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A NATIONAL SURVEY OF PART-TIME/ADJUNCT FACULTY

A Union of Professionals

AFT Higher Education



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American Academic

A NATIONAL SURVEY OF PART-TIME/ADJUNCT FACULTY



Executive Summary

Most Americans would be surprised to learn that almost three-quarters of the people employed today to teach undergraduate courses in the nation's colleges and universities are not full-time permanent professors but, rather, are instructors employed on limited-term contracts to teach anything from one course to a full course load. These instructors, most of whom work on a part-time/adjunct basis, now teach the majority of undergraduate courses in U.S. public colleges and universities. Altogether, part-time/adjunct faculty members account for 47 percent of all faculty, not including graduate employees. The percentage is even higher in community colleges, with part-time/ adjunct faculty representing nearly 70 percent of the instructional workforce in those institutions.

Plainly, part-time/adjunct faculty members now play a vital role in educating the nation's college students. Even so, the data and research on part-time/adjunct faculty members have tended to be pretty spotty. This survey, conducted by Hart Research Associates on behalf of the American Federation of Teachers, is one of the first nationwide attempts to really understand the role of part-time/adjunct faculty. Telephone interviews were conducted on a national sample of part-time/adjunct faculty employed in two- and four-year public and private nonprofit higher education institutions. The survey results address three fundamental questions:

- Who are part-time/adjunct faculty members?
- Under what conditions do they work?
- How do they view their work and the challenges they face on campus?

What does the survey tell us? First, it tells us that part-time/adjunct instructors are generally pleased to have teaching jobs and enjoy teaching. Second, the survey tells

us that part-time/adjunct faculty members vary considerably in the extent of their participation in the institution as well as their ambitions to teach on a full-time basis. Third, the survey highlights serious shortcomings in the financial and professional support received by part-time/adjunct instructors, and reveals widespread concern in the ranks about bread-and-butter conditions. Here are some highlights:

- Most part-time/adjunct faculty members are motivated to work primarily by their desire to teach and have been at their institutions a considerable amount of time. About 57 percent of those surveyed say they are in their jobs primarily because they like teaching, not primarily for the money. *This reflects their commitment and passion for the profession but not a high level of satisfaction with their working conditions, which a significant majority believes are inadequate (more below).* Motivation varies somewhat by age—64 percent of those over age 50 say they teach primarily because they enjoy it, while 49 percent of those under 50 give the same answer. Most part-time/adjunct faculty members are not newcomers to their positions—more than 40 percent have been on their campuses 11 years or more, 32 percent have been on the job six to 10 years, and only about one in four has been on the job five years or under. A majority say they expect to work in their current institutions for at least five more years.

- Part-time/adjunct faculty members are about evenly split between two groups, those who prefer part-time teaching (50 percent) and those who would like to have full-time teaching jobs (47 percent). Among those under age 50, the percentage preferring full-time teaching work increased to 60 percent. About 46 percent of the respondents have previously sought full-time college teaching employment. Differences surface repeatedly in the survey between those who aspire to full-time teaching jobs and those who do not.

- Job satisfaction among part-time/adjunct faculty is fairly high, but there are distinct variations. Sixty-two percent of those surveyed say they are very or mainly satisfied with their jobs. Satisfaction varies considerably between those seeking full-time teaching employment (49 percent of whom are very or mainly satisfied) and those who prefer to work part time (75 percent very or mainly satisfied.) Satisfaction is lower among part-time/adjunct faculty members at four-year public universities. Part-time/adjunct faculty members teaching fewer courses per semester are generally more satisfied than those teaching more courses.

- There is widespread concern among part-time/adjunct faculty about bread-and-butter conditions. About 57 percent of the survey respondents say their salaries are falling short. Just 28 percent indicate that they receive health insurance on the job. Only 39 percent say they have retirement benefits through their employment. Even among those who receive health or retirement benefits, however, there are significant gaps in coverage. Unionized part-time/adjunct faculty members earn significantly more than their nonunion counterparts and are more likely to have some health and pension coverage.

- A significant percentage of part-time/adjunct faculty members are concerned about job security. About 41 percent of those surveyed say that their job security is falling short of expectations. There was greater dissatisfaction among faculty

working at public four-year institutions. Faculty teaching humanities and social science courses were about evenly split on job security, with 47 percent saying it was falling short, while only 38 percent of part-time/adjunct faculty members from other concentrations say that job security falls short.

- Part-time/faculty members are concerned about the availability of full-time teaching employment. Fully 62 percent believe full-time opportunities are falling short of expectations, a number that rises to 74 percent among those who have sought full-time employment. About 44 percent of all those surveyed believe they are not given a fair opportunity to obtain a full-time position, rising to 55 percent among those who have pursued a full-time position. Along the same lines, two-thirds of part-time/adjunct faculty members recognize the need to rebuild the ranks of full-time college faculty in the United States.

The survey, then, makes it clear that part-time/adjunct faculty members are committed to their teaching and eager to serve. The survey also demonstrates that the working conditions and job security of America's part-time/adjunct faculty leave a great deal to be desired. The American Federation of Teachers is conducting an extensive national campaign to bring equitable salary and working conditions to contingent faculty and also to build a stronger corps of full-time tenured faculty in higher education. For more information about the Faculty and College Excellence Campaign (FACE), go to the campaign Web site, http://www.aftface.org.

Survey of Part-Time and Adjunct Higher Education Faculty

CONDUCTED ON BEHALF OF THE
AMERICAN FEDERATION OF TEACHERS

HART RESEARCH ASSOCIATES

JANUARY 2010

The Results

Hart Research Associates conducted a telephone survey on behalf of the American Federation of Teachers among 500 part-time and adjunct faculty members currently employed at a two-year or four-year institution of higher education. Respondents included faculty who are represented by unions and faculty who are not. Only faculty who are currently employed part time at a public or nonprofit institution were interviewed. Faculty members could participate in the survey if they also were employed in other part-time or full-time positions; graduate students could participate only if their part-time teaching employment was not undertaken as part of their degree program. The interviews were conducted from March 31 to May 4, 2009, and the margin of error for 500 interviews is ±4.4 percentage points (and is larger among subgroups).

This report details the survey findings. In Section I, we provide a demographic overview of part-time and adjunct faculty. Section II examines faculty's attitudes toward part-time employment. Section III explores job satisfaction and faculty's assessment of various employment conditions. Section IV reports on the compensation and benefits received by faculty, while Section V reviews professional support and advancement opportunities.

Demographics of Part-Time and Adjunct Faculty

A MAJORITY (59 PERCENT) OF FACULTY work at four-year institutions, with one in three (33 percent) working at public four-year institutions, and one in four (26 percent) working at private four-year institutions; a significant proportion (41 percent) of faculty work at two-year colleges.

Overall, college faculty members are an even mix of men (52 percent) and women (48 percent). By institution type, there are interesting breaks by gender: Women make up the majority (54 percent) at two-year colleges, while men are the majority (56 percent) at four-year institutions. Moreover, four-year private school faculty largely are male (63 percent male, 37 percent female), while gender proportions at public institutions are more balanced (51 percent male, 49 percent female).

Most faculty are white non-Hispanics (84 percent), with the remainder identifying their race and ethnicity as follows: 4 percent black, 3 percent Hispanic, 2 percent

Profile of part-time/adjunct faculty	
Type of institution:	
Two-year institution	41%
Public four-year institution	33%
Private four year institution	26%
Employment:	
One part time teaching job	34%
Multiple teaching jobs	28%
Have non-teaching jobs	38%
Men	52%
Women	48%
Age 18 to 44	33%
Age 45-54	31%
Age 55/over	36%
Seniority at Institution:	
5 years/less	25%
6 to 10 years	32%
11/more years	41%
Whites	84%
African Americans	4%
Hispanics	3%
Asians	2%
Under $50k income	20%
$50k to $75k	22%
$75k to 100k	18%
Over $100k	21%
Not sure/refused income	19%

Asian, and 3 percent other. Roughly half (46 percent) of faculty members are under age 50. Unsurprisingly, the vast majority (83 percent) of faculty have either a master's degree (57 percent) or a Ph.D./professional degree (26 percent), with 13 percent saying they have only a four-year degree. Faculty members at four-year universities are more likely to have a Ph.D. (33 percent) than faculty from two-year colleges (16 percent).

Faculty members have varying degrees of seniority at the institutions where they work. More than half (57 percent) of faculty members have been teaching at their institution for 10 years or less, breaking down to one in four (25 percent) who has worked for five years or less, and one in three (32 percent) who has worked for six to 10 years. Roughly one in four (28 percent) has been teaching 11 to 20 years at his or her institution, with 13 percent teaching more than 20 years.

Most faculty have multiple jobs, and many of these jobs are not related to teaching. Just one in three (34 percent) faculty has only one job, while two in three (66 percent) work two or more jobs. Some have another teaching job (28 percent), but more have nonteaching-related jobs (38 percent). One in seven (14 percent) faculty members has two teaching jobs and a nonteaching-related job. Among those who have an additional teaching job, three in four (77 percent) teach part time at both jobs, with the rest (23 percent) teaching full time at one teaching job and part time at another.

Attitudes Toward Part-Time and Adjunct Employment

OVERALL, FACULTY MEMBERS ARE DIVIDED EVENLY into two groups: those who prefer their current part-time teaching position and those who would prefer a full-time teaching position. Given the choice between a part-time or full-time teaching position, half (50 percent) prefer teaching part time, while a similar proportion (47 percent) would prefer a full-time position. Among those who prefer part-time, half (49 percent) say they prefer their current position because they already have a full-time job somewhere else, while one in three (34 percent) prefers part-time because it allows the individual to devote time to family or personal matters.

Comparing these two groups, those who prefer a full-time position are younger and have less seniority than those who prefer a part-time position. Faculty under age 50 prefer full-time over part-time (60 percent to 37 percent), while those age 50 and above prefer part-time over full-time (62 percent to 35 percent). Similarly, those who have worked at their current institution for five years or less prefer full-time over part-time (59 percent to 39 percent). In contrast, those who have worked six to 10 years are divided on this issue (48 percent part-time, 49 percent full-time), while

those who have worked 11 years or more prefer part-time over full-time (59 percent to 39 percent).

A majority (58 percent) of those who have only one job prefer to continue working part time; conversely, a majority (57 percent) of those with multiple teaching jobs would prefer to have a full-time position.

There also are some interesting differences on this issue by academic concentration. Faculty members teaching physical science courses mostly prefer part-time positions (57 percent to 41 percent), while those teaching social science or humanities courses slightly prefer full-time (50 percent to 46 percent).

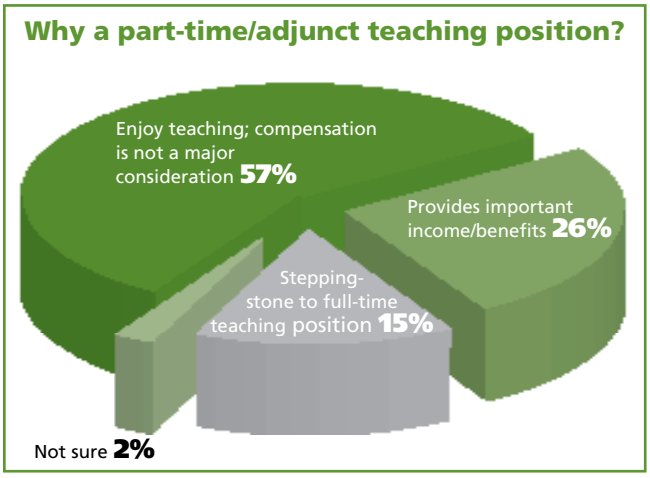
Also worth noting, just less than half (46 percent) of faculty have pursued a full-time teaching position at some point in the past. Breaking this down further, 28 percent have pursued a full-time position at their current institutions, 31 percent have pursued a full-time position at another institution and 13 percent have pursued a full-time position at both.

Patterns of Preference: Part-Time vs. Full-Time

	% Part-Time	% Full-Time		% Part-Time	% Full-Time
All faculty	**50**	**47**	Men	48	50
2-year institutions	49	49	Women	53	43
4-year institutions	51	45	Age: 18-49	37	**60**
Public 4-year institutions	51	47	Age: 50 and over	**62**	35
Private 4-year institutions	52	42	**Earnings per class**		
Courses/semester: 1	**63**	36	Less than $2,500	52	45
Courses/semester: 2	50	44	$2,500 or more	42	55
Courses/semester: 3	42	**57**	Northeast	41	**58**
Humanities/social sciences	46	50	Midwest	**58**	40
Physical sciences	**57**	41	South	**55**	42
Other	53	45	West	48	48
Union members	45	52	Master's degree or less	49	49
Nonunion members	53	44	Ph.D.	**55**	42
Seniority: 0 to 5 years	39	**59**	Only 1 job	**58**	41
Seniority: 6 to 10 years	48	49	Multiple jobs: teaching	38	**57**
Seniority: 11 or more years	**59**	39	Multiple jobs: nonteaching	53	44

Compensation appears not to be a major expectation of faculty. When asked to describe their primary reasons for teaching part-time, only one in four (26 percent) teaches part-time because it provides important income and benefits. Fifteen percent say they are teaching part time because they hope to use their current position as a "steppingstone to a full-time position." The majority (57 percent) of faculty say they teach because they "enjoy teaching, and compensation is not a major consideration." This does *not* mean that the majority of faculty believe their compensation is appropriate or adequate, as will be revealed later, but rather that most faculty do not expect significant compensation for their work in these jobs.

Interestingly, older faculty members are more likely than younger faculty to say they teach simply because they enjoy teaching. Two in three (64 percent) faculty members age 50 and above say their primary reason for teaching part time is because they enjoy teaching, with just one in three (35 percent) saying they teach because of benefits (28 percent) or full-time teaching opportunities (7 percent). However, for faculty members under age 50, just half (49 percent) say they teach part time because they enjoy teaching, with the other half (48 percent) saying they teach part time because of benefits (24 percent) or full-time teaching opportunities (24 percent).



Looking to the future, most faculty members foresee teaching at their current institution for quite some time. Fully 85 percent of faculty say they expect to continue working part time at their institution for at least two more years. On average, faculty members expect to continue teaching at their current institution for nine more years. More specifically, half (54 percent) of faculty members say they expect to work at least five more years, 35 percent say they expect to work at least 10 more years and 18 percent say they expect to work at least 15 more years.

Overall Job Conditions

MOST FACULTY MEMBERS SAY they feel satisfied overall with conditions at their institutions, with some interesting variance by subgroups. Fully 62 percent say they are very (28 percent) or mainly (34 percent) satisfied with conditions facing faculty at their institution. Thirty-seven percent are only somewhat (25 percent) or not at all (12 percent) satisfied.

Interestingly, satisfaction levels vary considerably by institution type. Faculty at two-year colleges are very satisfied (68 percent very or mainly), as are faculty from private four-year institutions (67 percent). However, faculty from public four-year universities are considerably less happy, with just half (50 percent) very (20 percent) or mainly (30 percent) satisfied.

Not surprisingly, faculty who would prefer a full-time teaching position are considerably less satisfied with working conditions. Less than half (49 percent) of faculty preferring full-time positions are satisfied, with 32 percent just somewhat satisfied and 19 percent not satisfied. Conversely, faculty who prefer their current part-time position are significantly more satisfied (75 percent very or mainly satisfied).

Finally, faculty who teach fewer courses per semester generally are more satisfied than those who teach multiple courses. Fully 72 percent of those who teach only one course are satisfied, with 27 percent just somewhat or not satisfied. Satisfaction drops nine points to 63 percent among those who teach two courses per semester and drops 16 points to just 56 percent among those who teach three or more courses.

Looking back on the past few years at their employer, a majority (53 percent) of faculty members say conditions at their institutions did not improve or worsen,

but rather stayed about the same. Just one in four (23 percent) believes conditions generally are getting better, and a similar proportion (22 percent) believe conditions have worsened.

Turning to specific conditions, faculty members express significant variations in levels of satisfaction. Faculty members are particularly satisfied with academic freedom (80 percent better than or as good as can be expected) and class sizes and workload (76 percent) at their institution. Overall, faculty members also are satisfied with evaluation procedures for promotion and retention (62 percent), the level of communication and support from their administration (62 percent) and institutional support for office hours (61 percent).

While faculty members are satisfied with evaluation procedures for promotion and retention, some interesting subgroup differences exist. For instance, part-time faculty in four-year institutions are considerably less satisfied (55 percent) with evaluation procedures than are faculty from two-year institutions (71 percent). In fact, one in three (34 percent) from four-year institutions believes that evaluation procedures are falling short of what they should be. Also of note, faculty members who have pursued a full-time position are noticeably less satisfied (55 percent) with evaluation procedures than faculty who never have pursued a full-time position in the past (68 percent).

Satisfaction with Working Conditions

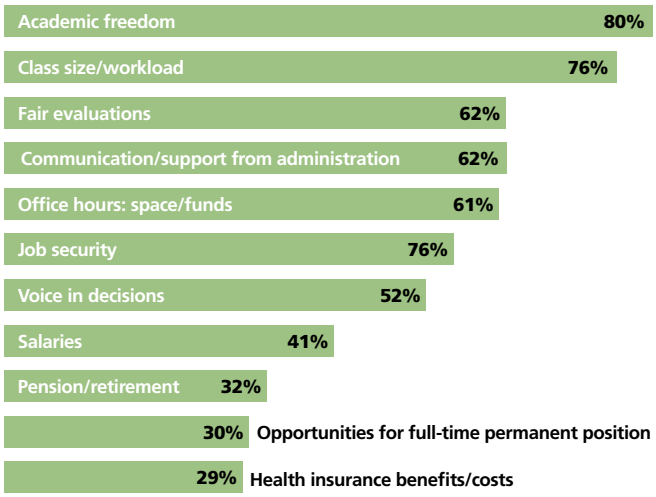
	% Very/Mainly Satisfied	% Somewhat/ Not Satisfied
All faculty	**62**	**37**
2-year institutions	**68**	31
4-year institutions	58	42
Public 4-year institutions	50	**49**
Private 4-year institutions	**67**	33
Courses/semester: 1	**72**	27
Courses/semester: 2	63	36
Courses/semester: 3	56	44
Humanities/social sciences	57	43
Physical sciences	**71**	29
Other	65	35
Union members	57	42
Nonunion members	65	35
Seniority: 0 to 5 years	56	43
Seniority: 6 to 10 years	63	36
Seniority: 11 or more years	64	35
Only 1 job	66	33
Multiple jobs: teaching	56	43
Multiple jobs: nonteaching	63	37
Earnings per class		
Less than $2,500	63	36
$2,500 or more	52	48
Northeast	63	37
Midwest	59	40
South	69	31
West	57	42

The majority (56 percent) of faculty members are satisfied with job security, though a noteworthy 41 percent say it is falling short of expectations. Here again, satisfaction levels differ by institution type: Faculty from four-year private institutions mostly are satisfied (62 percent), as are those from two-year colleges (57 percent). However, faculty from four-year public colleges are divided on job security, with 49 percent saying it is at least as good as can be expected, and 48 percent saying that it is falling short.

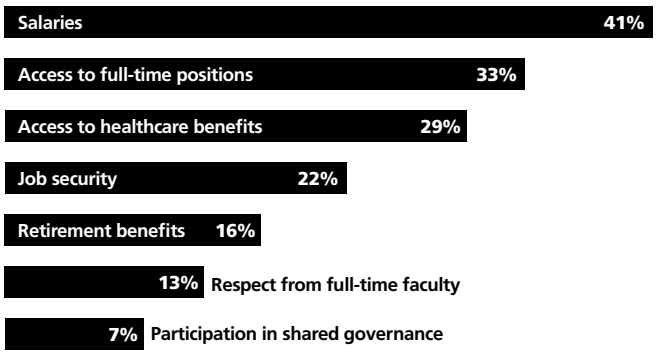
Noticeable differences also exist in views about job security by academic concentration. Faculty who teach humanities and social science courses are divided on job security: 47 percent say it is falling short, and 51 percent are satisfied. Fully 62 percent of faculty from other concentrations are satisfied with job security.

Faculty members are less satisfied with a number of issues, especially those related to compensation. For instance, faculty are dissatisfied with salaries at their institutions, with fully 57 percent saying salaries are falling short. Faculty who teach three or more classes are particularly dissatisfied with salaries (65 percent), while those who teach only one course are less dissatisfied (47 percent).

Satisfaction with conditions and compensation



Where improvements are most needed



Similarly, a majority (57 percent) of faculty members feel that pension and retirement benefits are falling short, with a notable 41 percent saying benefits are falling very short. Faculty from private four-year institutions are noticeably more dissatisfied (66 percent) than those from public four-year institutions (46 percent). A strong majority (60 percent) of faculty from two-year institutions feel that retirement benefits are falling short.

Turning to health insurance, 57 percent of faculty members say costs and benefits are falling short, with 47 percent who say they are falling very short. Similar to retirement benefits, feelings toward health insurance benefits and costs vary considerably by institution type. By four-year institutions, faculty from private schools are considerably more dissatisfied (61 percent) than are those from public schools (46 percent). Faculty from two-year colleges also are very dissatisfied, with 62 percent saying costs and benefits are falling short.

Faculty members are most dissatisfied with opportunities to obtain full-time permanent positions at their institutions. Fully 62 percent believe full-time opportunities are falling short of expectations, with just 30 percent satisfied. Faculty who have pursued a full-time position in the past are significantly more dissatisfied with opportunities (74 percent) than faculty who have not pursued a full-time position (51 percent). Among those from four-year institutions, faculty from public schools are noticeably more dissatisfied (65 percent) than are faculty from private schools (54 percent), though a majority of both feel that opportunities are falling short.

When it comes to improving these various conditions, faculty members would like to see the most improvement made with salaries (41 percent). Improving access to full-time positions (33 percent) also is a big priority for faculty, as is improving healthcare benefits (29 percent). Interest is noticeably lower for improving job security (22 percent), retirement benefits (16 percent), respect from full-time faculty (13 percent) and participation in shared governance (7 percent).

Improvement priorities vary considerably by subgroup. First, faculty from two-year colleges are divided between improving access to full-time positions (37 percent), improving access to healthcare benefits (33 percent), and improving salaries (32 percent). Faculty from four-year institutions, however, mostly are concerned with improving salaries (47 percent).

Second, men are much more concerned with improving salaries (47 percent) than women (35 percent) are. Women, in turn, are more concerned with access to healthcare (33 percent) than are men (25 percent).

Also, faculty age 50 and above are more concerned with salaries (48 percent) than faculty under age 50 (32 percent). Consequentially, young faculty members are more concerned with access to full-time positions (37 percent), access to healthcare benefits (34 percent) and job security (25 percent) than older members are (29 percent, 25 percent and 19 percent, respectively).

Finally, faculty members who do not belong to a union are much more concerned with improving salaries (47 percent) than are union members (31 percent). The large gap in concern over improving salaries likely is due to the large income disparity between union and nonunion faculty members; union members' incomes are considerably higher.

Salaries and Benefits

AS MENTIONED EARLIER, a majority of faculty members have more than one job (teaching or other), which means that income from teaching part time is not necessarily a sole means of support. Looking at annual household income for faculty, which includes income from other jobs, we find that 20 percent earn less than $50,000 per year, 40 percent earn $50,000 to $100,000 per year, and 21 percent earn more than $100,000 per year.

Turning to salaries specifically related to teaching part time, a plurality (46 percent) of faculty earn less than $15,000 per year, with just 35 percent earning more than that. When it comes to salaries per class, per term, 35 percent of faculty make less than $2,500 per class, and 42 percent make more than $2,500 per class.

Faculty at two-year institutions generally make less per class than those at four-year institutions. However, annual income numbers are similar for two-year and four-year institutions (see chart below). Also, union faculty members on average earn significantly more than their nonunion counterparts, both per class and per year.

Most faculty members do not receive health benefits from their employer, and there are significant gaps in coverage for many faculty members who do receive health benefits. Just 28 percent of faculty members say their employer at their teaching position provides them with health insurance. Among those who are covered, 58 percent say their employer covers most medical costs (16 percent say their employer covers all costs), but 34 percent say their employer only covers half (16 percent) or

Faculty Incomes

ALL FIGURES ARE %	All Faculty	2-year	Total 4-year	Public 4-year	Private 4-year	Union	Non-Union
Income per class, per semester							
Less than $2,500	**35**	45	28	29	28	28	40
$2,500 or more	**42**	32	49	51	45	50	37
Annual part-time teaching earnings							
Less than $15,000	**46**	43	48	50	45	36	51
$15,000 or more	**35**	35	34	34	34	46	28

less (18 percent). Also, most (78 percent) who receive health insurance from their employers say their plan covers family members as well.

There are big differences in health insurance coverage by institution. Among four-year college faculty, fully 42 percent from public institutions receive health insurance from their employer, while just 28 percent from private institutions receive health benefits. Employer health coverage is very low among two-year college faculty, with just 16 percent receiving benefits.

Just as union faculty members earn more on average than nonunion members, they also are more likely to receive health insurance through their employer: 35 percent of union members receive insurance, while just 24 percent of nonunion members receive coverage.

Health Insurance Benefits

Percentage who say employer provides health insurance

All faculty	28
2-year institutions	16
4-year institutions	35
Public 4-year institutions	42
Private 4-year institutions	28
Union members	35
Nonunion members	24
Courses/semester: 1	11
Courses/semester: 2	26
Courses/semester: 3	39

Notably, health insurance benefits appear to be linked with course load. The more classes that faculty members teach, the more likely they are to receive health benefits from their employer. Just 11 percent of those who teach only one course receive employer health benefits, while 26 percent of those who teach two courses and 39 percent who teach three courses or more receive benefits.

When it comes to retirement benefits, just 39 percent say they have a plan through their employer, and just one in four (26 percent) says the employer contributes to the plan. Differences here between union and nonunion members are especially large. Well over half (57 percent) of union members have a pension or retirement plan through their employer, with fully 40 percent saying the employer contributes. Conversely, just 29 percent of nonunion members have a retirement plan through their employer, with only 19 percent saying the employer contributes.

Faculty members also lack a number of other benefits. For instance, not even one in 10 (9 percent) receives paid vacation, and only 17 percent receive paid personal leave. Furthermore, just 29 percent receive paid sick leave from their employer.

Professional Support and Advancement Opportunities

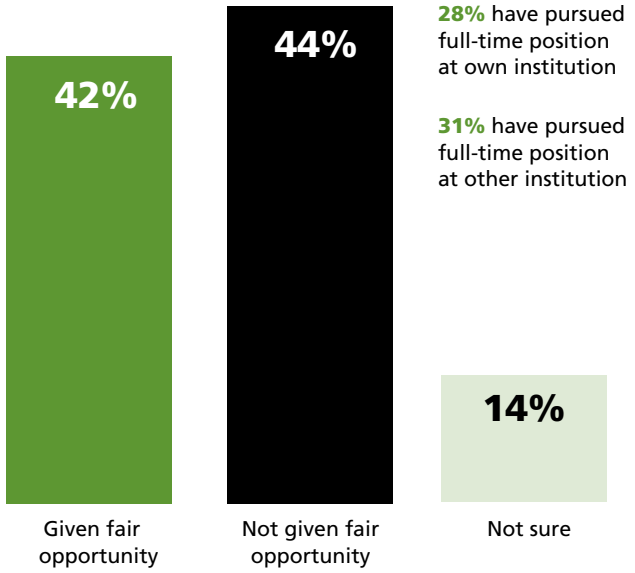
FACULTY MEMBERS ARE VERY CONCERNED with improving opportunities to obtain full-time positions. They also believe it is important to increase the number of full-time tenured positions currently available to faculty. Two in three (68 percent) faculty believe it is very (44 percent) or fairly (24 percent) important to establish more full-time tenured positions at their institutions. However, the majority (70 percent) of faculty believe that the proportion of full-time positions is decreasing (27 percent) or staying the same (43 percent), with just one in five (21 percent) who believes they are increasing.

When it comes to obtaining a full-time tenured position, faculty are divided on whether they are given a fair opportunity by their institution. A plurality (44 percent) of faculty believe they are not given a fair opportunity, while a similar proportion

(42 percent) believe they are given a fair opportunity. Among faculty members who have pursued a full-time position in the past, the majority (55 percent) say they are not given a fair opportunity—just 35 percent say they are given a fair opportunity. Also, women (47 percent) are more likely than men (40 percent) to say they are not given a fair opportunity to pursue a full-time position.

Finally, faculty members mostly are satisfied with the current professional support they receive. Fully 70 percent say they are very (38 percent) or mainly (32 percent) satisfied with professional support at their institution, with only 30 percent saying they are just somewhat (23 percent) or not at all (7 percent) satisfied. When it comes to improving professional development programs, faculty believe their institutions should provide greater access to training (14 percent), more funding for conferences and training (10 percent), more competitive salaries for faculty (8 percent), more overall funding for professional development (8 percent) and better communication with the administration (7 percent).

Do Part-time Faculty Have Fair Opportunity To Get Full-time Position?



28% have pursued full-time position at own institution

31% have pursued full-time position at other institution



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