

Part-Time Faculty At Community Colleges: A National Profile

by *James C. Palmer*

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“As long as [community college] administrators are not constrained by law or collective bargaining agreements,” wrote a prescient analyst in the 1970s, “they will continue to employ lower paid part-time instructors, probably in larger numbers than in the past, as one means of effective savings.”¹ Today, the prediction has come true: The two-year college professoriate consists of a small cadre of full-time employees surrounded by growing numbers of contingent workers.²

The use of part-timers at community colleges grew steadily for over 30 years—from 38 percent in 1962 to 40 percent in 1971, 50 percent in 1974, and 64 percent in fall 1995. The fall 1995 proportions are far greater than the 39 percent and 24 percent of faculty members at independent and public four-year colleges, respectively, who worked part-time during that semester.³

This essay draws on the 1993 National Survey of Postsecondary Faculty (NSOPF-93), conducted by the United States Department of Education. NSOPF-93 provides the most detailed look at college faculty members to date.⁴ We ask five questions about part-time faculty members at American community colleges:

- How does the employment of part-timers vary by region, academic discipline, and institutional size?
- Do part-time and full-time faculty members differ by age, gender, and ethnicity?
- What is the academic workload of part-time faculty members—formal and informal instruction, out-of-class contact with students—and how long do part-time faculty members hold their jobs?
- What other jobs do part-time faculty members hold?
- What proportion of the part-time faculty took their jobs because full-time work was unavailable, and how do “reluctant” and other part-timers differ?

VARIATIONS IN EMPLOYMENT OF PART-TIME FACULTY MEMBERS

National averages on employment of part-time faculty members conceal regional variations. Rates of part-time employment, according to NSOPF-93, ranged from 54 percent in

the plains states to 66.2 percent in the mid-eastern U.S. (Table 1). Data from the 10 states with the largest community college enrollments—61 percent of all community college students—also showed state-by-state variations, ranging from 64 percent in North Carolina and Ohio to 73 percent in Florida (Table 2).⁵

TABLE 1

PART-TIMERS AS A PERCENTAGE OF TOTAL TEACHING FACULTY AT COMMUNITY COLLEGES, BY REGION, FALL 1992		
Region	Percentage Employed Full-Time	Percentage Employed Part-Time
New England	42.8%	57.2%
Mid-East	33.8	66.2
Great Lakes	37.3	62.7
Plains	46.0	54.0
Southeast	41.3	58.7
Southwest	35.7	64.3
Rocky Mountain States	42.2	57.8
Far West	35.6	64.4

SOURCE: NSOPF-93; includes respondents from public two-year colleges who indicated that teaching was their primary responsibility at their colleges and who had at least some responsibility for credit instruction.

Part-time employment rates also varied by college size (Table 3). In Fall 1992, community colleges with larger enrollments tended to hire proportionately more part-time faculty members. This finding may reflect the labor market advantage enjoyed by urban institutions which, because of their proximity to universities and large corporations, can draw on relatively large pools of faculty with graduate degrees.

Part-time employment rates among community college faculty members varied substantially by academic discipline, ranging from 29 percent of nursing instructors to 91 percent of teachers of law in Fall 1992 (Table 4). Part-timers constituted a majority of the faculty in all but three academic fields listed in Table 4.⁶

PERSONAL CHARACTERISTICS

Part-time and full-time community college faculty members showed almost identical gen-

TABLE 2

PART-TIMERS AS A PERCENTAGE OF TOTAL TEACHING FACULTY AT COMMUNITY COLLEGES, 10 STATES WITH LARGEST STUDENT ENROLLMENTS, FALL 1995

State	Percentage Employed Full-Time	Percentage Employed Part-Time
Arizona	36.0%	64.0%
California	31.0	69.0
Florida	27.0	73.0
Illinois	28.0	72.0
Michigan	33.0	67.0
New York	36.0	64.0
North Carolina	28.0	72.0
Ohio	36.0	64.0
Texas	33.0	67.0
Washington	35.0	65.0

SOURCE: National Center for Education Statistics, Data File on Fall Staff in Postsecondary Institutions, 1995. Thanks to J.B.L. Associates for the data analysis.

TABLE 3

PART-TIMERS AS A PERCENTAGE OF TOTAL TEACHING FACULTY AT COMMUNITY COLLEGES, BY ENROLLMENT SIZE OF INSTITUTION, FALL 1992

Total Enrollment (Full-Time Equivalent)	Percentage Employed Full-Time	Percentage Employed Part-Time
536 or less	50.2%	49.8%
564 – 1,423	41.1	58.9
1,424 – 3,574	41.8	58.2
3,575 – 8,272	37.3	62.7
Above 8,272	31.7	68.3

SOURCE: NSOPF-93; includes respondents from public two-year colleges who indicated that teaching was their primary responsibility at their colleges and who had at least some responsibility for credit instruction.

der and ethnicity breakdowns in fall 1992: 42.7 percent and 43.5 percent of the part- and full-timers, respectively, were women, while 11.8 percent and 13.9 percent, respectively, came from minority groups (Table 5). But part-time faculty members were considerably younger:

TABLE 4

**PART-TIMERS AS A PERCENTAGE OF TOTAL TEACHING FACULTY AT COMMUNITY COLLEGES,
BY PRIMARY TEACHING FIELD, FALL 1992**

Primary Teaching Field	Percentage Employed Full-Time	Percentage Employed Part-Time
Law	9.0%	91.0%
Philosophy and religion	22.0	78.0
1st-professional health sciences	24.3	75.7
Foreign languages	25.1	74.9
Fine arts	26.3	73.7
Teacher education	28.0	72.1
Mathematics and statistics	29.8	70.2
Psychology	30.5	69.5
Communications	31.7	68.3
Computer sciences	31.9	68.1
All other programs	34.6	65.4
Other social sciences	36.3	63.7
Business	36.9	63.1
Other education	38.3	61.7
English and literature	38.5	61.5
Occupation programs	41.4	58.6
Biological sciences	43.0	57.0
Engineering	43.3	56.8
Physical sciences	44.6	55.4
Other health sciences	44.6	55.4
History	45.7	54.3
Economics	46.2	53.8
Sociology	47.0	53.1
Political sciences	55.5	44.5
Agriculture/home economics	59.0	41.0
Nursing	71.1	28.9

SOURCE: NSOPF-93; includes respondents from public two-year colleges who indicated that teaching was their primary responsibility at their colleges and who had at least some responsibility for credit instruction.

The 44 or younger group included 50 percent of part-timers, but only 33 percent of the full-timers. These statistics suggest that community colleges tend to hire new entrants to the profession on a part-time basis.

Data collected since NSOPF-93 show small demographic shifts (Table 5). Between 1992 and 1995, the proportion of women in the community college teaching force increased—from 42.7 percent to 49.3 percent among part-timers and from 43.5 percent to 46.5 percent among full-timers. The proportion of minority group members in the part-time contingent increased

from 11.8 percent to 14.9 percent, but the proportion of minorities among full-timers remained decreased from 13.9 percent to 13 percent.⁷ These changes may reflect differences in data collection methods.⁸ But equity concerns may emerge if the data continue to reveal that disproportionate numbers of minorities are hired to teach part-time.

WORKLOAD AND DURATION OF EMPLOYMENT

Part-time community college faculty members taught an average of 42 students in Fall

TABLE 5

COMPARING FULL-TIME AND PART-TIME TEACHING FACULTY AT COMMUNITY COLLEGES BY AGE, GENDER, AND ETHNICITY, FALL 1992 AND FALL 1995

	Full-Time Faculty		Part-Time Faculty	
	1992	1995	1992	1995
Percent Who Are:				
Under 35	6.8%	*	16.1	*
35-44	26.4	*	33.6	*
45-54	42.4	*	30.3	*
55-64	21.3	*	13.9	*
65 or older	3.1	*	6.2	*
TOTAL	100.0%	*	100.0	*
Percent Who Are:				
Minorities	13.9	13.0%	11.8%	14.9%
White	86.1	87.8	88.2	84.1
TOTAL	100.0%	100.0%	100.0%	100.0%
Percent Who Are:				
Male	56.5%	53.5%	57.3%	50.7%
Female	43.5	46.5	42.7	49.3
TOTAL	100.0%	100.0%	100.0%	100.0%

SOURCE: Data for Fall 1992 are from NSOPF-93; includes respondents from public two-year colleges who indicated that teaching was their primary responsibility at their colleges and who had at least some responsibility for credit instruction. Data for Fall 1995 are from Roey and Rak (1998, pp. B-17, B-19, B-20). Data on faculty age are not available for 1995.

1992, generating 137.8 student credit hours (Table 6). The instructional workload of part-time faculty members varied by discipline. Nine of the 10 disciplines with the lowest workload averages—measured by students taught in credit classes—were in career-related areas.⁹ In contrast, nine of the 10 disciplines with the highest workload averages were in the arts and sciences.¹⁰

Full-time community college faculty members taught, on average, 2.5 times as many students as part-timers and generated 2.7 times as many student credit hours (Table 6). Full-timers were also more likely to report out-of-class interaction with students: The 82.6 percent of the full-time faculty members indicating some informal contact with students averaged 5.5 hours per week. In contrast, the 52.7 percent of the part-timers indicating informal contact averaged 3.8 hours per week. The gap was even greater for office hours: 96.7 percent of full-time faculty members kept regular office hours, averaging 8.4 hours per week. But the

41.6 percent of the part-timers keeping regular office hours averaged 6.8 hours per week.

Many part-time faculty members are long-term employees, despite their limited roles outside of the classroom (Table 7). In Fall 1992, 20.1 percent and 22.9 percent of part-time faculty members at community colleges held their teaching assignments for 10 years or more and for five to nine years, respectively. “Temporary” employees filled ongoing instructional needs, not brief gaps. Using a contingent faculty that devotes limited time to students outside the classroom may raise questions about program quality.

EMPLOYMENT OUTSIDE THE COLLEGE

Part-timers, it is often said, bring real-world work experience in local businesses and industries to the community college campus. But only 34.2 percent of part-timers employed at community colleges held full-time, non-teaching jobs at a place of employment other

TABLE 6

MEASURES OF FORMAL AND INFORMAL CONTACT WITH STUDENTS, PART-TIME AND FULL-TIME TEACHING FACULTY AT COMMUNITY COLLEGES, FALL 1992

	Average Number of Credits Generated		Average Number of Students Taught in Credit Classes		Percent Indicating at Least Some Out-of-Class Interaction with Students		Average Hours/Week Out-of-Class Interaction With Students		Percent That Keep Regularly Scheduled Office Hours		Average Office Hours/Week (Those Who Keep Office Hours)	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
All Faculty	374.34	137.81	102.83	42.10	82.55%	52.70%	5.45	3.75	96.67%	41.64%	8.41	6.83
Faculty in:												
Agriculture/home economics	429.56	low n	129.21	low n	83.88	low n	8.94	low n	98.16	low n	7.88	low n
Business	340.06	112.59	104.15	36.68	84.40	43.42	5.24	3.33	96.59	29.09	8.75	7.02
Communications	286.51	115.19	91.89	36.91	86.33	66.89	7.10	3.93	97.64	54.25	8.18	low n
Teacher education	273.09	132.30	94.03	44.9	88.29	40.38	4.66	2.93	96.83	38.42	8.68	low n
Other education	346.02	117.19	118.22	40.98	81.03	47.19	5.63	3.72	96.31	43.28	10.07	6.26
Engineering	235.80	85.20	67.70	26.43	86.90	61.34	4.82	2.98	97.75	28.64	7.98	9.96
Fine arts	281.42	116.61	101.73	41.29	92.21	62.37	5.60	4.15	97.09	39.21	8.82	7.06
1st-professional health sciences	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n
Nursing	473.55	118.12	76.64	29.62	83.13	56.42	4.69	4.40	99.15	40.64	8.99	low n
Other health sciences	255.60	137.36	74.94	44.22	80.31	54.35	5.71	5.57	94.19	30.51	7.68	8.14
English and literature	360.26	152.46	108.33	45.10	84.04	61.02	5.18	3.10	98.96	50.82	8.13	5.37
Foreign languages	507.82	140.14	104.93	37.88	91.04	64.17	3.53	3.42	93.54	61.54	6.74	5.91
History	489.45	166.43	145.46	52.99	89.72	61.83	5.50	3.53	96.70	49.39	8.93	4.13
Philosophy and religion	low n	217.39	low n	59.48	low n	49.60	low n	low n	low n	58.97	low n	low n
Law	low n	141.06	low n	35.62	low n	40.55	low n	3.32	low n	21.36	low n	low n
Biological sciences	440.41	183.30	118.39	53.60	86.52	65.20	5.74	2.34	99.64	57.17	7.88	5.55
Physical sciences	362.43	181.37	99.03	47.29	84.24	38.22	4.86	3.24	96.30	62.67	7.24	4.45
Mathematics and statistics	393.55	158.86	107.42	44.33	81.92	45.36	4.71	3.70	98.65	45.45	8.26	6.08
Computer sciences	48.56	107.82	112.64	32.96	82.89	45.49	6.65	3.68	93.10	34.40	9.50	6.46
Economics	401.22	low n	127.06	low n	72.17	low n	low n	low n	100.00	low n	7.78	low n
Political sciences	462.00	low n	146.90	low n	88.75	low n	6.89	low n	100.00	low n	11.14	low n
Psychology	499.58	198.76	155.22	62.79	84.31	56.84	5.06	3.21	97.81	48.31	8.42	5.4
Sociology	1080.06	184.49	182.84	57.01	90.06	59.70	6.13	low n	98.17	65.72	7.85	low n
Other social sciences	431.87	163.79	131.07	52.85	84.24	63.52	4.20	3.90	95.44	46.03	7.59	6.65
Occupation programs	294.22	116.63	74.09	36.12	70.19	45.65	6.32	7.51	91.84	32.61	8.32	9.59
All other programs	267.71	110.05	85.06	38.44	72.53	55.74	6.45	2.89	95.29	34.74	7.25	7.83

SOURCE: NSOPF-93; includes respondents from public two-year colleges who indicated that teaching was their primary responsibility at their colleges and who had at least some responsibility for credit instruction.

TABLE 7

PATTERNS OF EMPLOYMENT AMONG PART-TIME TEACHING FACULTY AT COMMUNITY COLLEGES, BY TEACHING DISCIPLINE, FALL 1992

	Number of Years in Current Part-Time Job					Employment Status of Outside Job		Place of Outside Employment		Type of Work in Outside Job*	
	< 5 Years	5-9 Years	> 10 Years	% Who Took Job Because Full-Time Work Was Unavailable	% With No Other Employment Outside of the College	% with Full-Time	% with Part-Time	% Working in Another Postsecondary Institution	% Working in a Non-postsecondary Setting	% Who are Teaching	% Who are Doing Other Work
Agriculture/home economics	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n
Business	45.9	27.0	27.1	38.2%	15.9%	85.5%	14.5%	7.6%	92.4%	17.2%	82.8%
Communications	67.9	23.1	9.0	62.7	6.5	65.1	34.9	33.4	66.6	43.1	56.9
Teacher education	46.9	24.8	28.3	47.3	22.3	68.9	31.1	15.2	84.8	46.8	53.2
Other education	53.0	29.6	17.4	48.5	35.8	62.4	37.6	16.9	83.1	65.4	34.6
Engineering	61.2	16.9	21.9	31.0	23.4	86.9	13.1	11.2	88.8	17.8	82.2
Fine arts	43.9	29.0	27.1	71.2	15.0	40.2	59.8	24.9	75.1	54.2	45.8
1st-professional health sciences	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n
Nursing	66.2	15.9	17.9	29.6	23.0	63.4	36.6	7.0	93.0	12.9	87.1
Other health sciences	58.8	23.6	17.6	31.4	13.5	78.4	21.6	5.1	95.0	27.5	72.5
English and literature	64.0	20.6	15.3	59.1	32.5	48.2	51.8	33.7	66.3	65.9	34.1
Foreign languages	54.1	21.3	24.6	58.7	28.4	56.8	43.2	18.4	81.6	60.7	39.3
History	59.8	22.6	17.6	75.4	18.5	48.1	51.9	50.3	49.8	62.5	37.5
Philosophy and religion	71.2	13.1	15.7	52.3	23.8	47.1	52.9	36.4	63.7	44.6	55.4
Law	50.8	26.1	23.1	32.3	4.7	93.1	6.9	5.8	94.2	8.8	91.3
Biological sciences	78.3	12.9	8.8	75.4	23.1	54.9	45.1	40.3	59.7	42.1	57.9
Physical sciences	57.5	25.9	16.6	40.7	22.1	52.6	47.4	16.9	83.1	33.7	66.3
Mathematics and statistics	53.5	21.3	25.1	48.3	25.3	64.3	35.7	27.3	72.7	64.1	35.9
Computer sciences	58.9	24.3	16.8	30.0	10.8	77.6	22.4	6.5	93.5	20.2	79.8
Economics	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n
Political sciences	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n	low n
Psychology	64.7	17.5	17.8	54.9	16.6	67.7	32.3	13.4	86.6	14.2	85.8
Sociology	57.2	20.3	22.5	43.2	31.6	71.5	28.5	10.9	89.1	35.8	64.2
Other social sciences	64.7	24.9	10.4	44.9	18.0	62.0	38.0	29.6	70.4	36.2	63.8
Occupation programs	51.0	30.3	18.6	39.7	12.2	79.2	20.8	3.7	96.4	18.2	81.8
All other programs	63.5	17.5	19.1	42.5	12.8	72.7	27.3	8.6	91.4	31.3	68.7
All part-time faculty	57.0	22.9	20.1	47.8	20.6	66.7	33.3	18.3	81.7	38.0	62.0

SOURCE: NSOPF-93; includes respondents from public two-year colleges who indicated that teaching was their primary responsibility at their colleges and who had at least some responsibility for credit instruction.

* For faculty members who hold outside jobs.

than a K-12 school, a four-year college, or another community college (Table 8).¹¹ About 20.6 percent of the part-timers reported no other employment. Another 14.9 percent held other part-time teaching positions, 15.2 percent held full-time teaching positions (usually at a K-12 school), 11.6 percent held part-time, non-teaching jobs.

TABLE 8

OTHER TYPES OF JOBS (OUTSIDE OF COLLEGE) HELD BY PART-TIME FACULTY, FALL 1992	
No Outside Job: Only employment is part-time at this institution	20.60%
Holds another part-time teaching job outside the college:	
at another community college	4.40%
at a four-year college	5.40%
at a K-12 school	1.70%
at another type of institution	3.40%
Holds a full-time teaching job outside the college	
at another community college	0.65%
at a four-year college	1.20%
at a K-12 school	11.00%
at another type of institution	2.40%
Holds a part-time nonteaching job outside the college	
at another community college	0.20%
at a four-year college	0.90%
at a K-12 school	0.20%
at another type of institution	10.30%
Holds a full-time nonteaching job outside the college	
at another community college	0.50%
at a four-year college	1.30%
at a K-12 school	1.70%
at another type of institution	34.20%
TOTAL	100.0%

SOURCE: NSOPF-93; includes respondents from public two-year colleges who indicated that teaching was their primary responsibility at their colleges and who had at least some responsibility for credit instruction.

Patterns of outside employment varied by teaching discipline (Table 7). Faculty members

teaching in career fields—business, computer science, law, and occupational trades, for example—generally reported higher rates of outside employment than arts and science colleagues—foreign languages, literature, and sociology, for example. Teachers in career fields were also more likely to be employed in full-time, non-teaching positions outside of postsecondary education.

RELUCTANT PART-TIMERS

Academic labor market captivity helps to explain why some part-timers take their jobs. In Fall 1992, 47.8 percent of part-time faculty members at community colleges took their jobs because full-time work was unavailable (Table 7). The proportions, by discipline, reporting full-time job unavailability ranged from 29.6 percent in nursing to 75.4 percent in history and in the biological sciences. Reluctant part-timers—faculty members who would prefer full-time teaching jobs—were more likely to be found in the arts and sciences than in career-related fields.

NSOPF-93 revealed other differences between reluctant and willing part-timers (Table 9). The reluctant group included greater proportions of women and of part-timers under 35. Reluctant part-timers taught, on average, greater numbers of students and generated more student credit hours than willing part-time colleagues. Both groups were equally likely to hold jobs outside of their colleges, but the jobs held by “reluctants” were more likely to entail part-time teaching, as opposed to full-time work in a nonacademic setting.

Reluctant part-timers were, in short, on the outside looking in, gaining teaching experience while awaiting full-time academic positions. Reluctant faculty members overwhelmingly indicated they would choose an academic career if they could “do it all over again,” but they also expressed lower levels of satisfaction with perceived opportunities for advancement, job security, benefits, and with their jobs overall (Table 9).

CONCLUSION

The part-time teachers on which community college students increasingly rely include colleagues who prefer part-time teaching and

TABLE 9

**EMPLOYMENT, WORKLOAD, AND SELECTED CHARACTERISTICS OF PART-TIME FACULTY AT
COMMUNITY COLLEGES, FALL 1992, BY RESPONSE TO THE QUESTION: "DID YOU ACCEPT PART-TIME WORK
BECAUSE FULL-TIME EMPLOYMENT WAS UNAVAILABLE?"**

	Took Part-Time Job Because Full-Time Work was Unavailable?	
	Yes	No
Instructional Workload		
Average student credit hours generated, Fall 1992	149.33	127.01
Average number of students taught in credit classes, Fall 1992	46.61	37.81
Other jobs outside of employing colleges		
Percent who held other jobs outside of their colleges	78.3%	80.5%
Of those who held outside jobs, percent with full-time outside employment	51.8%	80.0%
Of those who held outside jobs, percent whose outside jobs involved teaching	43.5%	33.1%
Demographic Characteristics		
<i>Gender</i>		
Percent Male	51.5%	62.7%
Percent Female	48.5%	37.4%
<i>Ethnicity</i>		
Percent White	89.3%	87.1%
Percent Minority	10.7%	12.9%
<i>Age</i>		
Percent under 35	18.8%	13.6%
Percent 35-44	33.3%	34.0%
Percent 45-54	32.7%	28.1%
Percent 55-64	12.4%	15.2%
Percent 65 or older	2.9%	9.2%
Job Satisfaction		
Percent who are "satisfied" or "very satisfied" with job overall	76.6%	90.7%
Percent who are "satisfied" or "very satisfied" with job benefits	26.8%	50.0%
Percent who are "satisfied" or "very satisfied" with job security	38.2%	69.1%
Percent who are "satisfied" or "very satisfied" with advancement opportunity	24.4%	54.5%
Percent who feel that advancement opportunities for junior faculty have worsened in recent years	39.3%	21.1%
Percent indicating that they would choose an academic career if they "had to do it all over."	88.5%	87.1%

SOURCE: NSOPF-93; includes respondents from public two-year colleges who indicated that teaching was their primary responsibility at their colleges and who had at least some responsibility for credit instruction.

often bring rich experience from full-time jobs in business and industry. Others, especially colleagues teaching academic disciplines, are often contingent workers who cannot find full-time employment.

A smaller proportion of part-time teachers hold regular office hours or interact with students outside the classroom. The growing use of part-timers may therefore shift responsibility for student advisement to the small core of

full-timers. We may only surmise how this shift (to the extent it occurs) affects the quality of the student's experience.

Can a college sustain a commitment to students with an ever-shrinking full-time faculty? NSOPF-93 provides information on demographic trends and disciplinary employment patterns but says little about the impact of part-timers on the quality of the student's experience. This impact bears investigation, since almost half of America's college students begin their postsecondary studies at public two-year colleges.

NOTES

¹ Lombardi, 1975/1992, 55. Throughout, "community colleges" refer to publicly supported two-year colleges.

² Full-time faculty members still teach the majority of credit hours generated at community colleges. A 1993 survey of institutions belonging to the American Association of Community Colleges revealed that, on average, the full-time faculty generated 66.4 percent of credit hours (Roueche, Roueche, and Milliron, 1995, 30).

³ Data for 1963, 1971, and 1974 are from Lombardi (1975/1992), 55. Data for Fall 1995 are from Roey and Rak, 1998, B-10, B-17. Data for four-year colleges and universities do not include figures on the employment of graduate teaching assistants who, at many institutions, make up a considerable proportion of contingent teachers. Precise trend data on the employment of part-time faculty members are difficult to obtain. Definitions used by those who collect data vary over time and between states. Furthermore, data on faculty employment at public two-year colleges have not always been disaggregated from data on faculty employment at private junior colleges. But for decades analysts have noted a clear upward trend in the use of part-time teachers.

⁴ See Selfa and others, 1997, for details on survey method and sampling. The survey, though conducted in 1993, targeted faculty members who taught in Fall 1992, and all survey questions related to faculty work during Fall 1992. Of the 25,780 college and university faculty members responding to the survey, 7,146 were faculty members at public two-year institutions. Of these two-year college faculty members, 62.4 percent were part-time teachers. All NSOPF-93 data reported in this essay reflect weighted results calculated by the author using the

Department of Education's Data Analysis System (DAS). DAS is available at www.pedar-das.org.

⁵ These states are Arizona, California, Florida, Illinois, Michigan, New York, North Carolina, Ohio, Texas, and Washington. Enrollment data are from Snyder, Hoffman, and Geddes, 1998, 204.

⁶ The exceptions: agriculture/home economics, nursing, and political science.

⁷ Data on age are not available after 1992.

⁸ The Fall 1992 data are based on faculty responses to the NSOPF-93 survey. The Fall 1995 data are from the United States Department of Education's Integrated Postsecondary Education Data System, which relies on figures supplied by individual colleges. See Roey and Rak, 1998, for details on the 1995 data.

⁹ The exception: foreign languages.

¹⁰ The exception: teacher education.

¹¹ About 3.5 percent of the respondents held full-time, nonteaching jobs at another K-12 school, or in postsecondary education.

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