Corporate and Personal Ethics: Enhancing Part-Time Teaching in Higher Education in Kenya

Peter Mageto (Ph.D)
Daystar University
P.O. Box 44400-00100 Nairobi
Email: pmageto@daystar.ac.ke or magmaiko@yahoo.com

1 Abstract

Ethics in the academia is not new. Ethics is a part of the mission and culture of institutions of higher education. It is here that ethics is taught, researched and observed. It is in this environment that many students first learn about, and test, the realities of citizenship and its moral boundaries. More importantly, it is here that the political, social and economic future of many nations is shaped. However, there is evidence that higher education in eastern Africa has seen a steady increase in the numbers of part-time lecturers due to reduced government funding (especially to public universities), and the increasing size and diversity of student enrolment, yet the way part-time faculty are inducted into teaching and the utilisation of their expertise are under researched. This paper will endeavour to describe how institutions of higher education are keys to Kenya’s economic, social, and political transformation. It is the author’s premise that higher education in Kenya cannot offer quality content and credentials if institutions of higher education do not address ways of enhancing part-time teaching as a staffing strategy to sustain university growth. For the purpose of this paper, part-time teaching constitutes two major partners; the institution of higher education (herein referred as the corporate) and the individual lecturer (herein referred as personal). Consequently, this paper seeks to address both corporate (institution) and personal (part-time lecturer) ethics, in seeking for ways to enhance this model of work (part-timing) in higher education in Kenya. In order to ensure quality higher education, strategies will be proposed to universities and policy makers as to how part-time teaching can be enhanced to maintain higher standards of higher education in the region.

2 Background Overview

There have been persistent and global calls for the improvement of teaching in higher education. In most cases, institutions of higher learning have responded with the use of institutional strategies, policies and quality assurance. However, one key aspect (namely, part-timing) has continued to shape learning in higher institutions, and yet, has not been given the attention it deserves. Higher education institutions in east African region are increasingly making use of part-time faculty to help with the teaching of undergraduate and graduate students. In most cases, the extra income and flexibility of schedule have enticed many experts in their field to enter the field of higher education for part-timing.

There have been murmuring that part-timing problem is becoming a major obstacle in higher education. However, we only need to be reminded of the conventional wisdom about part-time faculty: They are cheap labour, they get treated poorly by their institutions, they have little contact with the wider university. The argument continues that they have limited contact with students outside class and may or may not hold office hours. They may also be less likely to know institutional policies and programmes and thus cannot advise students about them. Part-time faculty in some institutions also do not routinely participate in other instructional activities such as choosing textbooks and other learning resources and developing course and programmatic curricula. More challenging, is the fact that part-time faculty are the faculty most apt to be teaching an institution’s
part-time students, as those students tend to take evening and weekend courses, which are most frequently assigned to part-time faculty.

In general, the thinking goes, the growing use of part-timers is destroying much of what once made an academic career special. However, twenty-first century institutions of higher learning are finding it difficult to cope with the three stakeholders: students, faculty and the university who remain key pillars in strengthening and understanding of ethical behaviour that inculcates corporate and personal ethics in higher education. There are concerns even among education professionals, including part-timers, who worry that the quality of education is being affected by the increasing numbers of part-time faculty. The argument is developed that most part-time lecturers in our institutions of higher learning have less opportunity for involvement in curriculum planning and professional development, have weaker support and networking systems, receive little protection from pressure to inflate grades or to offer less-challenging assignments, and can spend less time with students outside of class. Consequently, the need to consider strategies to enhance part-timing in institutions of higher learning.

Part-time academics are called by different names in different countries and have also different forms of contract. For example, in the United Kingdom, they are known “as part-time teachers.” In Australia, they are referred to as “sessional teachers”, while in the USA they are referred to as “adjunct faculty” or “temporary faculty” (Anderson, 2007). For some, part-timing has been referred to as “outsourcing of classroom instruction” (Schibik and Harrington, 2004). Other scholars have termed them, “‘freelancers’ who prefer to work simultaneously at several different part-time occupations...” (Leslie and Gappa, 2002: 62). Indeed, in Eastern Africa, specifically in Kenya, such academics are referred to as part-timers, and for the purpose of this article, “part-time” will be used to refer to the flexibility and the short term nature of the teaching employment conducted by employees in institutions of higher learning. Although characterised in various ways in various countries, it is important for us to note one distinguishing characteristic of this labour market; they are not regular or full-time faculty.

From the foregoing, part-time teaching is not necessarily a new phenomenon in higher education. However, it is new in Kenya out of the recent increasing number of students seeking degree education. For example, in Kenya, most private universities tend to utilise more part-time teaching faculty than public universities. As Mwiria et al (2007) have argued, “About half of the teaching staff in the private universities are currently part-timers drawn from the public universities. With greater competition for the limited pool of academic staff in areas such as the sciences and ICTs, the institutions will have to invest more in staff training if they are to survive,” (P 192). Part-time lecturers represent a growing challenge to institutions of higher learning in the areas of quality assurance and developmental processes.

Part-time teaching in higher education in Kenya has one major irony, that even with the increased number of part-time lecturers, there is still very little institutional or national-level information about their numbers or upon the variety of their employment and contractual circumstances, let alone about their own views on the nature of their employment. It is difficult to situate any data that details the work of part-time faculty in institutions of higher learning. This confirms the fact that most institutions have not regarded part-time faculty as of any importance.

The prevalence of part-time faculty in institutions of higher learning in Eastern Africa is an undisputable fact of life. There is some sense that some institutions have utilised greater proportions of part-time lecturers over several years in response to shrinking budgets or/and a need for flexibility in staffing. Increasing flexibility and job uncertainty in several forms are features that continue to compel individuals to seek part-time teaching in higher education. However, in Kenya, many institutions of higher learning have turned to the recruitment of part-time lecturers as a response to the increased number of students enrolling in institutions of higher learning. Part-time faculty in particular continue to play an especially central role in private universities as they teach courses that make up institutions’ general education programmes.

Higher education in Kenya has undergone rapid change in the past 15 years. Features of that change have been a rapid expansion in students numbers, an establishment of numerous satellite
campuses, and lack of human personnel commensurate to student enrolment. Responding to these pressures, institutions of higher learning have contracted a number of part-time lecturers. The present enormous universities’ expansion and satellite campuses may now force corporate policy makers and individual lecturers to strike a balance of ensuring that institutional strategies, policies and quality assurance systems to drive development work, and investments in workshops, courses, seminars, and other forms of educational development interventions are taken seriously to enhance part-time teaching. In some cases, departments in various institutions of higher learning rely on part-time lecturers for substantial contributions to the teaching. On the other hand, when part-time lecturers devote insufficient time to their involvement or lack of adequate information about the course, the teaching programme suffers disruption and a lack of continuity. This is clearly confirmed by a research conducted by Kilemia Mwiria et al (2007) among public and private universities in Kenya that found out:

Public and private universities in Kenya influence and complement each other in several ways. The scheduling of most teaching in self-sponsored academic programmes on weekday evenings and at weekends and holidays was an idea borrowed from the private university sector. Private universities on the other hand, have benefited from public universities utilising their academic staff on a part-time basis to supplement their own shortfall. (P 112).

This objective is a true confirmation that most institutions of higher education in Kenya rely heavily on part-time faculty in teaching.

Since part-time faculty members constitute a good percentage in our eastern Africa institutions, the reasons for being hired need to be briefly described. The primary reason is their low-cost and thus the cost savings to the institution- compared with full-time faculty members. Not only are they paid on a course-by-course basis but moreover few receive benefits such as hospitality (tea or coffee), transport, medical insurance, sick leave or have the opportunity to apply for full-time work. It is also important to note that part-time faculty members also provide staffing and curricula flexibility as institutions seeks approvals to offer various programmes or introduce courses that are tandem with market needs. Because enrolments in particular courses and programmes tend to wax and wane over time, it is cost-effective to hire part-time faculty to teach many of the heavily subscribed courses, as these faculty do not need to be retained if enrolments drop. Additionally, from educational perspective, part-time faculty members employed in the area where they teach are valuable because they bring real-world experience to the classroom and provide contacts in the local labour market.

3 The Importance of Corporate and Personal Ethics

Ethics is a way of living within a world of relationships. In corporate and personal ethics, the institutions cannot do without human beings, and can either human beings do without the institutions in higher learning. Consequently, ethics is regarded as the basis upon which the part-time faculty members are considered as primary stakeholders in all our institutions today since their association is absolutely necessary for a university’s (campus) survival. However, there has been concern over corporate and personal ethics in relation to part-timing. The types and causes of ethical misconduct have been topics of wide-ranging discussion. We are continuously learning about the common types of ethics failure in universities and colleges, their level of seriousness, and causes (Kelly and Chang, 2007; Bruhn 2002; Bruhn et al 2002). Such ethics failure may include issues related to administration, management, teaching resources, grading, wages, monitoring and evaluation. Ethics failure in these areas will be highlighted in the strategies that this article proposes in enhancing part-time teaching.

In this paper, two key stakeholders are taken into consideration, namely, the corporation (university) and the person (lecturer). Both have a collaborative role to play to enhance part-time teaching. It is the university that is responsible for providing ethical leadership and experience necessary for individual growth, commitment to success, contributions to the development of
code of conduct, ethically and socially responsible, mentors, active participants, recipients of well-developed, ethically experienced part-time lecturers. On the other hand, the lecturer is responsible for ethical governance of the university obligated to other members of the stakeholders group, authors of codes of conduct, ethical leadership, critical to the establishment and success of an ethical culture, committed to success, ethically and socially responsible. This is the reason as to why part-timing faculty must be engaged in the institution fully.

Turnover in academic institutions like other organisations and institutions, necessitate the recruitment and retention of individuals, at all levels of the institutions of which they are a member. This is the reason that Buchholz and Rosenthal (2006) emphasise the fact that, to develop a moral organisation or institutions, every individual must hold themselves morally responsible for the jobs they are doing, and they must hold others morally responsible for doing their jobs. In this way a culture of moral responsibility can be created where moral conduct is embraced by both corporate and personal. Consequently, there is also evidence from elsewhere that most part-time faculty are concerned about their employment security (Jacoby, 2005). It is the author’s premise that professional formation (in higher education) is evoked by engagement with other colleagues, and the “lived” workplace environment.

Institutions of higher learning have specific corporate culture that define and distinguish them from others. This is clearly manifested as set of values, beliefs, goals, norms and ways to solve problems that members of an organisation share. In this way, corporate culture is shared and enhanced through behaviour, patterns, concepts, ceremonies and rituals that take place in an organisation. This explains why corporate and personal ethics has to be understood as a relationship. This is well articulated by Katzenbach and Smiths (2003), that the basic structure of the workplace is the relationship. Each relationship is part of a larger network of relationships. Work gets done through relationships. In academia we attempt to create high performing colleges and universities by assembling a collection of individuals who have the potential of being high performing, and we reward them individually when they succeed. In non-academic organisations the approach is to create high performing cultures by assembling individuals who have the potential to create and share information through networks of relationships to reach common goals. The tendency in eastern Africa has been that some institutions of higher education have been tempted to reduce commitments to part-time lecturers by treating them as self-employed and to regard their teaching as their own sought service to the institution. This is well argued by Dan Jacoby (2005), that “college administrators themselves do not always have accurate information or coding for their part-time faculty” (P. 138). However, where institutions lack considering relationship as a core object of any work to be done tend to treat part-time faculty as objects for service delivery.

On personal ethics, it is important to keep in mind that the recent mushrooming of universities and satellite campuses, a number of part-timers enter their part-time teaching situations with the intent of becoming full time, but gradually become discouraged. Those faculty members who prefer their part-time status frequently maintain employment relations with one college for long periods of time. Faculty who persist in part-time employment, but who prefer full-time employment, typically learn to work the system to secure heavier than average teaching loads.

Personal ethics compel us to rethink of those factors that might influence part-time faculty. Such factors include salary, benefits, job security and promotion opportunities. But there is also another concern that seems to suggest that most of those who engage in part-timing work, they do as non-academic professionals who teach in addition to their primary, full-time position, or academic faculty engaged only in teaching part-time, presumably because of the unavailability of full time teaching positions.

Focusing on individual ethics, becoming and being a part-time lecturer can be an isolated and challenging experience. Lack of confidence, lack of clarity, problems with management and administration, role conflict (between your full time employer and your part-time job), lack of resources, lack of direction, and perhaps most painfully, the feeling of being an outsider; all of these make the transition difficult. Note that the challenges above are not so unique to part-time lecturers, however, part-timers often have less presence in the institution of higher learning, have
more restricted contacts with other university staff, and less knowledge of the university’s cultures. Limited resources (in the broadest sense of the word), exacerbate the problems experienced by part-time lecturers.

It is important that departments and universities recognise the important role that part-time lecturers play. While terms and conditions of service often need attention, it is plausible to say that these lecturers feel appreciated of their enthusiasm, experience and insights. It is important that all part-time faculty should receive same pay and benefits, and are subject to the same institutional policies. For example, the remuneration for part-time lecturers should be commensurate in the same level of programme teaching. If a lecturer teaches undergraduates, while another is teaching graduates, pay and benefits should be the same.

Also, the conditions and facilities provided to part-time lecturers make depressing reading, preparation and presentation of their courses. From an employer perspective, there is often high turnover of part-time staff and difficulty in maintaining contact with them. Consequently, it is important that universities consider internal scrutiny practices of quality assurance for each part-time faculty member. Such quality demands that we take into consideration critical issues related to deficient training, exclusion from staff appraisal, lack of office space and lack of clarity in work expectations.

Communication issues lie at the heart of many of the tensions confronting part-time faculty in terms of communicating with their students, socialisation with their peers, and professional relationships with their academic colleagues. In most cases, the part-time faculty member is not informed on essential issues that affect his or her performance, change of class or exam schedules or room rotations. More challenging, some of the part-timers leave in the middle of the semester, or others do make inappropriate comments regarding the same institution in which they are part-timing.

Values are why most academicians choose to affiliate with a given institution. Some degree of ethics failure can be expected in academic institutions as faculty, staff and administrators turnover and value priorities change. Note that the socialisation of new faculty is usually the first time values, especially those associated with professional rewards, are discussed. The department is especially important in the determination of professional values, especially those values that graduate students acquire during socialisation (Becher and Kogan, 1992). It is important for us to note that department colleagues are important forces of control on a faculty member. Department colleagues and the department climate can be either enabling or ameliorative force in faculty value dissonance.

In order to ascertain the place and role of corporate and personal ethics in part-timing; it is important to remember that corporate and personal culture employs two basic dimensions: concern for people (that is, well being of the individual part-time lecturer) and concern for performance (that is, institutional productivity). As it has been argued by Ferrel et al, these two can be used to classify organisational cultures as apathetic (minimal concern for either people or performance); caring (high concern for people but minimal for performance); exacting (little concern for people but a high concern for performance); or integration (combines high concern for people and performance). Indeed, in institutions of higher learning to appreciate part-time faculty and enhance productivity, then integration between the two (corporate and personal) must be inculcated in all policies and systems without failure.

4 Toward the Future: Strategies to Enhance Part-time Teaching

Corporate and personal ethics are essential in higher education. More importantly, both corporate and personal ethics enable all those involved in higher education to take part-time teaching as a model of work that must be inculcated and enhanced to attain positive results both for the corporate (institutions) and personal (part-time lecturer). The future of higher education in eastern Africa is in tatters if we do not take time to consider strategies to enhance part-time teaching in institutions of higher learning.
Based on the foregoing, the following strategies should be considered by the corporate (institution of higher learning) and the personal (individual part-time lecturer) to enhance this model of teaching to procure positive results for all the stakeholders: the part-time lecturer, the student and the institution of higher learning.

1. **Part-time model of work demands that leadership is shown to be acting:** Leadership is the ability or authority to guide and direct others toward achievement of a goal. Consequently, a leader has a significant impact on decision making because leaders have power to motivate others and enforce the organisation’s rules and policies. We are aware that leaders are key in influencing the corporate and ethical posture of the organisation. This is why Hosmer (1987) argues that when leadership fails to exercise effective control over their departmental implementation of ethical policies and values, they allow the development of conditions where “cutting a corner” or “taking a shortcut” may be allowed or accepted. If this culture or environment is left unchecked, the possibility of an unethical lapse increases. The part-time lectures must actualise commitment to the continued development of student ethical behaviour by increasing their own accountability. The lecturers must accept their responsibility to incorporate ethics teaching and practice at every opportunity.

2. **Institutional administrators must inculcate life values of openness:** Open administration is key to any successful institution. Administrators in institutions of higher learning must be approachable and exhibit proper life values to create a relaxed environment of openness. Only in that environment can employers grow by taking opportunities to speak about ethical behaviour, exhibit and live good character and maintain the corporate responsibilities for honesty and integrity in their actions (Karri et al, 2005). It is the responsibility of the administrators to communicate the written policy statements and procedures regarding part-time employment to all faculty members. It is the administrators who should communicate policies regarding recruitment, selection, and appointment processes and minimum qualifications for all part-time faculty members. This relaxed learning environment will permit the desired ethical culture to flourish and grow.

3. **Establish database for all part-timing faculty:** We continue to face a crisis related to individual part-timer’s workload. Is it possible that most of the part-timers who are not full-timers in any given job are part-timing from one institution to another? How do we ensure that such individuals are not overloaded with teaching work at the expense of quality assurance? It is for this reason that we must consider a data-base that provides information as to who and where one is doing part-time jobs. More importantly, considering future developments and possible future scenarios in employment, institutions of higher learning have to seek ways to maintain an adequate database on all such workers if they are to plan strategically and properly to calculate the extent of their consequential incurrencies and liabilities. Such a database will also make it possible for individual part-time lecturers showcase their special expertise.

4. **Institutions must involve part-time faculty in developing and implementing policies and systems that affect them:** Institutions must spend time and resources to ensure good practice with respect to contracts and training. Part-time faculty should not be overlooked in policies and systems that are likely to affect their performance. It is important to note that in some countries, part-time faculty undertake a range of duties that are not necessarily paid for (for example in the development of new programmes) or curriculum development. In this way, institutional of higher learning shall avoid slotted in – which is one way that is often used to offer part-timers opportunities to teach. Indeed, in this scenario, there are very limited opportunities for interaction because a part-time lecture simply fills a teaching slot in the programme for a fee (wage). Just like the spectators in a football match, so it is with such a slotted in part-timer, who is always on the outside looking in without any expectation to join. Involving part-time faculty members to develop and implement policies opens a door for part-time faculty to engage in collaborative activities with their full-time counterparts, thereby lessening the probability of faculty isolation and
disenfranchisement when they encounter disappointment and frustration. In this way, the fears that characterise part-time teaching job as of low pay, lack of job security and limited resources can be dispelled.

5. **Institutions should develop and implement faculty collaborations that involve part-time faculty members:** Collaborations are key in the development of higher education. More importantly, collaborations that incorporates part-time lecturers will foresee corporate and personal development. It is for this reason that institutions of higher learning should embrace faculty collaborations between the full-timers and part-timers. Faculty collaboration occurs in a variety of settings and takes different forms, depending upon the nature of the collaborative team and its goals. Collaboration can occur among individual part-time lecturers or academic departments on the same campus or in different institutions. Faculty collaboration is that a cooperation endeavour that involves common goals, coordinated effort, and outcomes for which the collaborators share responsibility and credit. The reason I recommend this strategy, is collaboration increases productivity, maintains motivation, stimulates creativity and risk taking and enhances ethical behaviour. Note that collaboration is especially attractive to academics because of changing technologies, increasing specialised knowledge, time constrains on individual faculty, the complexity of many current problems, and the increased competition in attracting research funding.

Closely related to the above is the call for institutions of higher learning to embrace **assimilation** - which emphasises on the practitioner adopting departmental or team practices. This may be seen as a move welcoming and participative elaboration of slotting in. However, institutions must be careful not to utilise part-time faculty to teach different types of courses that they may not be qualified to teach. In order for the part-time lecturers to feel part of the department or team, they must be involved as much as possible. It is not just a matter of better induction and more considerate working practices, but also of learning from their expertise and considering implications for curriculum design. In this approach, we shall deal a blow to Findlay-Brooks and Bryson (2004) argument that “part-time teachers have been, and continue to be, a marginalised and neglected group within higher education” (P. 20). Such collaborations should be see as the approach to professional development of part-timers and all departmental events and activities may become transformative to such individual lecturers. It is in such collaborations that support mechanisms, that include staff development, that accommodate the working patterns of part-timers and motivational issues are discussed.

6. **Develop institutional reciprocity for the part-time faculty:** More importantly, institutions of higher learning must embrace **reciprocity** – which entails explicit negotiation over the part-timer’s anticipated contribution, role and the support available. Institutions should do a better job of providing security or support for the part-time lecturers. For example, although most part-time faculty positions are technically temporary in that contracts are signed for a single semester or trimester, many part-time faculty members may enjoy an implicit agreement for long-term employment with their institutions. This is currently happening in most institutions as majority of part-time faculty have had five or more years of part-timing experience at their given institutions.

7. **Institutions should share their corporate culture to socialise their part-time faculty:** Institutional growth is realised through a well defined corporate culture. It is for this purpose that greater proactive management of the institution’s culture beginning with the socialisation of new faculty must be undertaken. In such a situation, a part-time lecturer should be willing to avail him/herself to interact with some of the full-time colleagues. Most faculty members are pretty friendly, and therefore do not look down on part-timers, since many full timers started out that way themselves. The opportunity to engage in conversations with new colleagues or merely listening in on their conversations about pedagogy and other daily concerns, will go a long way towards helping the part-time lecturers to master the skills necessary for work. In this rapport, the part-time lecturer
has opportunity not only to make money, but also to get to know colleagues who might be involved when a search committee is formed, the full timers are the ones who will be on it, and indeed the more people you know on the committee, the better. It is for this reason that part-timers are encouraged as much as possible to attend departmental meetings, volunteer to help out with the other departmental tasks, as well as to socialise with colleagues. The essence of the argument above is that all institution of higher learning should provide an office in which part-time faculty can raise their issues and concerns and be assured that they can be conveyed to the administration in a timely manner. Such an office for part-time faculty will provide a welcoming place to meet with students as well as to reflect on one’s class just prior to the time it meets. It is through such an office that an institution will be able to solicit the input of part-time faculty on student reviews, when concerns have been raised about a student’s academic or professional development.

8. Institutional annual monitoring and evaluation of individual faculty members should be incorporated for recognition and advancement. Institutions tend to focus on annual financial audits and possible student admissions. Rarely do institutions focus on annual faculty monitoring and evaluations. It is more challenging when it comes to monitoring and evaluating part-time faculty members. An annual monitoring of individual faculty member’s progress in meeting institutional norms for recognition and advancement is quite essential as institutions aggressively continue opening new satellite campuses. Institutions of higher learning must have in place policy statements which establish periodic formal evaluations for part-time faculty. These statements must be based on established published criteria developed in consultation with those faculty members and based on the institution’s expectations and the faculty’s level of involvement apart from individual teaching responsibilities. In essence, many of the concerns pertaining to part-time faculty could be addressed if institutions were to implement regular evaluations that would assess in-class teaching and other responsibilities such as course preparation, student advisement, and service. This will help reduce any stress levels for part-timers and assure the institution of continuous professional improvement. In essence, any professional advancement or improvement by individual part-time lecturer should be monitored by such a body as CHE in Kenya. In other words, CHE should get involved in evaluating the role of part-time faculty in the establishment of new programmes and be assured that such part-time faculty members possess credentials from recognisable and accredited institutions that guarantees quality higher education.

5 Collaborating in Working for Corporate and Personal Justice

Justice is another major issue in part-timing. It is important to note that in some case, there are highly educated professionals who take on part-time teaching by paying a high price to do so. Although it is true that nearly half of part-time faculty want to work part-time for extra benefits, that is no reason for institutions of higher learning to take advantage of them with low pay and sometimes humiliating working conditions. We need to ask ourselves exactly what message we are sending to our students and to society. How can we expect students to embrace the values of equality, the dignity of work, and the importance of education if within our own doors we do not practice what we preach. Consequently, part-time faculty should be compensated equitably relative to the institution’s full-time faculty. The concept of equity includes consideration of market and disciplinary differences as well as salary structure across the institution. In other words, institutions should provide benefits, support services and opportunities for career advancements for part-time faculty whenever feasible.
6 Conclusion

There has been one argument in this paper all through, that part-time lecturers teach and that institutions must compensate them equitably. For sure, anyone working a successful career as a part-timer must love to teach; otherwise, they will be miserable and will not have the necessary drive and energy to build their teaching business. Corporate and personal ethics can become a major problem in our search for ways to enhance part-time teaching in higher education, especially in those institutions where it is difficult for part-time members to meet their needs and realise their goals, and where the institutions of higher learning provide little or no support, or inconsistent support, to assist a part-time faculty member in realising their goals. In this case then, both the corporate and personal ethics can be realised if there is good institution-faculty member fit, that is, when a faculty member’s career goals are synchronous with the institution’s norms and expectations.

We have argued so far that part-time lecturers are a significant resource in higher education, and an important part of the institution of higher education. Their professional formation as lecturers often receives less attention from institutions than it merits. Institutions should spend more time in dealing with each of the proposed strategies above to be able enhance part-time teaching without less hindrances because professional formation happens in the normal daily course of things. It is the researcher’s conviction that if corporate culture, policy and labour market conditions in institutions of higher learning is anything to go by, then the role of part-time faculty cannot be underestimated. Consequently, the satisfaction of part-time faculty must remain a concern for the institutions of higher learning, for the work of such a faculty is as important as that of a full-timer faculty member. Consequently, only when universities adopt this strategy of enhancing part-timing model of labour and stop viewing part-time faculty as merely a way of reducing costs and nurture such an individual with amicable environment and resources to deliver to his/her full potential.

7 References


