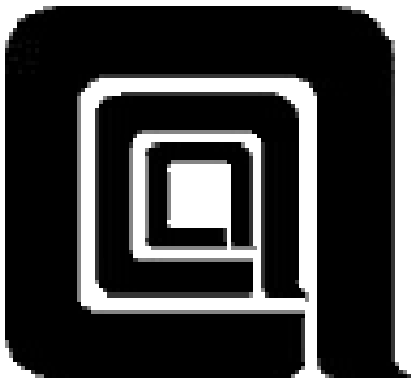
Who Is Doing The Teaching...And How Are They Being Supported?

Survey On The Use of Part-Time Instructors Report



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I. Introduction

A. Background

The growing dependence by academic institutions on the use of part-time and non-tenure-track faculty has become the focus of considerable discussion over the past several years. In 1997, the Conference on the Growing use of Part-time and Adjunct Faculty was held in Washington, DC. Conference participants expressed concern that individuals in such appointments often lack sufficient support for responsible teaching or careers. There was general agreement that the increased use of part-time and non-tenure-track faculty has a direct impact on the quality of instruction that institutions are able to provide. In addition, there was a perception that as more courses are taught by part-time or non-tenure track faculty, the number of full-time, tenure-track positions may be negatively impacted. However, they noted that the current data available was partial and incomplete.[1]

The American Anthropological Association, in cooperation with the Coalition on the Academic Workforce (CAW), conducted a survey during spring 2000 on the use of part-time and full-time, non-tenure track faculty by anthropology departments in the United States in response to the problem of partial and incomplete data. The purpose of the survey was to gather hard data on how part-time and non-tenure-track faculty are utilized and compensated. The survey also gathered information on the number and types of undergraduate courses that are not taught by full-time, tenure-track faculty.

[1] See Statement from the Conference on the Growing use of Part-Time and Adjunct Faculty at http://www.aaup.org/ptconf.htm

B. Survey Participants

The Coalition on the Academic Workforce (CAW) is comprised of 25 humanities and social science academic societies. Nine other members of CAW participated in the survey.[2] Six of the members (anthropology, cinema studies, English, film studies, folklore, foreign languages and linguistics) surveyed all the departments in the field. Four other departments [history, philology (classics), philosophy and freestanding composition programs] conducted a representative sample survey of departments and institutions. The American Political Science Association included similar questions in its annual sample survey of four-year college and university political science departments.

The mail survey gathered data from departments in each discipline on how part-time and full-time, non-tenure track faculty are utilized and to determine what level of compensation and types of professional support and benefits they may or may not receive. This research was partially funded through a research grant from The National Endowment for the Humanities. While this report consists primarily of information on the results from the AAA survey, it is important to note that an additional report has been prepared by CAW comparing results across disciplines.[3] The ability to compare the results will be useful in determining the impact the increased use of part-time instructors is having on higher education across disciplines.

[2] The American Historical Association, the American Philological Association, the American Political Science Association, the Conference on College Composition and Communications, the Linguistics Society of America, the College Art Association, the Modern Language Association, the Society of Cinema Studies and the American Folklore Society

[3] The CAW report is available on the Web at http://www.theaha.org/perspectives/issues/2000/0010/pt_survey.htm

C. Methodology

The AAA contracted with Roper Starch Worldwide, Inc. to develop and administer a survey instrument during fall 1999[4]. Roper Starch was responsible for data collection, data processing and production of output materials that consisted of data files and data tables. AAA provided a list of departments and department contacts (most often the department chair) for those colleges and universities listed in the *1999-2000 AAA Guide* as well as representatives from two-year community colleges to Roper Starch.

The AAA survey instrument was based on a survey that Roper Starch developed and pre-tested for the Modern Languages Association earlier in 1999. AAA revised the survey instrument to specifically address anthropology programs. The estimated time to complete the survey instrument was 30 minutes. Survey questionnaires were sent to 421 anthropology departments or programs by mail. Reminder letters were mailed two weeks later. The AAA also placed an article in *AnthropologyNews (AN*) in to alert anthropology departments that the survey was being conducted and encouraging department chairs to respond.

D. Data Gathered

The AAA survey requested data on departments and programs for fall semester 1999. The survey requested data on faculty composition, course loads, salaries, professional support and benefits as they related to part-time and full-time, non-tenure track faculty. It is important to note that data on salary, benefits and support was not gathered on full-time tenure track faculty.

[4] The American Historical Association, the American Philological Association, the Conference on College Composition and Communications, the Linguistics Society of America, the College Art Association, the Modern Language Association, the Society of Cinema Studies and the American Folklore Society also contracted with Roper Starch Worldwide, Inc.

Specific questions on faculty included:

- number of instructors who were full-time [tenured or tenure track (FTTT) and non-tenure track (FTNTT)]
- number of instructors who were part-time [tenured or tenure track (PTTT) and non-tenure track (PTNTT)]
- number of graduate teaching assistants
- number of undergraduate course sections taught by each type of instructor
- number of faculty employed who are full-time, non-tenure track (FTNTT)
- number of faculty employed who are part-time, paid by course[5] (PTPBC)
- number of faculty employed who are part-time, paid by fraction[6] (PTPBF)
- salaries for part-time and full-time, non-tenure faculty

Institutional questions included:

- highest degree offered by the department
- highest degree offered by the institution
- academic term system (semester, quarter, half-year, other)
- institutional affiliation (public, private-church-affiliated, private-non-church affiliated)

Support and benefit questions included:

- office space
- computer access
- mailboxes
- parking
- telephone and photocopying
- library privileges
- secretarial support
- advanced notice of course assignments
- participation in departmental meetings
- travel support to professional meetings
- teacher development
- salary increases
- access to institutional research grants
- health plans (paid by employer, employee and shared)
- retirement plan
- life insurance

[5] Part-time, paid by course faculty are compensated a flat rate per course that they teach.

[6] Part-time, paid by fraction faculty are compensated for a fraction of what a full-time instructor is paid. For example: if a full-time faculty person is expected to teach six courses a year and is paid $36,000 per year, a part-time instructor who teaches one course would be paid $6,000 or 1/6 of the full-time faculty salary. If the part-time instructor teaches two courses, they would be paid $12,000 or 1/3 of the full-time faculty salary.

II. Response Rates

A. AAA Response Rates

421 surveys were sent to all known anthropology departments or programs and representatives from community colleges. Roper Starch received 290 completed questionnaires for a response rate of 68.9%. AAA was very pleased that a little less than 70% of departments participated in the survey.[7]

Response rates were highest for institutions whose highest degree conferred were associate's (76.0%) or bachelor's (70.5%) degrees. Response rates for doctoral degree granting institutions was 68.9% and master's degree granting institutions was 66.1%. (Table 1 A)

Forty-eight point sixty-two percent of the institutions responding indicated that the bachelor degree was the highest degree conferred by the department. Doctoral degree-granting institutions account for 23.5% of respondents, while master's-degree granting institutions account for 19.3%. Only 4.5% of respondents were associate's degree-granting institutions. The majority of responding institutions were public (62.4%). The responding proportion of private institutions was significantly lower (31.7%). (Table 2 A)

While the response rates of all types of institutions surveyed were high (above 60%), they were highest for public institutions (71.5%). The response rate for private institutions was somewhat lower with 62.6% of private, non-church related and 66.7% of private, church related institutions responding. (Table 2 A)

[7] In comparison, the 1997 Survey of Departments had a 45% response rate. The dramatic improvement in this response rate may be attributed to better tracking of department leadership information through the *AAA Guide*.

Table 1 A: Response Rates by Highest Degree Conferred by Institution

Highest Degree Conferred	Total Number of Surveys Sent	Number of Responses	Response%
Doctoral	219	151	68.9%
Masters	109	72	66.1%
Bachelors	44	31	70.5%
Associates	25	19	76.0%
Unknown	24	17	70.8%
Total	421	290	68.9%

Table 2 A: Response Rates by Institutional Affiliation

Institution Type	Total Number of Surveys Sent	Number of Responses	Response%
Public	253	181	71.5%
Private, Non-Church	99	62	62.6%
Private, Church-related	45	30	66.6%
Unknown	24	17	78.8%
Total	421	290	68.9%

Table 1 B: AAA Response Rates Compared to Average CAW Response Rates by Highest Degree Conferred by Department

Highest Degree Conferred by Department	AAA Survey	CAW Survey
Doctoral	23.5%	22.1%
Masters	19.3%	24.6%
Bachelors	48.6%	37.3%
Associates	4.5%	15.9%
Unknown	4.1%	0.0%
Total	100.0%	100.0%

Table 2 B: AAA Response Rates Compared to Average CAW Response Rates by Institutional Affiliation

Institution Type	AAA Survey	CAW Survey
Public	62.4%	58.3%
Private, Non-Church	21.4%	17.4%
Private, Church-related	10.3%	24.5%
Unknown	5.9%	0.0%
Total	100.0	100.0%

Note: *"Unknown" referrers to institutions that did not identify type of institution or highest degree granted*

B. CAW Response Rates

The overall response rate for all CAW participants was 47.0%. The AAA is pleased to have had had one of the highest overall response rates for all participating disciplines who surveyed all know departments.[8] The accuracy of the department contact information, the article about the project in the *AN* and the general concern about the issues associated with the use of part-time and non-tenure-track faculty likely account for this high rate of response. The AAA percentage of respondents by institutional affiliation was higher than the CAW average for public and private, church-related institutions. It was marginally lower for private, non-church related institutions. (Tables 1 B and 2 B).

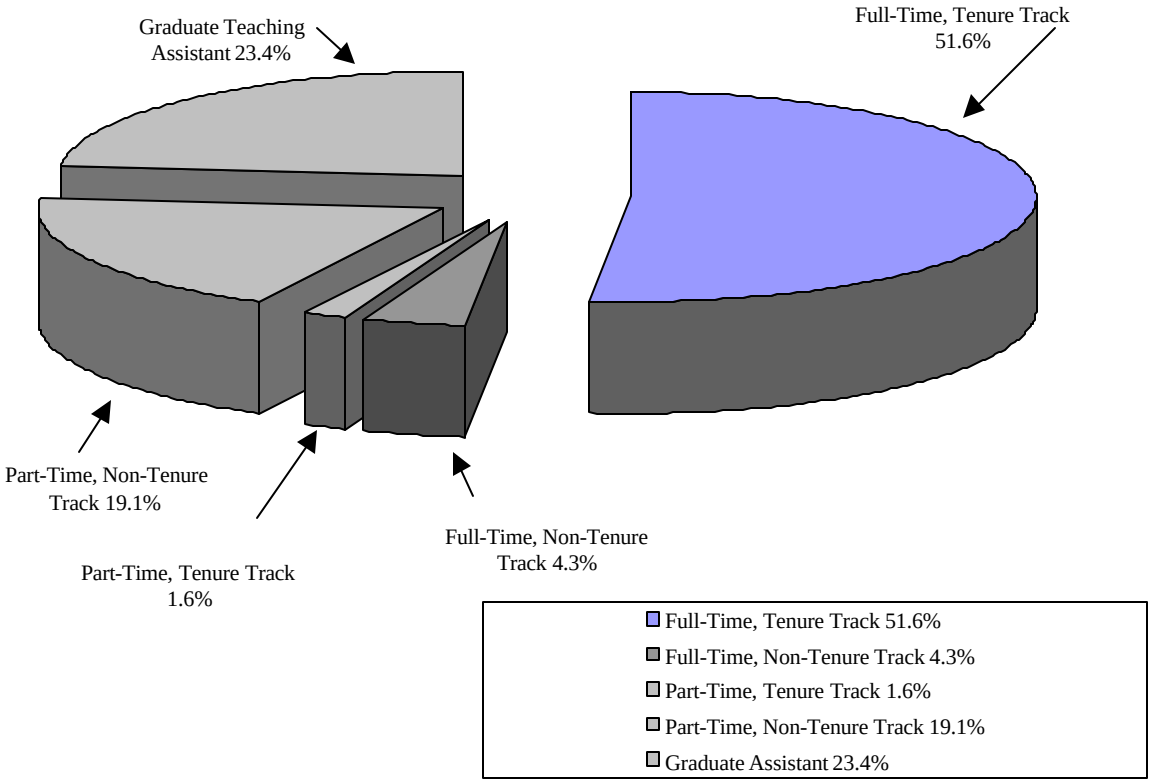
III. Demographics of Instructional Staff

A. Overall Demographics of Instructional Staff in Anthropology Programs

Overall, anthropology departments reported that 51.6% of their instructional faculty is comprised full-time, tenure-track faculty (FTTT). Part-time, non-tenure track faculty (PTNTT) comprise almost 19.1% of the instructional staff and graduate teaching assistants comprise 23.4% of the instructional staff. The remaining 5.9% of faculty are comprised of part-time, tenure track (PTTT) and full-time, non-tenure track faculty (FTNTT). It is important to keep this small percentage (just under 6%) in mind when reviewing salary and benefit data later in this report (Graph 1).

[8] Folklore had the highest response rate with 91.7% completing their survey. However, they conducted a sample survey of 12 departments. Cinema studies surveyed 35 departments for a response rate of 71.4%.

Graph 1: Percent of Faculty Types at Institutions Responding



B. Demographics by Highest Degree Conferred

The highest degree conferred has a direct correlation to the percentage of FTTT faculty at an institution. Predictably, the percentage is highest at bachelor's degree-granting institutions (69.7%). Bachelors degree-granting institutions tend to be more focused on teaching than research. In addition, they rarely have a significant pool of graduate students from which to select graduate teaching assistants. Thus, it is not surprising that they report only .6% of their faculty being comprised of graduate teaching assistants. Just as predictably, programs

terminating in an associate's degree have the lowest percentage of FTTT faculty (31.7%). Community colleges that grant associates degrees also utilize an extraordinarily high percentage of part-time, non-tenure track faculty (65.1%). This is by far the highest reported usage of part-time, non-tenure track faculty. It is also not surprising that they report no usage of graduate teaching assistants. (Table 3 A)

Table 3 A: Anthropology Faculty by Type, By Highest Degree Conferred

Faculty Type	Overall		Doctoral		Masters		Bachelors		Associates	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
Full-Time, Tenure Track	2136	51.6%	1423	51.1%	383	60.2%	124	69.7%	40	31.7%
Full-Time, Non-Tenure Track	180	4.3%	110	3.8%	41	6.4%	15	8.4%	2	1.6%
Part-Time, Tenure Track	65	1.6%	38	1.4%	16	2.5%	2	1.1%	2	1.6%
Part-Time, Non-Tenure Track	790	19.1%	395	14.2%	174	27.4%	36	20.2%	82	65.1%
Graduate Teaching Assistants	969	23.4%	821	29.5%	22	3.5%	1	0.6%	0	0.0%
TOTAL	4140	100.0%	2787	100.0%	636	100.0%	178	100.0%	126	100.0%

C. Demographics in Public vs. Private Institutions

Public institutions report that their faculty is comprised of 51.1% FTTT. Private, non-church related institutions report that 57.0% of their faculty are FTTT. However, private, church-related institutions report 60.9% of their faculty are FTTT. While the different percentage reported by the two types of private institutions may not be statistically significant, it is curious. PTNTT faculty comprise 10.4% of the faculty at public institutions, while they comprise 13.5% at private, non-church related and 20.7% at private, church-related institutions. Again, the difference in the private institutions is interesting. It is possible that a church

affiliation results in some courses related to theology, religion and philosophy being taught be adjunct instructors with particular expertise in these areas.

Table 3 B: Anthropology Faculty, By Institutional Affiliation

Faculty Type	Overall		Public		Private, Non-Church Related		Private, Church-Related	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
Full-Time, Tenure Track	2136	51.6%	1419	51.1%	392	57.0%	159	60.9%
Full-Time, Non-Tenure Track	180	4.3%	104	3.7%	39	5.6%	25	9.6%
Part-Time, Tenure Track	65	1.6%	53	1.9%	4	0.6%	1	0.4%
Part-Time, Non-Tenure Track	790	19.1%	540	19.4%	93	13.5%	54	20.7%
Graduate Teaching Assistants	969	23.4%	662	23.9%	160	23.3%	22	8.4%
TOTAL	4140	100.0%	2778	100.0%	688	100.0%	261	100.0%

The use of graduate assistants is also interesting, if a little more consistent. Overall, 23.4% of the faculty is comprised of graduate assistants. This percentage is similar in public (23.9%) and private, non-church related institutions (23.3%). However, private, church-related institutions report graduate assistants making up only 8.4% of their faculty. Again, the difference in private schools is curious. (Table 3 B)

D. CAW Survey Demographics

Only two other disciplines reported similar overall percentages of full-time, tenure track faculty (History-53.2% and Philosophy-52.2%). Other disciplines reported dramatically lower percentages of FTTT faculty (English-35.5%, Cinema Studies -10% and Philology-43.8%). English reports the highest use of part-time, non-tenure track faculty with 31.40%. Free standing composition programs report the highest use of graduate teaching assistants with 45.20%.

Anthropology reports the highest use of part-time, tenure track faculty (1.60%) and the lowest use of full-time, non-tenure track faculty (4.30%). (Table 4)

Table 4: CAW Survey-Percentage of Instructional Staff of Type in Department/Program Across Disciplines

	Anthro.	Art History	Cinema Studies	Freestanding Composition Programs*	English (inc. composition)*	Foreign Lang.*	History	Linguistics	Philology	Philosophy	Median of Values	Poli. Sci.**
Full-Time, Tenure Track	51.60%	44.70%	40.00%	**14.60%**	36.30%	35.50%	***53.20%***	49.20%	43.80%	52.20%	44.30%	69.00%
Full-Time, Non-Tenure Track	**4.30%**	7.20%	7.90%	12.20%	9.50%	***12.40%***	4.40%	5.50%	9.30%	5.60%	7.60%	4.70%
Part-Time, Tenure Track	***1.60%***	1.10%	1.00%		**0.60%**	**0.60%**	1.30%	1.60%	1.20%	1.30%	1.20%	6.00%
Part-Time, Non-Tenure Track	19.10%	31.50%	17.60%	28.00%	***31.40%***	28.20%	21.10%	**14.70%**	20.60%	21.80%	21.50%	20.30%
Graduate Teaching Assistants	23.40%	**15.30%**	33.50%	***45.20%***	22.20%	23.30%	20.00%	29.00%	25.00%	19.10%	23.30%	N/A

** Data for "Composition" come from freestanding composition departments and programs, surveyed by the CCCC. Data for "English" and "Foreign Languages" programs" come from disciplinary departments and programs surveyed by the Modern Languages Association.*

** *Data for Political Science is appended for comparative purposes, but not included in the calculation of the median since the APSA used a different survey instrument that did not inquire about graduate student instructors.*

Lowest value for range in **bold**

Highest value for range in ***italic***

IV. Course Instruction

A. Overall Instruction

The survey requested information on instruction of undergraduate courses. Data were not gathered on graduate course instruction. A distinction was made between introductory courses and other undergraduate courses. This distinction is important, as introductory courses are often

part of a general curriculum requirement and serve as an "entree" to the discipline. Many students may not be familiar with the discipline; thus introductory courses are important means exposing students to anthropological concepts and attracting anthropology majors. There is also a direct correlation between the quality of instruction and the student's desire to enroll in additional courses. Thurs, if the majority of introductory courses are not taught by faculty with the appropriate resources to be effective teachers, this may have a negative impact on enrollment in other upper-level courses and the number of declared majors.

Overall, just under half (49.7%) of introductory undergraduate courses are taught by FTTT faculty. In other undergraduate courses two-thirds (66.5%) are taught by FTTT faculty. It is interesting to note that 23.4%, or almost one-quarter, of introductory anthropology courses are taught by part-time instructors. Graduate teaching assistants teach just over 17% of introductory anthropology courses. Thus, overall, 40.4% of all undergraduate courses are taught by part-time faculty or graduate teaching assistants. Full-time, non-tenure track faculty teach the remaining 9.8%. Again, it is important to keep in mind the small percentage of faculty who are full-time, non-tenure track faculty. (Table 5 A)

B. Instruction by Highest Degree Conferred

The percentage of introductory courses taught by FTTT faculty is generally lower than the percentage of other undergraduate courses taught. The sole exception being at associate's-degree granting institutions where they report a higher use of full-time instructors for introductory courses (44.1%) than for other undergraduate courses (40.9%). However, they also report the highest use of part-time instructors for both introductory courses (52.5%) and for other undergraduate courses (50.0%). This is not surprising, as community colleges, granting

associate degrees, have historically employed large numbers of part-time faculty. Overall 66.5% of other undergraduate courses are taught by FTTT compared with 49.7% of introductory courses. The use of part-time instructors and graduate teaching assistants also falls dramatically in the other types of institutions.

Table 5 A: Percentage of Anthropology Undergraduate Courses Taught by Faculty Type, By Highest Department Degree Conferred

Faculty Type	Overall		Doctoral		Masters		Bachelors		Associates	
	Introductory Courses	*Other Courses*	*Introductory Courses*	*Other Courses*	*Introductory Courses*	*Other Courses*	*Introductory Courses*	*Other Courses*	*Introductory Courses*	*Other Courses*
Full-Time, Tenure Track	49.7	66.5	36.4	62.4	45.2	59.5	66.8	75.6	44.1	40.9
Full-Time, Non-Tenure Track	9.8	8.9	4.4	5.9	16.7	12.1	10.7	9.8	1.7	2.3
Part-Time, Tenure Track	1.1	3.3	2.4	7.1	0.2	0.5	0.8	1.7	1.7	6.8
Part-Time, Non-Tenure Track	22.3	14.6	9.8	9.7	30.0	22.8	19.4	12.6	52.5	50.0
Graduate Teaching Assistants	17.1	6.7	47.0	14.9	7.9	5.1	2.3	0.3	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Overall, the use of graduate teaching assistants is only 6.7% in other undergraduate courses, compared to 17.1% of introductory courses. In doctoral degree-granting institutions, only 14.9% of other undergraduate courses are taught by graduate teaching assistants and 62.4% of other undergraduate courses are taught by FTTT faculty. This is also not surprising, as doctoral degree granting institutions have the largest pool of graduate students from which to select GAs. At master's degree-granting institutions, only 5.1% of other undergraduate courses are taught by graduate teaching assistants and 23.3% are taught by part-time instructors. Fifty-nine point five percent are taught by FTTT faculty. Bachelor's degree-granting institutions only use graduate

teaching assistants for 0.3% of other undergraduate courses. Thirteen point three percent of other undergraduate courses are taught by part-time instructors while a full 75.6% are taught by FTTT faculty. (Table 5 A)

C. Instruction in Public vs. Private Institutions

Public institutions report that only 48.7% of introductory anthropology courses are taught by full-time, tenure track faculty. Private, church related institutions report the highest percentage of FTTT faculty teaching introductory courses (66.1%) while private, non-church related institutions report the highest percentage of other undergraduate courses taught by FTTT (74.7%). Public institutions report that 41.1% of all introductory courses are taught by part-time or graduate assistants. Private, non-church related institutions report 33.8% and private, church-related institutions report 23% of introductory courses being taught by either part-time instructors or graduate assistants. (Table 5 B)

Table 5 B: Percentage of Undergraduate Anthropology Courses Taught by Faculty Type, By Institutional Affiliation

Faculty Type	**Overall**		**Public**		**Private, Non-Church Related**		**Private, Church-Related**	
	Introductory Courses	*Other Courses*	*Introductory Courses*	*Other Courses*	*Introductory Courses*	*Other Courses*	*Introductory Courses*	*Other Courses*
Full-Time Tenure Track	49.7	66.5	48.7	64.7	58.2	74.7	66.1	74.3
Full-Time, Non-Tenure Track	9.8	8.9	10.2	8.5	8.0	9.0	10.9	14.6
Part-Time Tenure Track	1.1	3.3	0.9	4.5	0.3	0.6	0.6	0.0
Part-Time Non-Tenure Track	22.3	14.6	22.9	16.0	15.4	9.5	21.8	9.6
Graduate Teaching Assistants	17.1	6.7	17.3	6.3	18.1	6.2	0.6	1.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

V. Salary Data

A. Overall Salary Data

Salary compensation continues to be a significant issue for adjunct and part-time faculty. This survey collected salary data on part-time, paid by course (PTPBC) faculty, part-time, paid by fraction (PTPBF) faculty and full-time, non-tenure track (FTNTT) faculty. Salary data was not collected for full-time, tenure track (FTTT) faculty.

Part-time faculty are usually compensated either per course that they teach, "paid-by-course," or as a fraction of what a full-time faculty member is paid, "paid-by-fraction." A part-time, paid by course faculty member is paid a flat rate for each course they teach. For example, if compensation for a course is $3,000 and a PTPBC instructor were teaching one course, they would receive $3,000. If they were teaching two courses, they would receive $6,000. It is also important to note that some institutions have different per course "rates" based on the instructor's education level. For example, if the instructor holds a master's degree, they may be paid $2,500 for each course taught. If the instructor holds a PhD, they may be paid $3,000 for each course. Institutions may also have a flexible per course "rate" in that individuals will exceptional experience or expertise in a particular area may be compensated at a higher rate than the generally accepted rate.

Part-time, paid by fraction faculty are compensated for a fraction of what a full-time instructor is paid. For example, if a full-time faculty person is expected to teach six courses a year and is paid $36,000 per year, a part-time instructor who teaches one course would be paid $6,000 or 1/6 of the full-time faculty salary. If the part-time instructor teaches two courses, they

would be paid $12,000 or 1/3 of the full-time faculty salary. This method of compensation is generally applied in "job sharing" situations. "Job sharing" positions usually employ two or more individuals to cover the "load" of what is expected of one full-time faculty position. While this type of situation is relatively rare, they are increasing. Women who are raising children or couples with the same disciplinary training will usually fill these types of positions. While individuals who "job share" usually receive a fraction of the salary, they usually receive the benefits of a full-time faculty member.

Close to 60% of PTPBC faculty receive less than $3,000 per course. One-fifth of part-time faculty receive less than $2,000 per course. At this rate, part-timers (most of whom hold a masters degree and many of whom hold a PhD) who teach five courses a year (which is easily considered "full-time") would receive between $12,000 and $15,000 per year. This salary is comparable to salaries received by fast food workers, baggage porters or theatre lobby attendants. Overall community colleges and public institutions tend to offer the lowest pay rates for part-time instructors.

B. Salaries for Part-Time, Paid by Course Faculty

Overall, 36.7% of departments report paying part-time, paid by course instructors $3,000 or more per course. However, 44.6% report paying $2,500 or less per course. Doctoral degree granting institutions report paying 47.9% of their part-time faculty over $3,000 per course. In addition, 24.4% receive between $2,500 and $3,000 per course. Only 8.2% report paying part-time instructors less than $2,000 per course. Master's degree-granting institutions report that 37.7% of their part-time faculty receive more than $2,501 per course and 41.3% receive between $2,001 and $2,500 per course. Twenty-one percent of part-time faculty receive $2,000 or less

per course at master's degree-granting institutions. Just over 56% of bachelor's degree-granting institutions report paying more than $3,000 per course. It is highly likely that bachelor's degree-granting institutions (which are primarily concerned with teaching) utilize adjunct instructors with expertise or experience in particular areas to teach "special topics" courses. As such, they are likely to provide a higher level of compensation for those courses. Bachelor's degree-granting institutions also report that 30% of part-time instructors receive less than $2,000 per course. Eighty-seven percent of community colleges pay $2,000 or less per course for PTNTT instructors. It is also interesting to note that no community colleges reported paying more than $3,000 per course to part-time instructors. (Table 6 A)

Table 6 A: Salaries for Part-Time, Paid by Course Faculty by Highest Degree Conferred

	Overall			Doctoral			Masters			Bachelors			Associates		
Salary Level	% Faculty at Level	# Depts. w/ Faculty in Range	Median # of Faculty in Dept.	% Faculty at Level	# Depts. w/ Faculty in Range	Median # of Faculty in Dept.	% Faculty at Level	# Depts. w/ Faculty in Range	Median # of Faculty in Dept.	% Faculty at Level	# Depts. w/ Faculty in Range	Median # of Faculty in Dept.	% Faculty at Level	# Depts. w/ Faculty in Range	Median # of Faculty in Dept.
<=$1,500	10.9%	23	3	3.7%	6	3	10.2%	6	2	16.7%	1	5	44.0%	10	3
$1,501-$2,000	11.1%	15	3	4.5%	7	3	10.8%	3	4	13.3%	1	4	42.9%	4	2
$2,001-$2,500	22.6%	40	2	19.5%	22	2	41.3%	16	2	10.0%	1	3	4.8%	1	4
$2,501-$3,000	18.8%	34	3	24.4%	22	4	13.2%	8	2.5	3.3%	1	1	8.3%	3	1
$3,001+	36.7%	69	2	47.9%	49	3	24.5%	9	2	56.7%	11	1	0.0%	0	0
ALL	100.0%	181	3	100.0%	106	3	100.0%	42	2	100.0%	15	2	100.0%	18	3

There is a striking difference in "per course" compensation between public and private institutions. Fifty-four percent of private, church related institutions and 68% of private, non-church related institutions paid $3,001+ per course; however, only 29% of public institutions

paid $3,001+ per course for PTNTT instructors. No private, church related institutions reported paying $1,500 or less per course and only 4.9% of private, non-church related institutions reported paying $2,000 or less per course. However, public institutions reported that 25.9% of their part-time faculty were paid $2,000 or less per course and 51.4% receive $2,500 or less per course. (Table 6 B)

Table 6 B: Salaries for Part-Time, Paid by Course Faculty by Institutional Affiliation

	Overall			Public			Private, Non-Church			Private, Church		
Salary Level	% Faculty at Level	# Depts. w/ Faculty in Range	Median # of Faculty in Dept.	% Faculty at Level	# Depts. w/ Faculty in Range	Median # of Faculty in Dept.	% Faculty at Level	# Depts. w/ Faculty in Range	Median # of Faculty in Dept.	% Faculty at Level	# Depts. w/ Faculty in Range	Median # of Faculty in Dept.
<=$1,500	10.9%	23	3	13.4%	21	3	2.0%	2	1	0.0%	0	0
$1,501-$2,000	11.1%	15	3	12.5%	12	3	2.9%	1	3	14.0%	2	3
$2,001-$2,500	22.6%	40	2	25.5%	34	2.5	13.8%	4	2.5	7.0%	2	1.5
$2,501-$3,000	18.8%	34	3	19.2%	24	4	13.7%	5	2	25.5%	5	1
$3,001+	36.7%	69	2	29.4%	38	3	67.6%	23	2	53.5%	8	2.5
ALL	100.0%	181	3	100.0%	129	3	100.0%	35	2	100.0%	17	2

C. Salaries for Part-Time Paid by Fraction Faculty

Salaries for part-time instructors who are paid by "fraction" (PTPBF) are similarly interesting. However, it is first important to note that very few institutions reported part-time, paid by fraction instructors. Only 40 departments reported having this type of instructor, and the mean number of faculty in those departments was 2. Therefore we must be aware that the number of individuals actually effected by these salary rates is very small.

Overall, institutions report that this type of instructor receives a salary of more than $29,501 per year. However, 25% report salaries of less than $18,500 and 7.5% report salaries of less than $13,000 per year. Doctoral degree-granting institutions report that 48.1% of PTPBF receive salaries of more than $29, 501 per year. Fewer than 6% receive $13,000 or less. However, 34.6% of PTPBF faculty at doctoral degree-granting institutions receive between $13,001 and $24,000 per year. Master's degree-granting institutions report that 60% of their PTPBF faculty receive more than $29,501. Thirty percent receive less than $18,500. Bachelor's degree-granting institutions report that 62.5% of PTPBF faculty receive more than $29,501. However, 37.5% receive less than $24,000 per year. No associate's degree-granting institutions reported PTPBF faculty. (Table 6 C)

Table 6 C: Salaries for Part-Time, Paid by Fraction Faculty by Highest Degree Conferred

	Overall			**Doctoral**			**Masters**			**Bachelors**		
Salary Level	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*
<=$13,000	7.5%	3	2	5.8%	1	3	10.0%	1	2	12.5%	1	1
$13,001-$18,500	17.5%	7	1	17.3%	5	1	20.0%	1	4	12.5%	1	1
$18,501-$24,000	13.8%	9	1	17.3%	7	1	5.0%	1	1	12.5%	1	1
$24.001-$29,500	8.8%	5	1	11.5%	4	1.5	5.0%	1	1	0.0%	0	
$29,501+	52.5%	16	2	48.1%	8	2	60.0%	5	1	62.5%	3	2
ALL	100.0%	40	1	100.0%	25	1	100.0%	9	1	100.0%	6	1

Salaries for PTPBF faculty tend to be higher at private institutions with 73.3% of private, non-church related and 100% of private, church related institutions reporting that they receive

$24,001 per year or more. Public institutions report that only 54.3% of PTPBF faculty receive the same level of compensation. No PTPBF faculty receive less than $24,001 per year at private, church related institutions and only 26.3% of faculty receive less than $24,000 per year at private, non-church related institutions. Public institutions report that 54.1% of PTPBF faculty receive less than $24,000 per year. (Table 6 D)

Table 6 D: Salaries for Part-Time, Paid by Fraction Faculty by Institutional Affiliation

	Overall			**Public**			**Private, Non-Church**			**Private, Church**		
Salary Level	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*
<=$13,000	7.5%	3	2	8.5%	2	2.5	6.7%	1	1	0.0%	0	0
$13,001-$18,500	17.5%	7	1	20.3%	5	2	13.3%	2	1	0.0%	0	0
$18,501-$24,000	13.8%	9	1	16.9%	8	1	6.7%	1	1	0.0%	0	0
$24.001-$29,500	8.8%	5	1	8.5%	4	1	0.0%	0		33.3%	1	2
$29,501+	52.5%	16	2	45.8%	9	2	73.3%	4	1.5	66.7%	3	1
ALL	100.0%	40	1	100.0%	28	1	100.0%	8	1	100.0%	4	1.5

D. Full-Time Non-Tenure Track Faculty

Over all, 73.4% of all FTNTT faculty receive salaries of over $32,000 per year. Just under half (46.7%) earn more than $36,000 per year. Compensation for FTNTT faculty is less dispersed than that of PTNTT faculty, with 56% of doctoral degree-granting institutions, 55% of master's degree-granting institutions, 31% of bachelor's degree-granting institutions and 50% of community colleges paying less than $36,000 per year. Doctoral degree-granting institutions

report that one-quarter of their FTNTT faculty earn more than $40,000 per year. Master's degree-granting institutions report that 18% of their faculty earn more than $40,000, while bachelor's degree-granting institutions report only 15% of faculty at this salary level. It is interesting to note that no bachelor's or associate's degree-granting institutions reported FTNTT faculty with salaries of less than $32,001 per year. Additionally, they report very small numbers of FTNTT faculty positions (10 at bachelor's degree-granting institutions and 2 at associate's degree-granting institutions). This is not surprising, as full-time non-tenure track positions are more likely to be found at larger research institutions, usually in the form of a one-year "visiting" faculty position. (Tables 7 A)

Table 7 A: Salaries for Full-Time, Non-Tenure Track Faculty by Highest Degree Conferred

	Overall			**Doctoral**			**Masters**			**Bachelors**			**Associates**		
Salary Level	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*
<=$28,000	18.0%	16	1	20.6%	11	1	18.4%	5	1	0.0%	0	0	0.0%	0	0
$28,001-$32,000	8.7%	11	1	7.2%	6	1	15.8%	5	1	0.0%	0	0	0.0%	0	0
$32,001-$36,000	26.7%	23	1	27.8%	13	1	21.1%	5	1	30.8%	4	1	50.0%	1	1
$36,001-40,000	24.0%	23	1	19.6%	13	1	26.3%	6	1	53.8%	4	1.5	0.0%		
$40,001+	22.7%	19	1	24.7%	11	2	18.4%	5	1	15.4%	2	1	50.0%	1	1
ALL	100.0%	92	1	100.0%	54	1	100.0%	26	1	100.0%	10	1	100.0%	2	1

Again, salaries for FTNTT faculty tend to be somewhat higher at private institutions. Private, church affiliated institutions report that 61.6% of FTNTT faculty receive more than $36,000 per year. Private, non-church related institutions report 58.1% of FTNTT faculty at the

same salary level. Only 38.7% of FTNTT faculty at public institutions report salaries of more than $36,000 per year. In addition, 23.7% of FTNTT faculty at public institutions receive salaries of less than $28,000 per year. Only 15.4% of private, church affiliated and 3.2% of private, non-church affiliated institutions receive salaries of less than $28,000 per year. (Table 7 B)

Table 7 B: Salaries for Full-Time, Non-Tenure Track Faculty by Institutional Affiliation

	Overall			**Public**			**Private, Non-Church**			**Private, Church**		
Salary Level	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*	*% Faculty at Level*	*# Depts. w/ Faculty in Range*	*Median # of Faculty in Dept.*
<=$28,000	18.0%	16	1	23.7	13	1	3.2	1	1	15.4	2	2
$28,001-$32,000	8.7%	11	1	10.8	9	1	6.5	1	2	3.8	1	1
$32,001-$36,000	26.7%	23	1	26.9	14	1	32.3	4	1	19.2	5	1
$36,001-40,000	24.0%	23	1	18.3	10	1.5	35.5	8	1	30.8	5	1
$40,001+	22.7%	19	1	20.4	11	2	22.6	5	1	30.8	3	1
ALL	100.0%	92	1	100	57	1	100	19	1	100	16	1

VI. Professional Support

A. Overall Support

The data on professional support suggest a "two-tier" treatment of instructors who are not full-time, tenure track. Again, it is important to note that support and benefit information was not collected for full-time, tenure track faculty.

One tier suggested is that of the full-time, non-tenure track faculty. The second tier is comprised of part-time instructors (both paid by course and paid by fraction). Within the second tier, there are also differences in support reported between part-time, paid by fraction and part-

time, paid by course faculty. The reality of these differences is probably minimal, as the number of paid by fraction faculty is so small.

B. Full-Time, Non-Tenure Track Faculty Support

Full-time, non-tenure track faculty receive more professional support than do part-time faculty. Overall, professional support that was reported for FTNTT faculty was very positive. Most departments reporting that FTNTT faculty receive professional support similar to what one would expect supplied to full-time, tenure-track faculty (FTTT) (88% reporting most types of support). Eighty percent report receiving support to attend professional meetings, 35.24% receive support to attend workshops, 66.67% receive salary increases and access to institutional research grants and 71.43% receive parking.

C. Part-Time Faculty Support

Support for part-time instructors is quite different. Part-time, paid by fraction faculty report higher percentages of support in regard to most means of support. They report lower percentages only in mailboxes and parking. Only 27.18% of PTPBC faculty have private computer access and just over half (51.28%) share computer access, while PTPBF faculty report that 64% have private access. This means that just over one-fifth (21.54%) of PTPBC faculty do not have computer access at all! Only 10.0% of PTPBF faculty do not have computer support. Parking support is available to 67.69% PTPBC faculty and 47.18% are allowed to participate in faculty meetings. However, a mere 24.62% have access to institutional research grants, only 23.59% receive support to attend workshops and 21.54% receive support to attend professional meetings. PTPBF faculty report that 85.11% participate in faculty meetings. Sixty-one point

nine percent have access to institution research grants and 44.68% receive support for travel to professional meetings. It is encouraging to note that 90% of PTPBC faculty have mailboxes, telephones in their office, secretarial support and photocopying and library privileges. In addition, 76.92% have at least six weeks advanced notice of their teaching assignments and 30.28% report having a private office, while 69.23% share office space. This means that part-time faculty, in general, have time to prepare for their teaching assignments and have access to space in which to confer with students. (Table 8)

Table 8: Support Received by Non-Tenure Track and Part-Time Faculty

Type of Support	*% of Full Time, Non-Tenure Track Faculty*	*% of Part-Time Paid By Fraction*	*% of Part-Time Paid by Course Faculty*
Private Office Space	88.52%	61.7%	30.28%
Shared Office Space	11.43%	38.3%	69.23%
Shared Computer Access	11.43%	36.00%	51.28%
Private Computer Access	88.52%	64.00%	27.18%
Mailboxes	100.00%	95.74%	97.95%
Parking	71.43%	63.83%	67.69%
Telephone in Office	98.10%	97.87%	89.74%
Photocopying	100.00%	100.00%	96.92%
Library Privileges	100.00%	100.00%	98.97%
Secretarial Support	98.10%	93.62%	94.36%
6 Weeks Advance Notice of Teaching Assignments	94.29%	80.85%	76.92%
Participation in Faculty Meetings	90.48%	85.11%	47.18%
Travel to Professional Meetings	80.00%	44.68%	21.54%
Attend Workshops	35.24%	29.79%	23.59%
Regular Salary Increases	66.67%	59.57%	27.69%
Access to Institution Research Grants	66.67%	61.90%	24.62%

C. Public vs. Private Support

The differences between public and private institutions with regard to professional support appear negligible with the percentages reported being virtually the same. Four-year and research institutions are somewhat more likely to provide various types of support than are other institutions. However, again, the difference is negligible. Institutions offering advanced degrees

are somewhat less likely to offer department meeting participation, parking and access to travel funds and research grant monies to their non-tenure track faculty.

VII. Benefits

As with professional support, there is quite a difference between the benefits received by FTNTT faculty and their part-time counterparts. FTNTT faculty are much more likely to receive benefits than are part-time instructors. Only 2.8% of institutions utilizing FTNTT faculty report offering no benefits. Most FTNTT faculty report having access to health benefits. It is interesting to note that cumulative percentage reported on health insurance benefits is 105.8%. This over reporting is likely an error due benefits being reported as "paid by both" and again as "paid by school" and "paid by staff." Thus the 22.9% reporting that the school pays for their health plan is likely inflated. We do know, however, that at least 80.0% have access to heath coverage. Life insurance plans are available to 72.4% and retirement plans are also available to 72.4% of FTNTT faculty.

Part-time faculty are much less likely to have access to health benefits, retirement plans or life insurance of any kind. It is interesting to note that here, too, there is a difference between the benefits reported between types of part-time instructors. Part-time, paid by fraction faculty report higher percentages receiving benefits than do part-time, paid by course faculty. In fact, 63.1% of institutions utilizing PTPBC faculty report offering no benefits at all. Only 14.3% of PTPBF faculty report no benefits. Shared expense health plan benefits are available to 63.3% of PTPBF faculty, while only 19.5% of PTPBC faculty report access to this type of coverage. However, only 4.9% of PTPBC faculty having access to health care report having some portion of their plans paid for by their institution, while 18.4% of PTPBF faculty report the same

coverage. Just over 14% have access to retirement plans and just over 12% report having access to life insurance plans. (Table 9)

Table 9: Benefits Received by Non-Tenure Track and Part-Time Faculty

Benefit	*% of Full Time, Non-Tenure Track Faculty Receiving Benefit*	*% of Part-Time Paid By Fraction Faculty Receiving Benefit*	*% of Part-Time Paid by Course Faculty Receiving Benefit*
Health Plan Paid by Both *	80.0%	63.3%	19.5%
Health Plan Paid By School *	22.9%	18.4%	4.6%
Health Plan Paid by Staff*	2.9%	4.1%	11.3%
Retirement Plan	72.4%	57.1%	15.4%
Life Insurance	72.%4	55.1%	11.8%
No Benefits Offered	2.9%	14.3%	63.1%

*NOTE: Health benefits add up to 105.8%. This is most likely a result of overlapping types of health insurance.

VIII. Conclusion

The data collected through this survey generally support the conclusion of the Conference on the Growing Use of Part-Time and Adjunct Faculty. The conference's principal assertion that,

> "The terms and conditions of part-time and adjunct faculty appointments in many cases weakens our capacity to provide essential educational experiences and resources. To often the terms and conditions of such appointments are inadequate to support responsible teaching or, by extension, a career."

is also supported.[9] The data reveal that part-time faculty have not been integrated into the "life" of the department (by participation in department meetings) or academia (through research support and professional development). The data, however, also reflect a difference between the treatment of full-time, non-tenure track and part-time instructors. Of particular concern are the

abominable salaries offered to part-time, paid by course faculty. Another area of concern is the use of part-time instructors and graduate assistants in introductory anthropology courses. While it is commendable that Anthropology reported one of the highest percentages of FTTT faculty teaching introductory courses, part-time instructors or graduate assistants teach over 40% of those courses. It is commonly thought that introductory courses in any discipline are one of the most effective methods for recruiting majors. As such, it is important that students receive an orientation to anthropology that entices to study more and perhaps choose to become an anthropology major. It is reasonable to expect that instructors and graduate assistants who are not truly integrated into the department or academia will be most effective in this type of endeavor?

Part-time instructors in Anthropology departments do receive many benefits and types of support. Overall, however, the level of benefits and support reported by the majority are insufficient to appropriately provide the necessary faculty development to part-time instructors. This directly impacts the instructors' ability to improve the quality of instruction they are able to provide to students and their own integration within the institution. Without support to attend professional meetings, participate in faculty meetings, attend workshops and research grants, it is difficult for part-time instructors to remain abreast of the changes and research in the discipline, as well as the developments in their own institution. This may, indeed, have a negative effect on the overall quality of instruction provided to students by the institution. Offering additional support to part-time instructors would help to alleviate this concern.

The lack of health and insurance benefits for many part-time instructors is also of significant concern. When individuals are faced with a lack of health and life insurance, as well

[9] See Statement http;//www.aaup.org/ptconf.htm

as retirement plans, they must find alternate methods of securing these benefits. This sometimes results in individuals taking positions outside the discipline, or working second jobs to have access to these necessary benefits.

Overall, the data support that part-time instructors are teaching large percentages of introductory anthropology courses. They also teach significant portions of other undergraduate courses, particularly in associate's degree-granting institutions. In addition, their salary, professional support and benefits levels are often not adequate to properly support and assist them. It is interesting to note that the findings of the CAW survey suggest that adjuncts and part-time instructors in anthropology departments receive slightly better salary, professional support and benefits than do those in other disciplines.

Perhaps the data provided in this report will assist institutions in making decisions that will properly compensate part-time and full-time, non-tenure track faculty. This will hopefully provide adequate resources to support quality instruction and research in our institutions of higher education.

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