

Part-Time Faculty: Quality Issues

Highlights

In a recent NEA study of part-time faculty, approximately equal numbers of union members and non-members were interviewed in each of four states — California, Washington, Minnesota and Michigan. These states were chosen because they represent geographic diversity, have both voluntary membership and agency-fee bargaining units, and have significant numbers of part-time faculty who belong to the union.

The total sample includes interviews with 800 part-time faculty — 396 union members and 404 non-members, teaching at two- and four-year institutions.

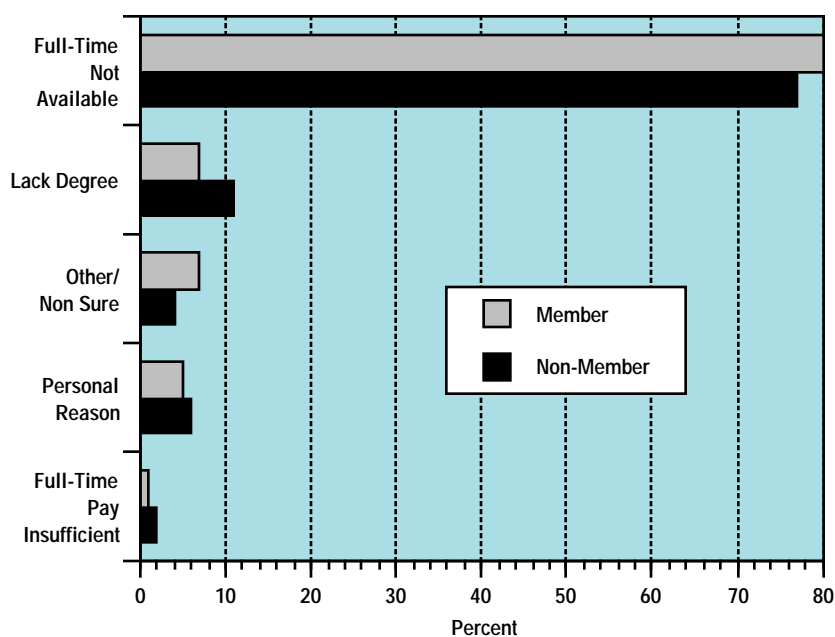
The figures included in this report separate percentages for union members and non-members, and none presents statistics for the combined sample of 800 respondents. Many times, members and non-members have virtually identical responses. Since the combined samples are not representative of any clearly defined universe, it is best to think of these results as coming from two samples of two separate populations.

Our latest information about the proportion of union members and non-members among part-time higher education faculty is five years old. In 1993, the National Study of Postsecondary Faculty (NSOPF), in a mail survey, found that 12% of all part-time faculty were union members. When members and non-members differ, one could assume that non-members are more typical.

These results are not intended to be representative of all part-time faculty in the country. The results about union members are reasonably representative of the population of part-time union members at institutions with bargaining units in these four states, and the results about non-members are representative of part-time non-members at institutions with bargaining units in these four states.

Figure 1

REASONS THOSE WHO PREFER A FULL-TIME POSITION WORK PART-TIME



Percentages are the same for men and women.

Figure 2

OVER TWO-THIRDS OF PART-TIME FACULTY HOLD OTHER JOBS

NSOPF-93: 69% of part-time faculty held other jobs

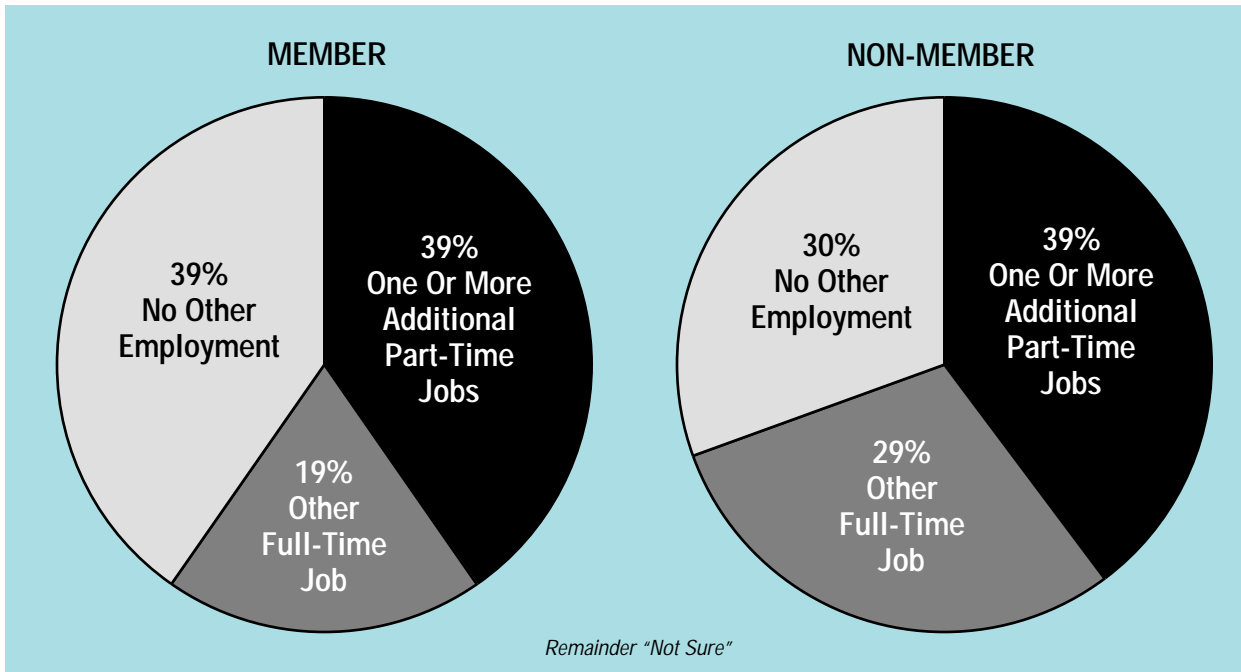


Figure 3

ALMOST HALF SPEND AT LEAST 20 HOURS PER WEEK AT THEIR OTHER JOBS

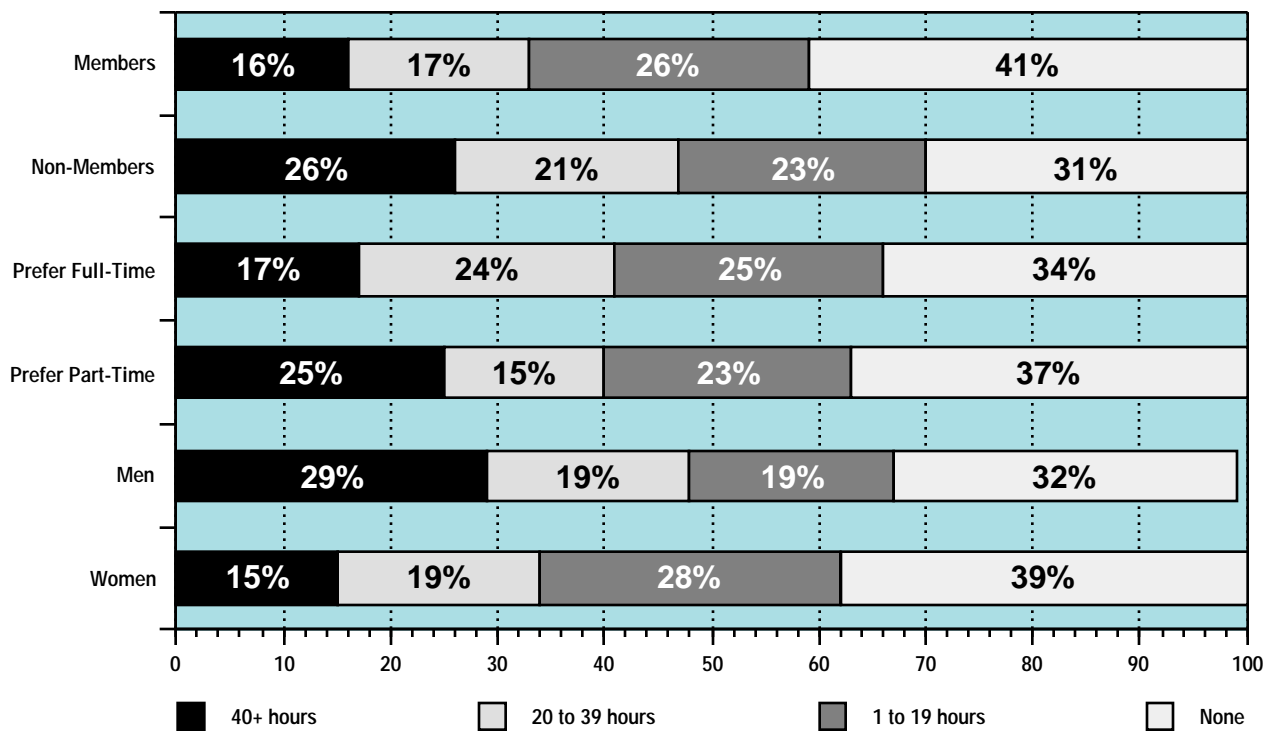


Figure 4

PART-TIME FACULTY ARE EXPERIENCED, AND PROVIDE A STABLE WORKFORCE FOR THEIR INSTITUTION

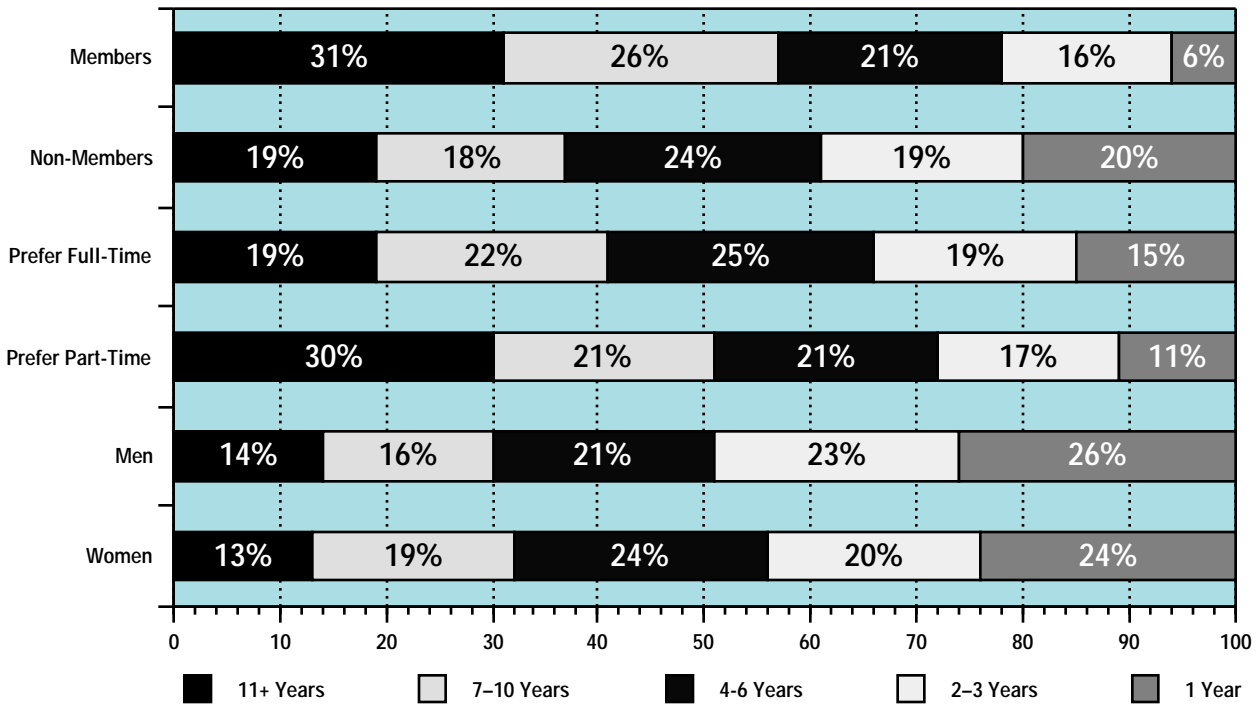


Figure 5

ABOUT HALF OF PART-TIME FACULTY EARN LESS THAN \$2,500 PER COURSE

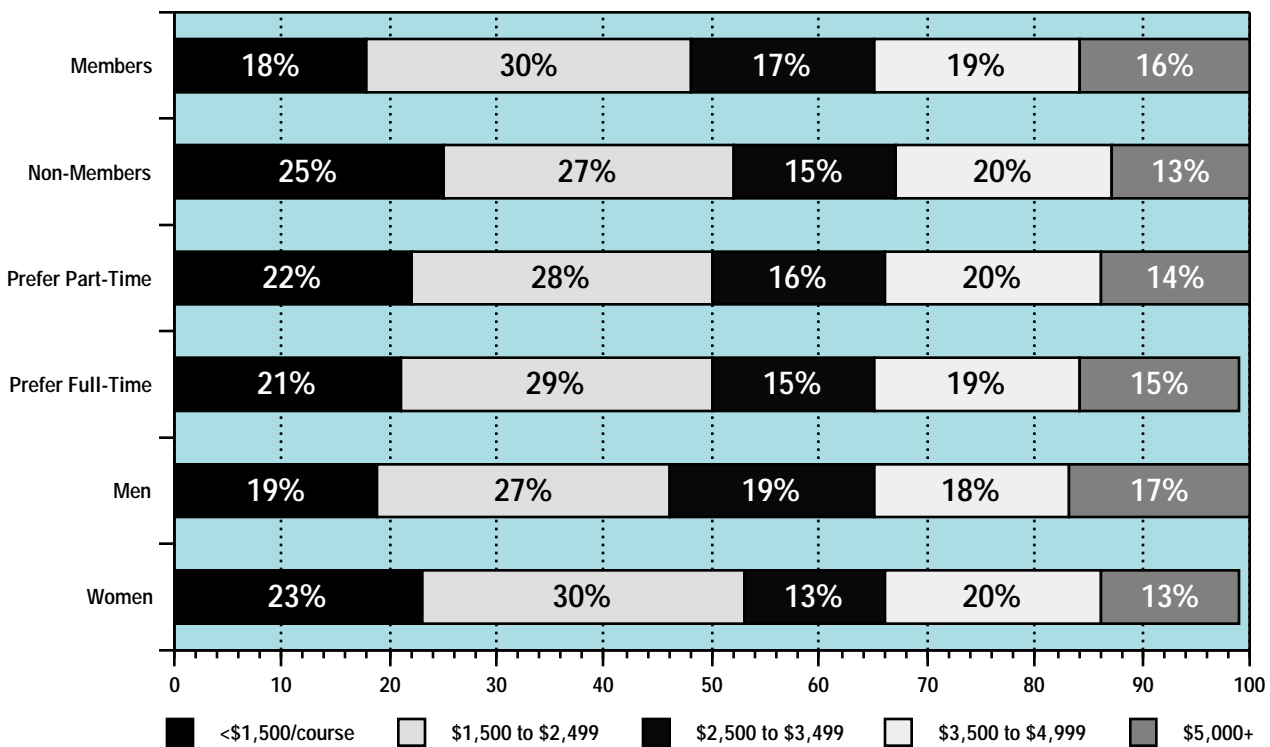


Figure 6

DISTRIBUTION OF PART-TIME FACULTY ACROSS DISCIPLINES

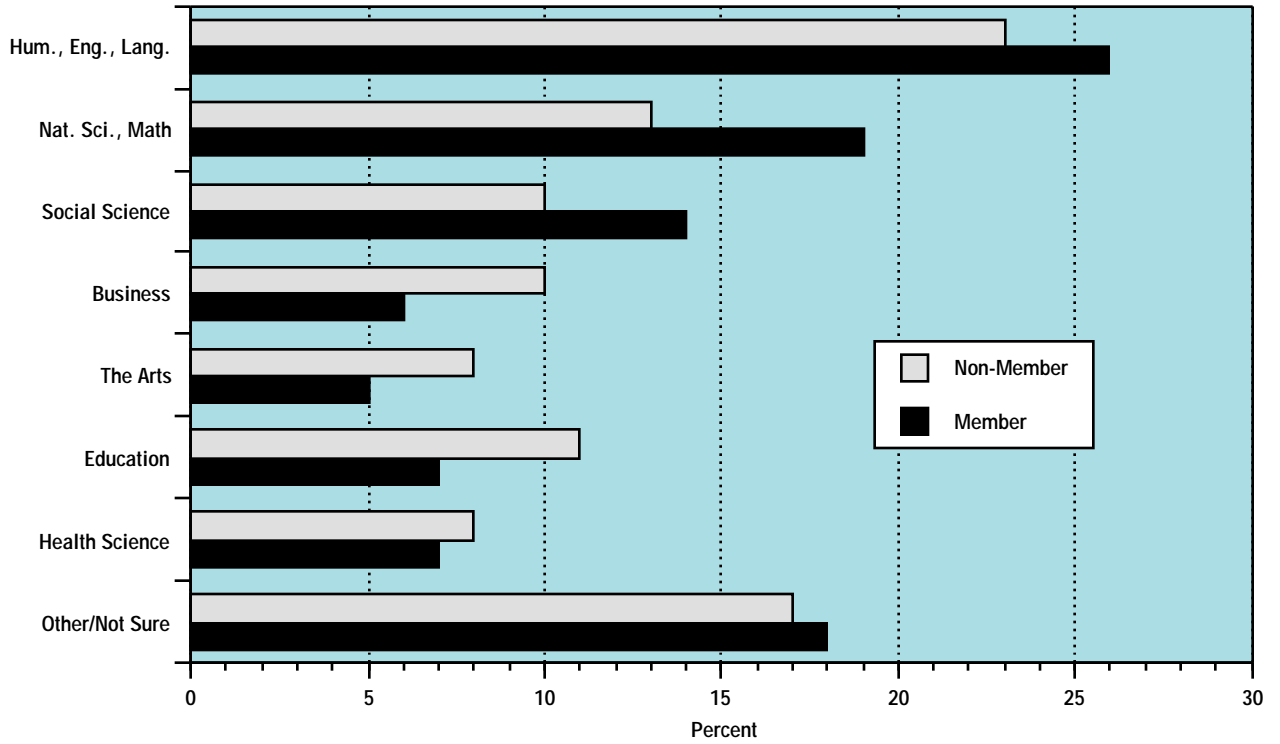


Figure 7

WOMEN ARE MORE LIKELY TO TEACH IN HUMANITIES, ENGLISH AND LANGUAGES

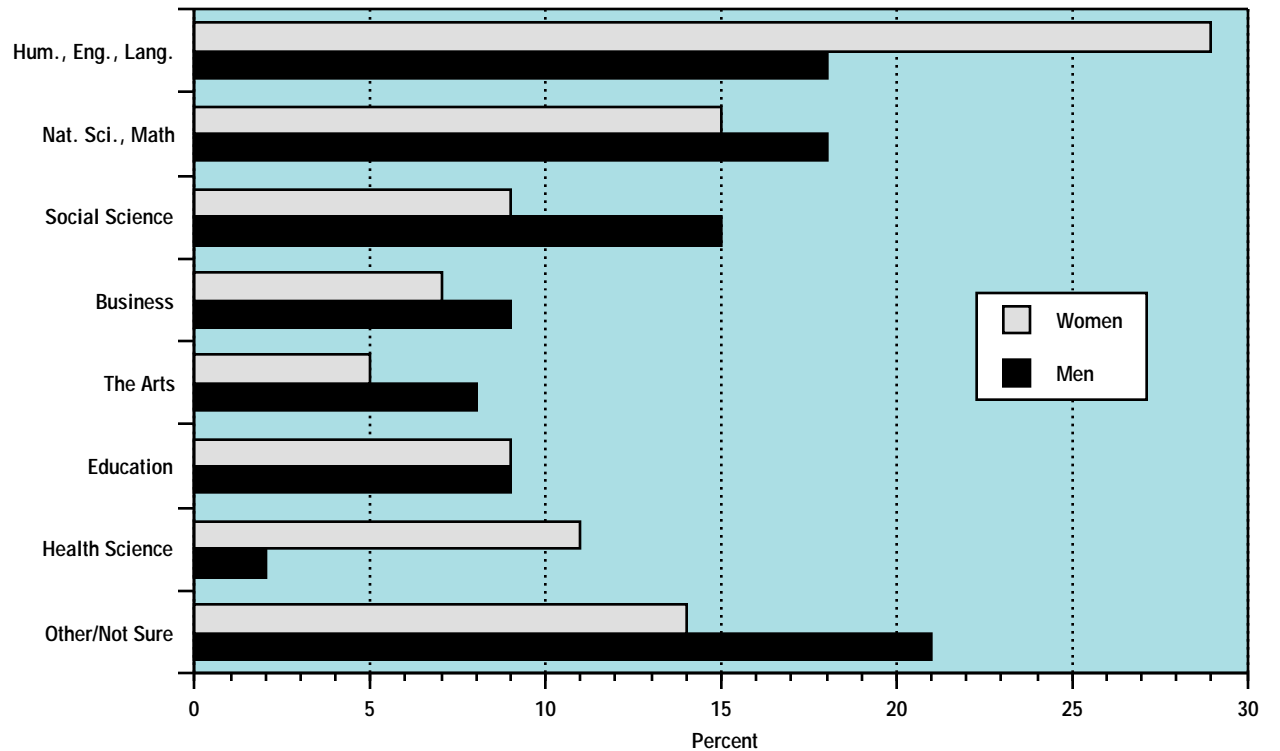


Figure 8

PART-TIME FACULTY IN THE HUMANITIES, ENGLISH AND LANGUAGES ARE MORE LIKELY TO PREFER FULL-TIME POSITIONS

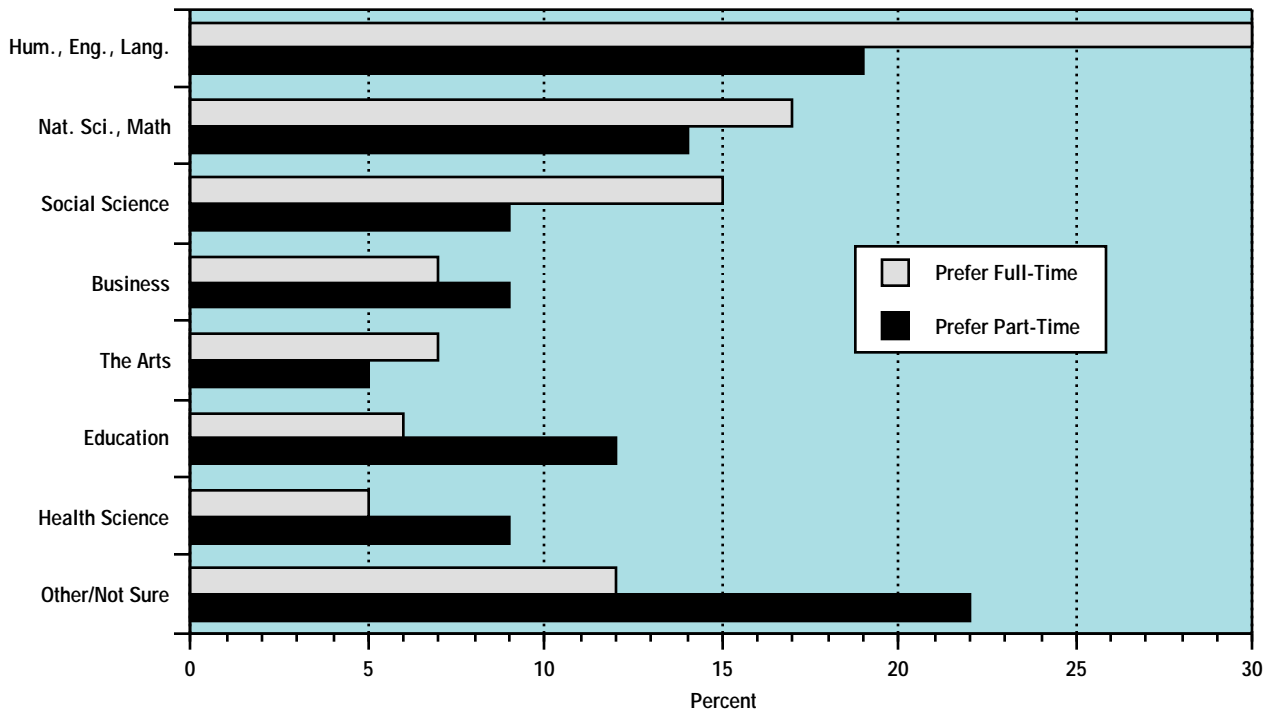
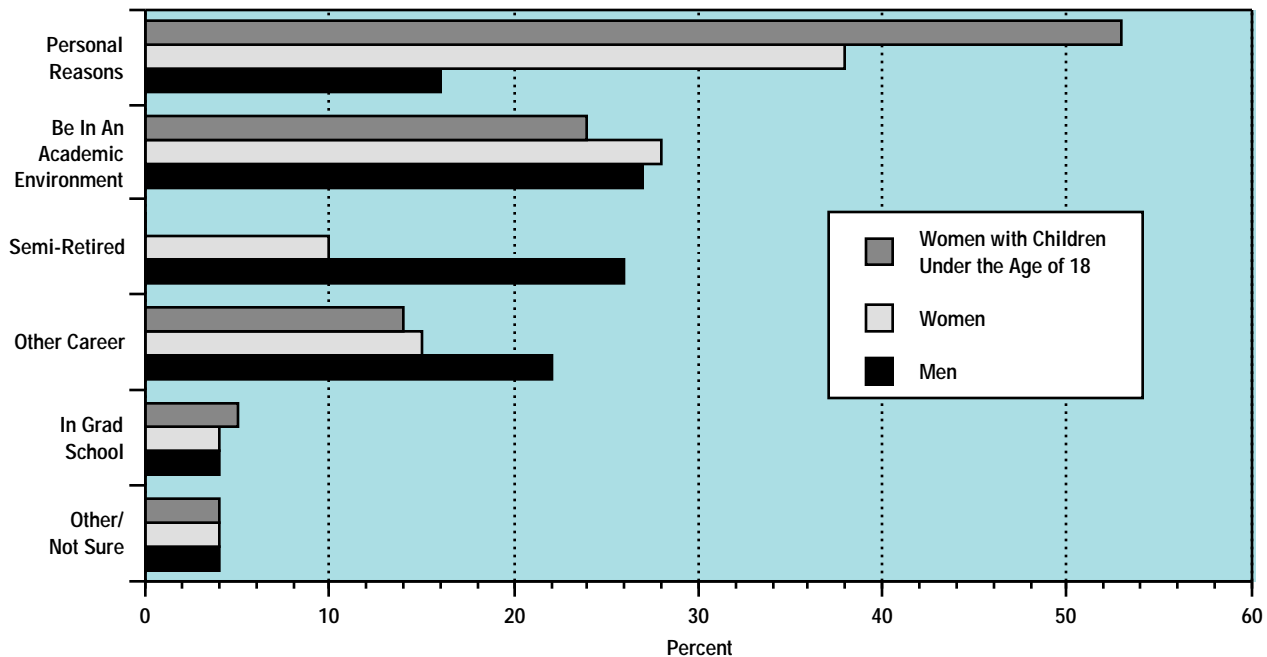


Figure 9

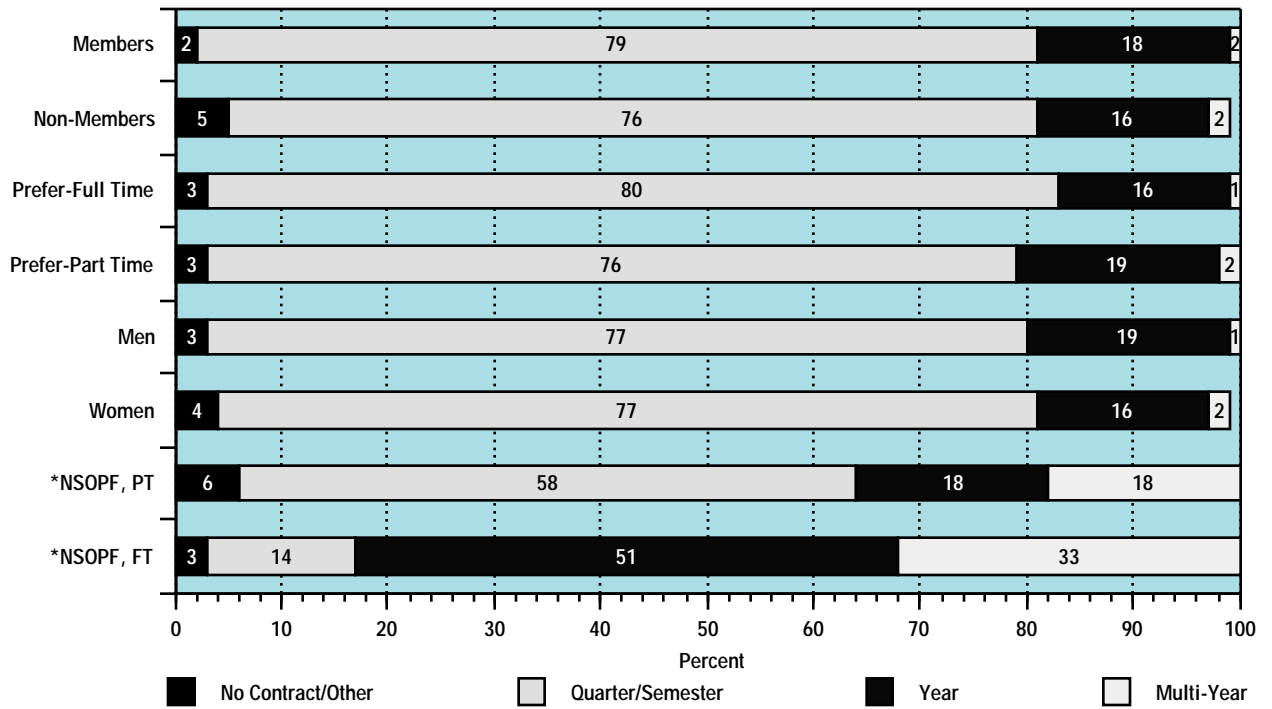
MORE WOMEN PREFER PART-TIME FOR PERSONAL REASONS; MEN PREFER PART-TIME FOR A VARIETY OF REASONS



Sample size of men with children who prefer part-time is not large enough to be valid.

Figure 10

COMPARED TO NSOPF-93, MULTIYEAR CONTRACTS ARE MUCH LESS FREQUENT



*NSOPF refers to the National Study of Postsecondary Faculty mail survey in 1993.

Remainder "Not Sure"

Figure 11

PART-TIME FACULTY IN STATES WITH BARGAINING UNITS ARE MUCH MORE LIKELY TO HOLD OFFICE HOURS THAN PART-TIME RESPONDENTS IN NSOPF-93

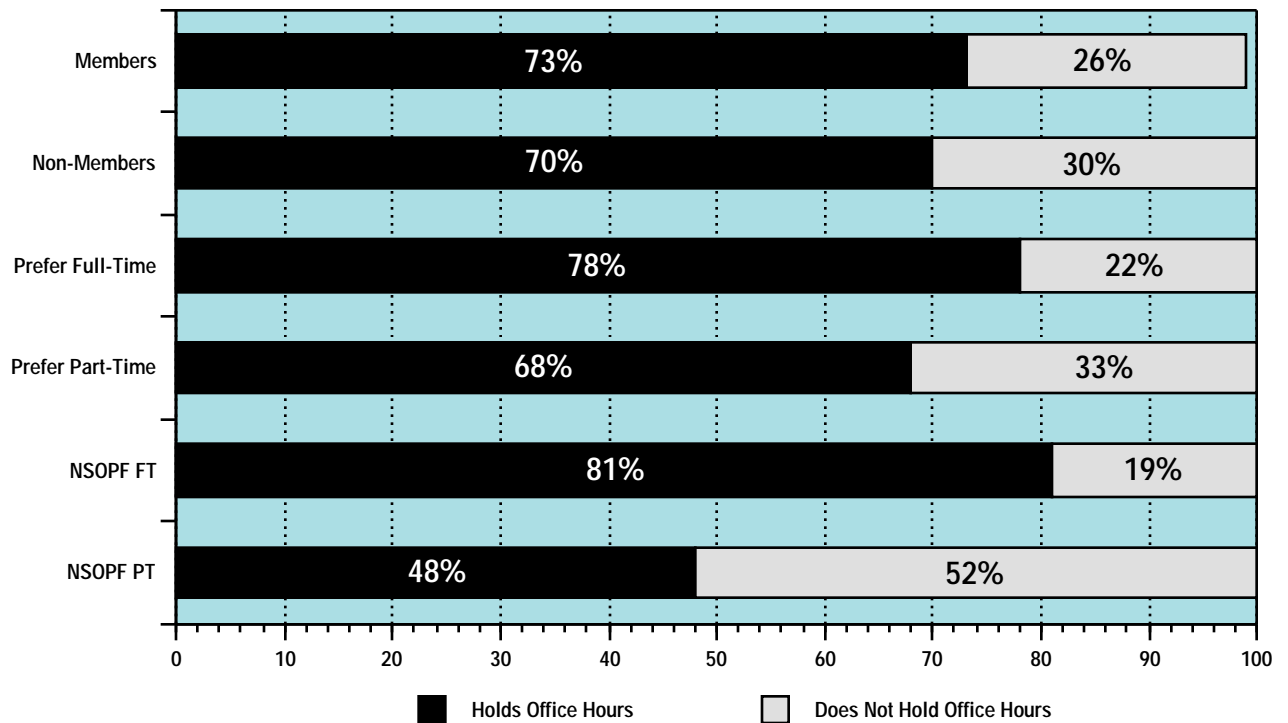


Figure 12

WHEN PART-TIME FACULTY ARE EVALUATED, STUDENTS AND THE ADMINISTRATION DO THE EVALUATING

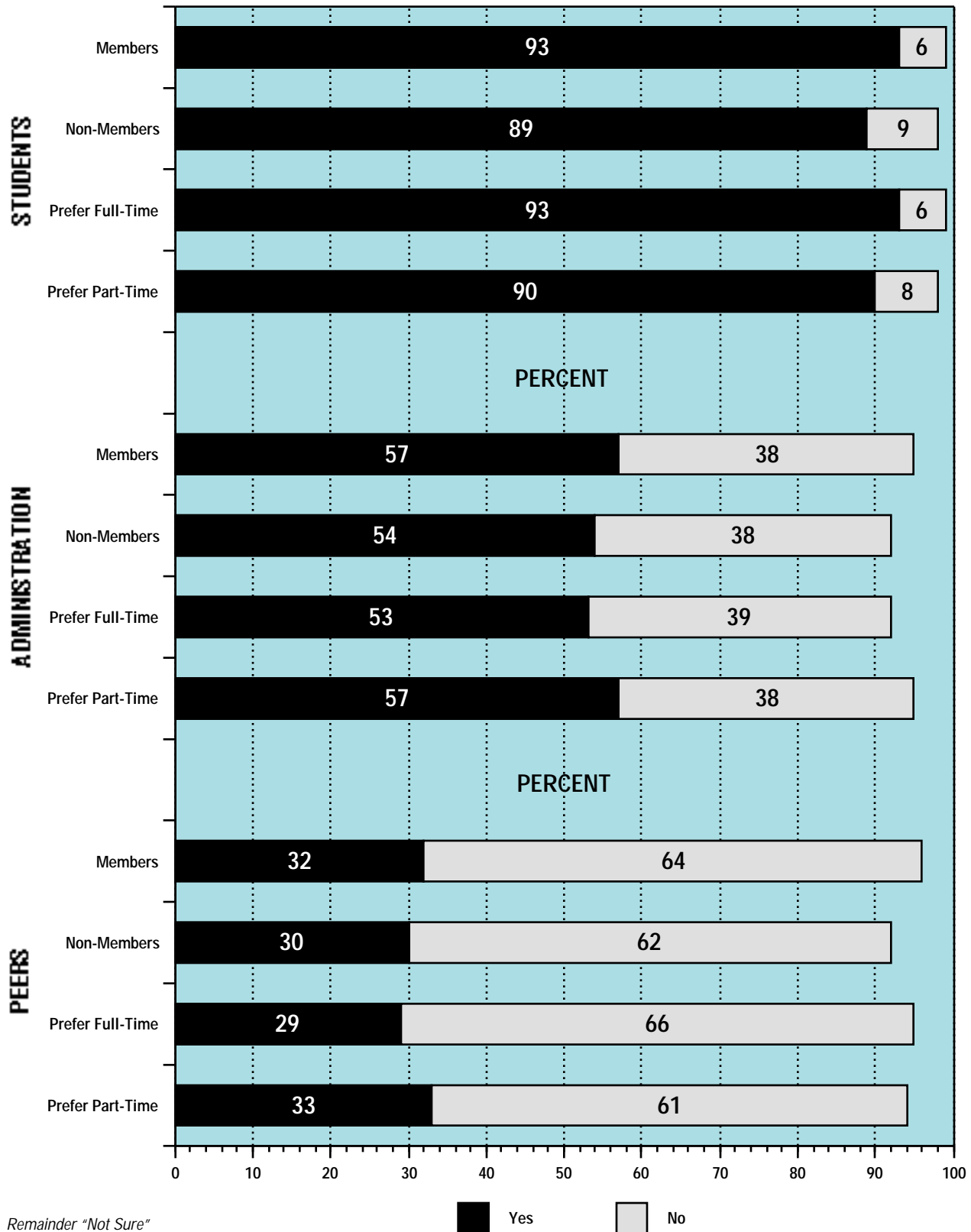
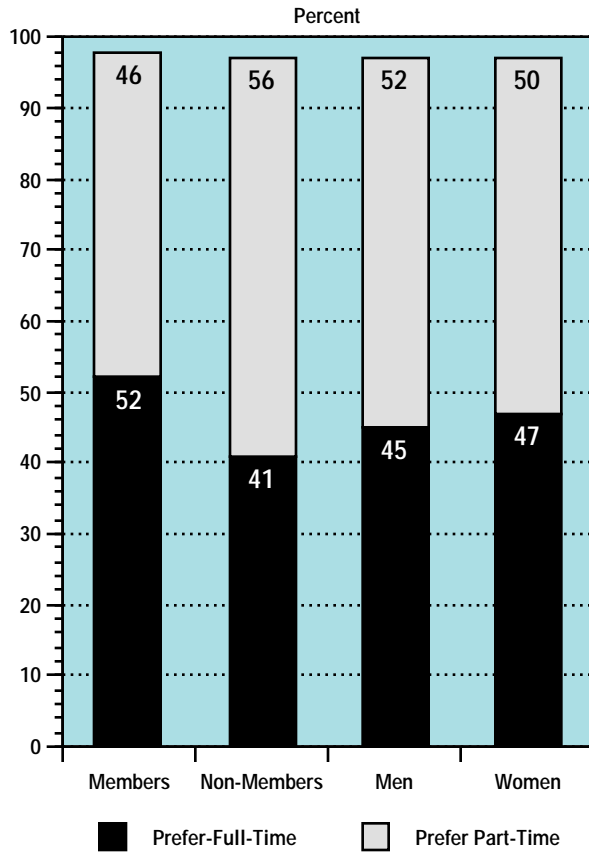


Figure 13

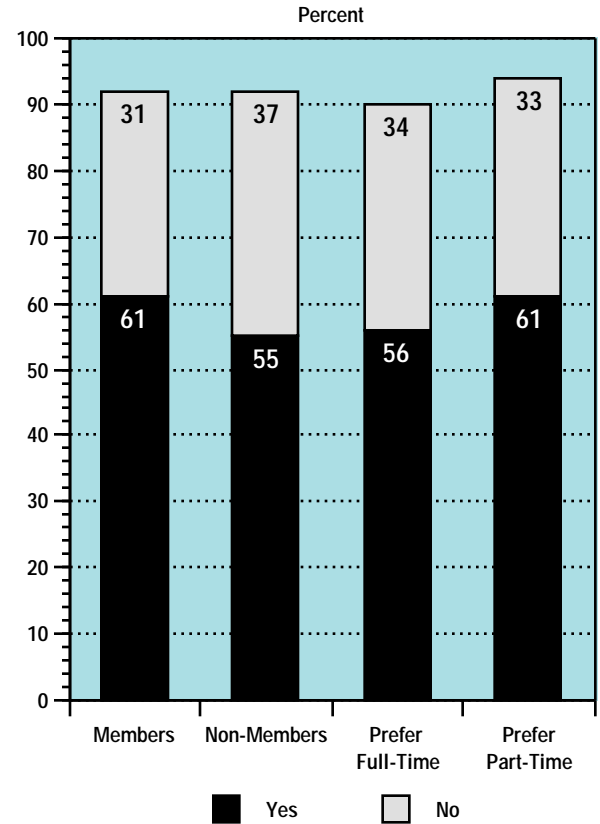
PART-TIME FACULTY ARE DIVIDED BETWEEN PREFERRING PART-TIME AND FULL-TIME POSITIONS



Remainder "Not Sure"

Figure 14

FUTURE PART-TIME EMPLOYMENT IS DEPENDENT UPON A FORMAL EVALUATION FOR JUST OVER HALF OF PART-TIME FACULTY



Remainder "Not Sure"



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