

Part-time non-policy

The problem of whether or not to hire part-time or full-time instructors is one the board will have to deal with soon—especially since Ron Kaiser, dean of instruction, was misquoted in the minutes of a President's Council meeting and that quote has disturbed many faculty members.

Kaiser is quoted as saying that "the practice of hiring full-time, part-time instructors has been shifted to hiring part-time instructors having less than a full-time load. Beginning fall term, it will be our policy to hire part-time instructors who work less than 50 percent of full-time. We currently have six or seven part-time instructors who work full time. Each one represents a special situation; such as coming off sabbatical leave."

What he actually said was that if a decision was made concerning a policy it should be made soon but not implemented until next fall. The policy that he is quoted as having set is only one possible solution to the problem.

What this type of policy, if implemented, would mean, is that rather than hiring more full-time instructors, the College would hire part-time faculty who would teach six hours or less.

And, since faculty members who are teaching six hours or less have no office hours, students having difficulties would be virtually unable to contact an instructor outside of class time.

Part-time instructors are not a part of the collective bargaining force either and therefore are not bound by the same rules and regulations that full-time instructors are.

One of the things they would not be required to do is to present a course outline to division chairpersons. They would, in essence, come on campus, teach whatever they wanted, however they wanted to, and be answerable to no one.

We are not in any way implying that the part time faculty on this campus is not doing a good job. In fact, many of the so-called part-time instructors on this campus are carrying a full-time work load. They are just not getting the salary or security they deserve.

And, if this policy is adopted, chances are they won't ever get it.

This policy would save the school and taxpayers money. Part-time instructors are not paid nearly as much as full-time instructors. With enrollments declining in many areas it is possible that this policy is the most economically feasible from the administration's and board's points of view.

But then, if students and their chances of a quality education are to be put in jeopardy for purely economic considerations, perhaps the powers that be should look for another solution.

Commentary

Last week we began including guest commentaries as part of our editorial page. These commentaries will be written by representatives of the faculty, administration, staff and students about topics of concern to them or to the community.

We are printing other opinions in order to expose our readers to the ideas and opinions of other members of the College community.

The Print welcomes reader response to any editorial page material in the form of letters to the editor.

Letters must be neatly written in ink or type-written, double spaced. They must also be signed with the author's name, address and phone number. Names will be withheld on request.

SOME TEAM, A MUSIC MAJOR
A HISTORY MAJOR.. A CHEM
MAJOR AND TWO
FARRAH-FAWCETT MAJORS...



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Commentary

Community involvement cited

By Dr. John Hakanson,
College President
For The Print

One of the unique features of the community college is its flexibility—its ability to approach old problems with new solutions—its refusal to say "It can't be done," merely because it hasn't been done.

Clackamas has taken this flexibility a step further, and with its Board of Education leading the way, has become involved in community development in a manner rarely equalled in education. The involvement has not been so much doing something for the community, as stimulating the community to do something for itself and helping that process where possible.

Consider the Confidence Clinic, now firmly established on the campus' northeast edge. The Clinic, maintained and managed by and for women who are successfully working their way toward a healthier self-image and toward economic stability, is the result of an idea. The college took the first steps in exploring the possibility of bringing the idea into fruition, sparked the interest of other individuals and agencies, made facilities and resources available, and then adopted a supportive posture. The Clinic operated independently of, but in close cooperation with, the college.

The college employs four Community Development Coordinators

some of whom are partly funded by other agencies such as city councils and Senior Citizen Councils. These Coordinators are expected to find people in their communities who need educational and other social services, and then get them in touch with the right sources of help. This is a direct interface between the college and the community since so many people don't know where to turn for help which is already available.

Clackamas has carefully drawn working agreements with the major school systems in the college district through which an extensive community school program has been developed. Where most colleges

pay rent to use the local in effect asking people to the use of buildings they own, Clackamas helps the districts pay the salaries of community school coordinators thus providing additional services to the people instead of rent for own school buildings.

These kinds of activities with making college facilities available for use for hundreds of community organizations are what led the National Community Education Association name Clackamas, in 1976, college which best exemplifies "Community Education philosophy in the field of Adult Education."

the print

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