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tive as a faculty member. I will begin with point five--Mr. Ross's concern that the program was scheduled the day before the election.

Had I been in Mr. Ross's position, I think I would have been annoyed to be part of what some might consider a captive audience as a guest speaker did his politicking. This is an understandable reaction. That Mr. Krane politicked is evident. That he did it the day before the election is indisputable.

The faculty did not know that Mr. Krane would appeal in the way that he did. However, had I known, my response would have been to prepare students for the presentation by familiarizing them with some of the dynamics of political appeals; asking them to be alert to their own reactions; urging them to distinguish between evidence and opinion.

In effect, the presentation would have been approached on two levels--as a documentary on the arms race, and as an opportunity to examine an element of the anti-arms race political movement. I do not believe that I would have refused Mr. Krane's participation.

Mr. Ross's other points take issue with the depiction of Reagan; Krane's anti-Reagan bias; Krane's alleging the president is a liar. Mr. Ross argues that students deserve "objective instruction." It is my firm conviction that the faculty are responsible for making instruction as "objective" as possible; this does not mean that students should not be exposed to the views of those who are not so objective as we academics attempt to be.

Indeed, I would lament an approach that excluded programs and speakers for fear that they might express an unpopular opinion. I would fear a policy that decried as inappropriate any questioning of the personal motives of decision-makers or the self-interest inherent in economic or political institutions.

To be sure, the freedom to make accusations and to assert opinions can be abused. I would only ask that before allegations of abuse influence faculty to steer away from controversial topics, the overall impact of the program or speaker--as a learning experience--be taken into consideration.

In this situation, I feel no need to apologize for the presentation of a documentary on the nuclear arms race, nor for the fact that the producer-director had his own point of view. I do regret that the program was scheduled the day before the election without students having an appropriate orientation to the nature of the presentation in advance.

Sincerely,
Phyllis Betts
Associate Professor of Sociology



Staff photo by Sylvia Hawkins

CHANGE UNDERWAY: Carl and Wanda Kidd began the installation of new safety doors in the Village last week.

Part-time teachers face problems on job

By Debbie Weeks

Part-time faculty members at UNCA (commonly referred to as adjuncts) experience advantages and disadvantages not realized by full-time members of the staff.

There are sixty-eight adjunct faculty members at UNCA and according to Dr. Laurence Dorr vice chancellor of academic affairs at UNCA.

One part-time faculty member (who wishes to be anonymous) gave his interpretation of the part-time teacher issue.

He said, "On the pro side we have a person who now has a job, who otherwise might not have found one. The teaching field has expanded tremendously and competition is great.

The con side is that adjuncts are underpaid. Some find themselves overworked and in some instances find themselves a non-person. By this I mean, they are not integrated into the department they work for."

Dr. Jeff Rackham, chairman of the literature department at UNCA, is aware of part-time teachers' problems. In his department, eleven adjuncts share one-half of an office.

"There is definitely a problem here and that's why you might see a teacher/student conference going on as they sit on the steps or stand out in the hallway," said Rackham.

"I believe this offers a psychological disadvantage for the adjunct. These people are professionals. If they don't have some recognition for that, they may feel like their life has been wasted," continued Rackham.

Adjuncts teach over 50 percent of the freshman composition courses offered, said Rackham.

"In the literature department, our part-time faculty attend our meetings and help determine policy, such as what textbooks to acquire," said Rackham.

On the issue of part-time teachers' salaries, Rackham agrees they are underpaid, "but the fact is that all teachers are basically underpaid. There has been nationwide recognition of that problem. Part-time teachers are victims of that larger economic issue."

While attending a National University Faculty meeting in Utah last sum-

mer Rackham referred to an "unscientific survey" on salaries among part-time teachers.

He said, "We (UNCA) had nothing to be ashamed of as a result. We landed right in the middle. In fact there were fewer in a higher bracket than of a lower."

Dorr makes the final decision as to the hiring and salaries of the adjunct faculty.

Dorr said, "Adjunct faculty are used to supplement the work of regular faculty as our enrollment at UNCA grows. There were not enough funds to hire other full-time faculty members."

"The money to pay part-time teachers comes from the same pot as the full-time teachers," continued Dorr.

"We must consider, so as to be conscientious to the needs of our students, that the more you raise salaries the fewer courses we will be able to offer," said Dorr.

Dorr said with the money that he would pay one full-time teacher (who may teach eight courses in one year), he can hire a number of adjuncts to teach 19 courses.

"People will say we're exploiting them, but we assume these people have other jobs as well," said Dorr. "Their wages are not designed to provide a living as are they full time teachers salaries."

Some part-time faculty are professionals from the community who receive an additional source of income. Other UNCA adjuncts find themselves also teaching at surrounding institutions like Western Carolina University, Asheville-Buncombe Technical College or Mars Hill College.

One UNCA adjunct faculty, who prefers to be unnamed, is among those who make a living teaching part-time at two or more universities.

"It isn't easy," he said. "The time you spend traveling back and forth is expensive and tiring."

You can hope for some recognition for the experience you are getting. And perhaps a full-time position will come your way if you make yourself available to more than one university."

"Some of the benefits full-time teachers enjoy are not available to adjuncts," he continued. "Exclusion from insurance coverage and department functions are of the most concern to me. You pretty much are left to fend for yourself and make the best of it. Sometimes you want to throw up your hands and say is it worth it?"

- ANSWERS**
1. Jim Brown, 126 (106 rushing, 20 passes)
 2. Fran Tarkenton, 342
 3. Dan Fouts, 4082 playing for San Diego Chargers in 1979

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