yr disaggregated] <a href="http://nces.ed.gov/pubs2001/2001201.pdf">http://nces.ed.gov/pubs2001/2001201.pdf</a></p>
54.	How many years of teaching experience do you have in any college/university, not including graduate teaching assistant positions
55.	What is the highest degree you have earned
56.	What is your age group
	<p><b>Berry, L.H., Hammons, J.O., and Denny, G.S. (2001). Faculty retirement turnover in community colleges: A real of imagined problem? <i>Community College Journal of Research and Practice</i>, 25(2), p. 123-136.</b> This article presents the results of a national study designed to determine if large-scale turnover is likely to occur among community college faculty members during the next several years. It also examined factors that affect faculty members' retirement decisions, the impact and prevalence of early and phased retirement decisions, the effect and prevalence of early and phased retirement programs, and the steps being taken by institutions to prepare for what some have predicted will be a significant turnover. Finally, this study sought to determine the skills and characteristics faculty members nearing retirement view as important in their replacements. [2yr data]  <a href="http://www.ingentaconnect.com/content/routledg/ucjc/2001/00000025/00000002/art00005">http://www.ingentaconnect.com/content/routledg/ucjc/2001/00000025/00000002/art00005</a></p>
	<p><b>Maguire, P. (2001). Culture shock - The retirement of veteran faculty. <i>Community College Journal</i>, 72(1), p. 57-60.</b> This article "discusses the wave of retiring faculty—and the new recruits who will replace them—that is due to hit community colleges." The author suggests that new teachers familiarize themselves with their 'political environment,' such as who wields the most influence within the department and who seems accessible for help and advice. [2yr]  <a href="http://www1.websearchstudio.net/scripts/ws.dll?websearch&amp;site=AACC">http://www1.websearchstudio.net/scripts/ws.dll?websearch&amp;site=AACC</a></p>
57.	What is your gender
	<p><b>Cataldi, E. F., Fahimi, M. &amp; Bradburn, E. M. (2005). 2004 National study of postsecondary faculty.</b> Washington, DC: National Center for Education Statistics. This report presents data from the 2004 National Survey of Postsecondary Faculty on the distribution of full-time and part-time faculty by employment status, gender, race/ethnicity, tenure status, and source of income. [2yr/4yr disaggregated]  <a href="http://nces.ed.gov/pubs2005/2005172.pdf">http://nces.ed.gov/pubs2005/2005172.pdf</a></p>
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2000). [1993 National Study of Postsecondary Faculty (NSOPF:93)] Salary, Promotion, and Tenure Status of Minority and Women Faculty in U.S. Colleges and Universities, NCES 2000-173, by Michael T. Nettles, Laura W. Perna, and Ellen M. Bradburn. Project Officer: Linda J. Zimbler. Washington, D.C.</b> This report begins by reviewing prior research that has examined predictors of faculty salaries, tenure, and rank. Section 2 describes how men and women are represented,</p>

	<p>paid, promoted, and tenured among America's college and university faculty. Two broad categories of variables which may contribute to the observed disparities are then examined: human capital characteristics, including education, experience, and types of responsibilities; and structural characteristics, such as institutional type and academic discipline. Section 3 presents the representation of individuals of different racial/ethnic groups among America's college and university faculty and compares different racial/ethnic groups by salary level, tenure status, and academic rank. Again, human capital and structural characteristics are examined for variation among faculty of various racial/ethnic groups. Section 4 presents a multivariate analysis of variables associated with faculty salaries and examines whether, holding these variables constant, gender and racial/ethnic differences remain. Section 5 concludes by summarizing the results and discussing some limitations of the study. <b>[higher education composite]</b>  <a href="http://nces.ed.gov/pubs2000/2000173.pdf">http://nces.ed.gov/pubs2000/2000173.pdf</a></p>
	<p><b>Opp, R.D., and Gosetti, P.P. (2002). Women full-time faculty of color in 2-year colleges: A trend and predictive analysis. <i>Community College Journal of Research and Practice</i>, 26: p. 609-27.</b></p> <p>The study "involved trend and predictive analyses to examine changes in the proportional representation of women in full-time faculty by race/ethnicity from 1991 to 1997 in a sample of 1,024 matched two-year colleges" (p. 609). Results showed that the gap between female and male full-time faculty narrowed over this time period, but the increase in female faculty was not uniform across all racial/ethnic groups. These specific trends are presented. <b>[2yr data]</b></p>
58.	What is your citizenship status
59.	What is your racial or ethnic identification
	<p><b>Cataldi, E. F., Fahimi, M. &amp; Bradburn, E. M. (2005). 2004 National study of postsecondary faculty. Washington, DC: National Center for Education Statistics.</b></p> <p>This report presents data from the 2004 National Survey of Postsecondary Faculty on the distribution of full-time and part-time faculty by employment status, gender, race/ethnicity, tenure status, and source of income. <b>[2yr/4yr disaggregated]</b>  <a href="http://nces.ed.gov/pubs2005/2005172.pdf">http://nces.ed.gov/pubs2005/2005172.pdf</a></p>
	<p><b>U.S. Department of Education. National Center for Education Statistics. (2000). [1993 National Study of Postsecondary Faculty (NSOPF:93)] Salary, Promotion, and Tenure Status of Minority and Women Faculty in U.S. Colleges and Universities, NCES 2000-173, by Michael T. Nettles, Laura W. Perna, and Ellen M. Bradburn. Project Officer: Linda J. Zimble. Washington, D.C.</b></p> <p>This report begins by reviewing prior research that has examined predictors of faculty salaries, tenure, and rank. Section 2 describes how men and women are represented, paid, promoted, and tenured among America's college and university faculty. Two broad categories of variables which may contribute to the observed disparities are then examined: human capital characteristics, including education, experience, and types of responsibilities; and structural characteristics, such as institutional type and academic discipline. Section 3 presents the representation of individuals of different racial/ethnic groups among America's college and university faculty and compares different racial/ethnic groups by salary level, tenure status, and academic rank. Again, human capital and structural characteristics are examined for variation among faculty of various racial/ethnic groups. Section 4 presents a multivariate analysis of variables associated with faculty salaries and examines whether, holding these variables constant, gender and racial/ethnic differences remain. Section 5 concludes by summarizing the results and discussing some limitations of the study. <b>[higher education composite]</b>  <a href="http://nces.ed.gov/pubs2000/2000173.pdf">http://nces.ed.gov/pubs2000/2000173.pdf</a></p>
	<p><b>Opp, R.D., and Gosetti, P.P. (2002). Women full-time faculty of color in 2-year colleges: A trend and predictive analysis. <i>Community College Journal of Research and Practice</i>, 26: p. 609-27.</b></p> <p>The study "involved trend and predictive analyses to examine changes in the proportional representation of women in full-time faculty by race/ethnicity from 1991 to 1997 in a sample of 1,024 matched two-year colleges" (p. 609). Results showed that the gap</p>

	between female and male full-time faculty narrowed over this time period, but the increase in female faculty was not uniform across all racial/ethnic groups. These specific trends are presented. <b>[2yr data]</b>
60.	Are you Self-employed
	<b>Cataldi, E. F., Fahimi, M. &amp; Bradburn, E. M. (2005). 2004 National study of postsecondary faculty. Washington, DC: National Center for Education Statistics.</b> This report presents data from the 2004 National Survey of Postsecondary Faculty on the distribution of full-time and part-time faculty by employment status, gender, race/ethnicity, tenure status, and source of income. <b>[2yr/4yr disaggregated]</b> <a href="http://nces.ed.gov/pubs2005/2005172.pdf">http://nces.ed.gov/pubs2005/2005172.pdf</a>
61.	Other college(s) in teaching position
	<b>Cataldi, E. F., Fahimi, M. &amp; Bradburn, E. M. (2005). 2004 National study of postsecondary faculty. Washington, DC: National Center for Education Statistics.</b> This report presents data from the 2004 National Survey of Postsecondary Faculty on the distribution of full-time and part-time faculty by employment status, gender, race/ethnicity, tenure status, and source of income. <b>[2yr/4yr disaggregated]</b> <a href="http://nces.ed.gov/pubs2005/2005172.pdf">http://nces.ed.gov/pubs2005/2005172.pdf</a>
62.	Other college(s) in non-teaching position
63.	Full-time non-academic position
64.	Part-time non-academic position
65.	Work related to my teaching field
66.	Not employed elsewhere