NATIONAL CENTER FOR EDUCATION STATISTICS
Statistical Analysis Report May 2000

1993 National Study of Postsecondary Faculty
(NSOPF:93)

Instructional Faculty and Staff in Public 2-year Colleges

U. S. Department of Education
Office of Educational Research and Improvement NCES 2000–192

NATIONAL CENTER FOR EDUCATION STATISTICS

Statistical Analysis Report May 2000

1993 National Study of Postsecondary Faculty (NSOPF:93)

Instructional Faculty and Staff in Public 2-year Colleges

James C. Palmer
Illinois State University

Linda J. Zimbler, Project Officer
National Center for Education Statistics

U. S. Department of Education
Office of Educational Research and Improvement NCES 2000–192

NATIONAL CENTER FOR EDUCATION STATISTICS

Statistical Analysis Report May 2000

1993 National Study of Postsecondary Faculty (NSOPF:93)

Instructional Faculty and Staff in Public 2-year Colleges

James C. Palmer
Illinois State University

Linda J. Zimbler, Project Officer
National Center for Education Statistics

U. S. Department of Education
Office of Educational Research and Improvement NCES 2000–192

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
C. Kent McGuire
Assistant Secretary

National Center for Education Statistics
Gary W. Phillips
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other U.S. Department of Education, National Center for Education Statistics product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education
1990 K Street, NW
Washington, DC 20006

May 2000

The NCES World Wide Web Home Page is: *http://NCES.ed.gov*
The NCES World Wide Web Electronic Catalog is: *http://nces.ed.gov/pubserch/index.asp*

Suggested Citation
U.S. Department of Education, National Center for Education Statistics, *Instructional Faculty and Staff in Public 2-year Colleges,* NCES 2000–192, by James C. Palmer. Project Officer: Linda J. Zimbler, Washington, DC: 2000.

For ordering information on this report, write:
U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794–1398

or call toll free 1–877–4ED–PUBS

Content Contact:
Linda J. Zimbler
202–502–7481

Foreword

This report is one of several publications released from the 1993 National Study of Postsecondary Faculty (NSOPF:93) by the National Center for Education Statistics. NCES is pleased to sponsor analysis of the condition of faculty in higher education institutions. We hope the information in this report will be of interest to the research community and will stimulate discussions on faculty issues.

NCES has plans to publish additional reports from NSOPF:93, since the next new data on faculty will not be available until late 2000 when the results from the 1999 National Study of Postsecondary Faculty (NSOPF:99) will become available. We encourage individuals to keep track of NSOPF publications through our internet site at http://nces.ed.gov/surveys/nsopf/ and through our announcements to the higher education community.

Finally, researchers are strongly encouraged to conduct their own in-depth analysis of the NSOPF data.

C. Dennis Carroll
Associate Commissioner
Postsecondary Studies Division

Andrew G. Malizio
Director
Postsecondary Longitudinal and
Sample Survey Studies Program

Acknowledgments

I am grateful to the U.S. Department of Education for funding the development of the report and to Linda Zimbler for her assistance throughout. Review comments by Dennis Carroll, Michael Cohen, Steve Kaufman, Paula Knepper, Roslyn Korb, Drew Malizio, and Tom Snyder of NCES were very helpful. Additional helpful comments were given by Kent Phillippe of the American Association of Community Colleges and Harold Wechsler of the University of Rochester.

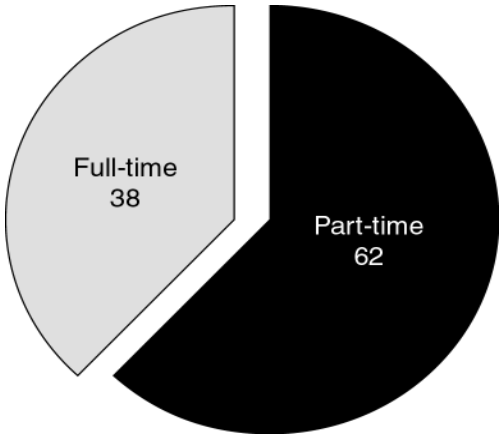
I also wish to acknowledge the contributions of Carol Rohr and Allison Pinckney of Pinkerton Computer Consultants, Inc. who incorporated the text and tables into a published document, and Ross Pfile and Sonia Connor of Pinkerton Computer Consultants, Inc. who edited the manuscript.

Finally, I would like to thank the thousands of 2-year college faculty members nationwide who took time from busy schedules to fill out the NSOPF questionnaire.

Executive Summary

Results from the 1993 National Study of Postsecondary Faculty (NSOPF:93) reveal that there were approximately 275,000 instructional faculty and staff members at the nation's public 2-year colleges during the fall of 1992. This group represents 30 percent of the total instructional faculty and staff employed by colleges and universities nationwide. Teaching was the primary responsibility of most instructional faculty and staff in public 2-year colleges. Of the 255,000 instructional faculty and staff in public 2-year colleges whose primary responsibility was teaching for credit during the fall of 1992, 38 percent were employed full time and 62 percent were employed part time (figure A).

Figure A.—Percentage distribution of instructional faculty and staff whose primary responsibility was teaching for credit, by employment status in public 2-year colleges: Fall 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Previous NSOPF analyses have compared faculty and staff in the public 2-year sector with faculty and staff in other sectors. This report, however, uses selected findings from NSOPF:93 to examine differences between subgroups of faculty and staff *within* the public 2-year sector. It compares the backgrounds, teaching methods, and career lives of instructional faculty and staff who vary in terms of (a) age, (b) years of experience in their current jobs, and (c) primary teaching discipline. These comparisons show how those who are relatively new entrants to the teaching ranks at public 2-year colleges may differ from their older and more experienced colleagues. They also describe the instructional faculty and staff at public 2-year colleges as members of disciplinary subcultures.

Primary teaching discipline was included as a key point of comparison, because prior studies have occasionally revealed differences across disciplines in the academic work of community college faculty members. The decision to examine differences by age reflects contemporary concern about the impending turnover of a gradually aging faculty. As for institutional impact on faculty work, few published studies have examined differences between community college faculty members with varying years of experience on the job. Yet the question of institutional influence on instructional faculty and staff is a contentious one. Many community college leaders have long asserted that strong faculty ties to the discipline must be discouraged in deference to the institution's student-focused mission. This report provides a first national look at diversity within the public 2-year sector, offering baseline data that may be used as points of comparison with data from future cycles of NSOPF.

In recognition of the different professional ties that full- and part-time faculty may have with the community college enterprise, separate profiles are developed for full- and part-time instructional faculty and staff for whom teaching in credit classes was the primary responsibility during the fall of 1992. Each profile looks at several characteristics of instructional faculty and staff in public 2-year colleges, including their demographic characteristics, their education and employment histories, the percentages holding jobs outside of their colleges, and the type of work those outside jobs entail. The profiles include measures of instructional workload and insights into the approaches instructional faculty and staff use to teach classes and assess student work. (Of particular interest here is the extent to which instructional faculty and staff involve students in classroom activities, as opposed to primarily lecturing, and the extent to which they require written assignments). Selected attitudes about the profession also are examined, as are self-perceptions about the likelihood of accepting another job. The specific variables used are described in the *Technical Notes* to this report. Each variable should be considered a proxy measure for the larger construct it represents. All differences cited in this report are significant at the .05 level. Some of the findings are listed below:

On average, the full-time instructional faculty or staff member[1] at public community colleges worked just under 47 hours per week; taught 4.5 credit classes for a total of 13 classroom credit hours; spent 17 hours per week teaching credit classes; and instructed a total of 103 students in credit classes.

Twenty-eight percent of full-time instructional faculty and staff reported at least some type of employment outside of their colleges. Of those who had outside employment, 26 percent reported that teaching was the primary activity in those jobs, and 18 percent indicated that they were employed at other postsecondary institutions. Surprisingly, 13 percent of those with outside employment characterized their second jobs as full-time.

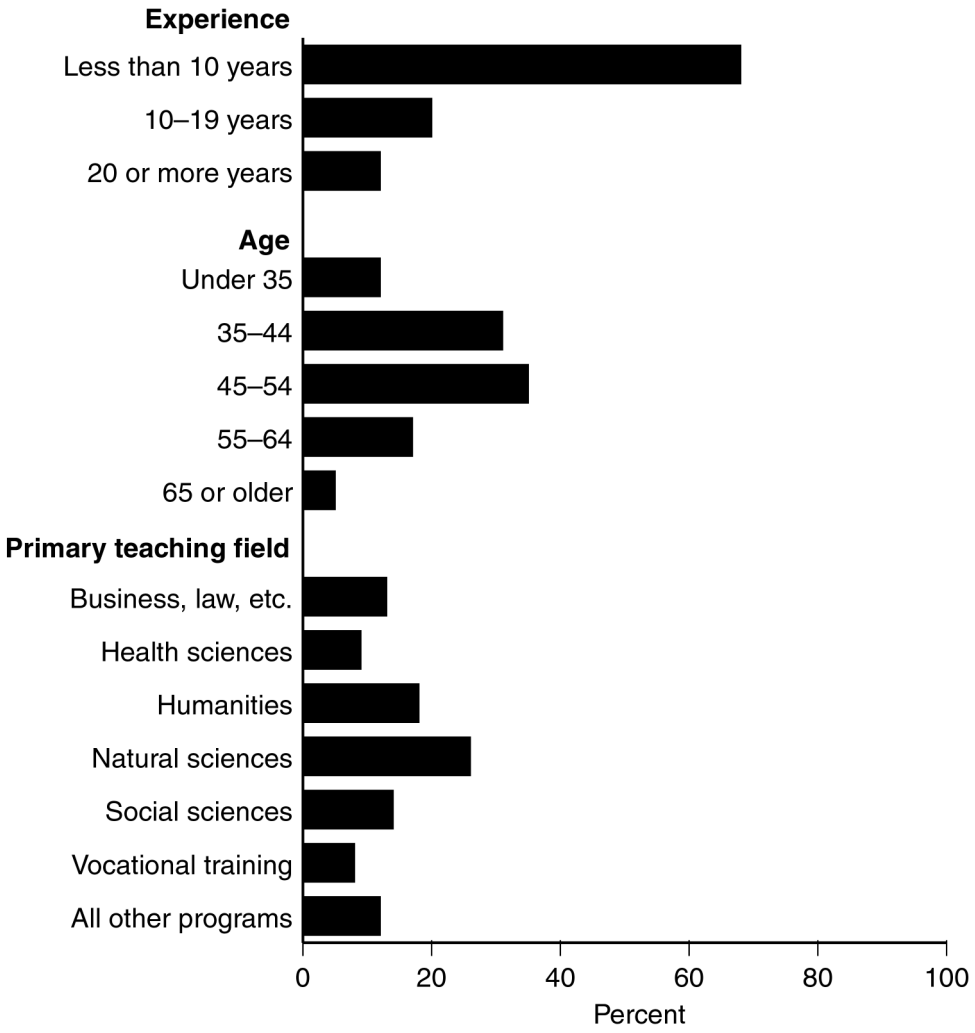
On average, the part-time instructional faculty and staff members at public community colleges worked a total of 33 hours per week, of which 11 were for paid activities at the college. In addition, part-time instructional faculty and staff at public 2-year colleges taught an average of 2.1 credit classes for a total of 5.8 classroom credit hours; spent 8 hours per week teaching credit classes; and instructed a total of 42 students in credit classes.

Most of the part-time instructional faculty and staff (79 percent) held other jobs outside of their colleges. When asked about the primary responsibility of their outside work, 38 percent reported that their outside job entailed teaching and 18 percent of those with outside employment indicated that they worked at another postsecondary institution. Others were self-employed (18 percent); or worked in hospitals, foundations, or government agencies (22 percent); for-profit businesses (16 percent); or "other" agencies (26 percent). About two-thirds of those with outside employment indicated that their other employment entailed full-time work.

Characteristics of instructional faculty and staff in this report were looked at by age (those under 35 versus those between the ages of 55 and 64); by years of experience in current teaching position (under 10 years versus 20 or more years), and by primary teaching field. Seven disciplinary groups were used to compare instructional faculty and staff by primary teaching field: (1) business, law, and communications; (2) health sciences; (3) humanities; (4) natural sciences and engineering; (5) social sciences and education; (6) vocational training; and (7) all other areas. Figure B shows the percentage distribution of instructional faculty and staff by each of these three characteristics.

[1] The terms "faculty," "instructional faculty and staff," and "instructional faculty and staff whose primary responsibility was teaching" are used interchangeably in this report.

Figure B.—Percentage distribution of instructional faculty and staff in 2-year colleges, by years of experience on current job, age, and primary teaching field: Fall 1992

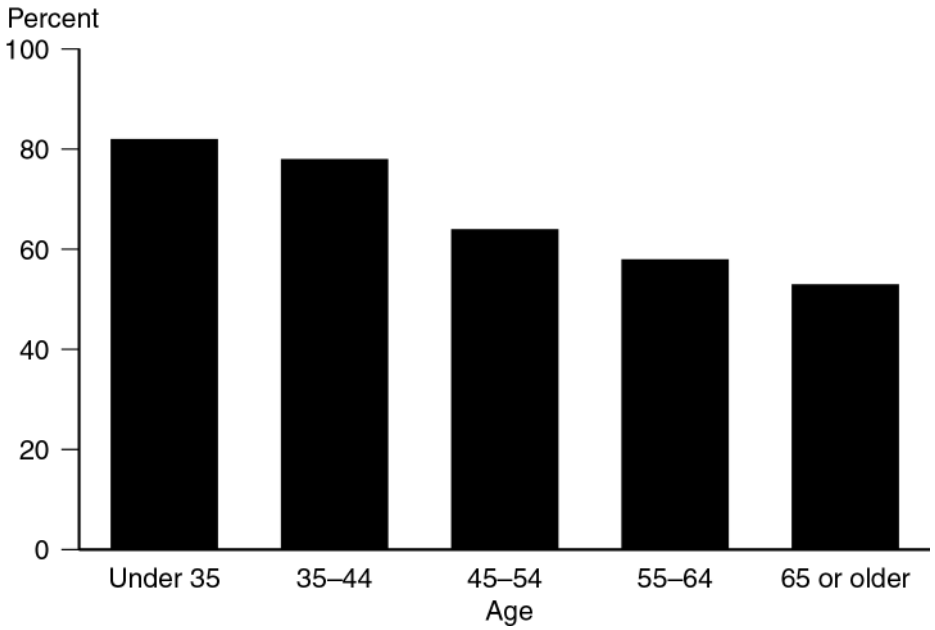


SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

There were two major differences between instructional faculty and staff at public 2-year colleges who were under the age of 35 and those who were between the ages of 55 and 64 in the fall of 1992. The first is clear: the two groups represent individuals who were at different stages of their careers. Younger teachers are still developing careers that their older colleagues have long since established. This emerges in the findings that, regardless of employment status (full-time or part-time), younger teachers were (a) more likely to hold only a baccalaureate or less as the highest earned credential and (b) more likely to accept the possibility of moving on to another full-time job.

The second major difference lies in the employment histories of the two groups. For example, among full-time faculty, the younger teachers were more likely than their older colleagues to indicate that they had held other jobs since earning their highest credential (figure C). Among part-time faculty, younger teachers were more likely to indicate that they accepted part-time work because full-time work was unavailable.

Figure C.—Percentage of full-time instructional faculty and staff in 2-year colleges who have held other jobs since earning their highest credential, by age: Fall 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

The proportion of women among full-time instructional faculty and staff under the age of 35 was greater than the proportion of women among those between the ages of 55 and 64 (48 versus 31 percent). But this was not the case for part-time instructional faculty and staff. And, regardless of employment status, instructional faculty and staff in the two age groups did not differ in terms of race/ethnicity, workload, instructional methods used, engagement in non-teaching professional activities, perceptions of career opportunities for junior faculty, and willingness to choose an academic career were they to "do it all over again."

Some of the differences between those who have held their current jobs for less than 10 years and those who have held their jobs for 20 or more years mirror the differences between younger and older colleagues. For example, instructional faculty and staff who had held their jobs for 10 or fewer years were *less* likely than those who had been on the job for 20 or more years to hold a postbaccalaureate degree (table A). In addition, they were more likely to accept the possibility of seeking other employment. These differences apply to both full- and part-time faculty.

Table A.—Number and percentage distribution of instructional faculty and staff at public 2-year colleges, by highest educational credential attained, employment status, and years of experience on current job: Fall 1992

Employment status and years of experience on current job	Instructional faculty and staff* (1,000s)	Highest credential attained		
		Bachelor's or less*	Master's degree	Ph.D. or first profession
Total full-time	**94.9**	**17.5**	**63.7**	**18.8**
Years of experience on current job				
Less than 10 years	46.0	21.6	60.8	17.6
10–19 years	25.8	19.2	63.6	17.3
20 or more years	23.2	7.5	69.6	22.9
Total part-time	**153.1**	**33.3**	**53.3**	**13.4**
Years of experience on current job				
Less than 10 years	122.2	34.6	52.6	12.9
10–19 years	24.5	29.7	55.1	15.2
20 or more years	6.4	22.4	60.0	17.6

*Includes only instructional faculty and staff who held a postsecondary credential.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Analyses of responses from the full-time instructional faculty and staff revealed differences that did not emerge in the age comparisons. In contrast to full-time faculty who have held their jobs for less than 10 years, those with 20 or more years of experience in the same full-time job worked fewer hours per week but taught, on average, greater numbers of students. Full-time teachers who were in the same job for 20 or more years were also less likely to have required student presentations, to have used computer-assisted instruction, or to have required students to evaluate each other's work.

Comparisons by primary teaching field suggest the presence of disciplinary subcultures within the community college professoriate. One contrast can be seen in the differing educational and employment backgrounds of instructional faculty and staff in the vocational training category and in the humanities. Regardless of employment status (full-time versus part-time), vocational teachers were less likely than their colleagues in the humanities to hold a graduate degree or to report that their most recent previous jobs entailed teaching at a postsecondary institution. These two groups, then, appear to represent opposite ends of a disciplinary continuum ranging from those with relatively strong professional ties to academe to those whose professional orientations are often forged in employment arenas outside of academe.

Teachers in the humanities also stood out in terms of approaches to instruction. Regardless of employment status, they were more likely than teachers in the other instructional groups to have used essay examinations, to have assigned term papers, or to have required students to evaluate each other's work (table B). They also were more likely to have employed the seminar method or to have used discussion, role-playing, group projects, or cooperative learning techniques as the primary instructional method. In contrast, instructional faculty and staff in the natural sciences were more likely than colleagues in the other disciplinary categories to have employed lecture as the primary instructional

technique. Full-time instructional faculty and staff teaching the natural sciences were less likely than their full-time colleagues in any of the other categories (except vocational training) to have used student presentations in all classes and more likely to have reported that they used student presentations in no classes. They also were more likely than full-time faculty in any of the other categories to indicate that they never ask students to evaluate each other's work.

Table B.—Number and percentage of full-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of various instructional methods in their classes, employment status, and primary teaching field: Fall 1992

Employment status and	Instructional faculty and staff* (1,000s)	Used in some or all classes: Essay mid-terms or finals	Term/ research papers	Student evaluations
Total full-time	**94.9**	**53.5**	**49.3**	**38.1**
Primary teaching field				
Business, law, and communications	11.1	57.4	51.3	34.0
Health sciences	12.6	27.5	44.8	34.2
Humanities	16.9	83.2	68.3	63.1
Natural sciences and engineering	23.1	40.7	32.1	17.8
Social sciences and education	12.2	64.7	62.2	37.7
Vocational training	8.8	41.7	34.6	34.2
All other programs	9.5	54.3	54.2	54.2
Total part-time	**154.9**	**47.0**	**40.9**	**34.7**
Primary teaching field				
Business, law, and communications	22.4	46.3	39.5	31.2
Health sciences	9.8	32.1	44.2	28.0
Humanities	28.4	73.1	57.7	62.7
Natural sciences and engineering	40.7	29.3	20.4	16.5
Social sciences and education	20.9	58.1	59.6	32.6
Vocational training	11.9	40.3	34.9	30.9
All other programs	19.1	44.0	44.8	45.9

*Includes only instructional faculty and staff who taught credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

The survey data reported here point to the slowly changing nature of the community college enterprise.[2] The emergence of a new generation of teachers replacing those who began their careers in the 1960s and early 1970s portends no watershed change in teaching method. In contrast to comparisons between instructional faculty and staff teaching different subject areas, relatively few relationships emerged between length of time in the current job and instructional method. It was the discipline that appears to be

[2] Time series data would offer much more reliable assessments of the changing nature of the community college enterprise. Absent those data, however, years of experience on the job and age can serve as proxies. In addition, the data presented in this report will serve as a base of comparison for data collected in the 1999 National Study of Postsecondary Faculty.

related to instructional method, especially in terms of literacy (as reflected in the assignment of term papers or the use of written examinations) and student involvement in classroom instruction (as reflected in the use of teacher lectures).

Contents

List of Tables

List of Figures

Section 1: Introduction

Results from the 1993 National Study of Postsecondary Faculty (NSOPF:93) reveal that there were approximately 275,000 instructional faculty and staff members at the Nation's public 2-year colleges during the fall of 1992 (Kirshstein, Matheson, and Jing 1997, 14).[1] This group—the largest of any of the higher education sectors in terms of headcount though not full-time equivalency[2]—represents 30 percent of the total instructional faculty and staff employed by colleges and universities nationwide.

Previous NSOPF analyses, from both the 1988 and 1993 cycles, have compared faculty and staff in the public 2-year sector with faculty and staff in other sectors. (See, for example, Kirshstein, Matheson, and Jing 1997; Chronister, Baldwin, and Conley 1997). This report, however, uses selected findings from NSOPF:93 to examine differences between subgroups of faculty and staff *within* the public 2-year sector. It compares the backgrounds, teaching methods, and career lives of instructional faculty and staff who vary in terms of (a) age, (b) years of experience in their current jobs, and (c) primary teaching discipline. These comparisons show how those who are relatively new entrants to the teaching ranks at public 2-year colleges may differ from their older and more experienced colleagues. They also describe the instructional faculty and staff at public 2-year colleges as members of disciplinary subcultures.

The decision to examine differences by age reflects contemporary concern about the impending turnover of a gradually aging faculty.[3] Approximately 24 percent of the full-time instructional faculty and staff who taught at public 2-year colleges during the fall of 1992 were over the age of 54.[4] The impending retirement of these individuals portends a gradual turnover to a younger generation of teachers. Who these younger teachers are and how they approach their work are questions asked by community college leaders who seek a more diverse faculty (in terms of race/ethnicity and gender) that studies and improves its teaching effectiveness.

Comparisons by teaching discipline and by length of experience on the job reflect what Clark (1997) calls the "two internal features" that define academic work. "Disciplinary and institutional locations," Clark argues, "together compose the primary matrix of induced and enforced differences among American academics" (ibid., 22). These two variables, he maintains, "are more important than…class, race, religion, and gender in determining work-centered thought and behavior [of faculty members]" (ibid.). Following Clark's line of thought, data that describe averages for the entire community college faculty may mask salient variations between those teaching different subject areas and those who have had greater or lesser exposure to the community college as a workplace.

Previous surveys of community college faculty members have occasionally revealed disciplinary differences in the academic work of community college faculty members. Palmer (1992b) found salient

---

[1] Instructional staff members were defined as those whose work involved "teaching one or more classes for credit or advising or supervising students' academic activities" (Kirshstein, Matheson, and Jing 1997, 2).

[2] NSOPF reports often detail findings across nine institutional sectors representing accredited, public and private nonprofit U.S. postsecondary institutions that grant a 2-year associate's degree or higher. These sectors are as follows: public research, private research, public doctoral, private doctoral, public comprehensive, private comprehensive, private liberal arts, public 2-year, and "other." These institutional sectors are based on a modified Carnegie Classification. For more information on these sectors, see *A Classification of Institutions of Higher Education.* (Princeton, N. J.: The Carnegie Foundation for the Advancement of Teaching), 1987. Of all the sectors, the "public 2-year" sector has the greatest number of instructional faculty and staff. However, only 40 percent of the instructional faculty and staff members at public 2-year colleges are employed on a full-time basis. In the remaining 8 sectors, this proportion ranges from 51 percent to 81 percent (Kirshstein, Matheson, and Jing 1997, 14).

[3] Ibid., 22.

[4] Source: NSOPF:93. This applies only to instructional faculty and staff who reported that teaching was their primary responsibility and who had at least some responsibility for teaching credit classes.

variations by teaching discipline in the types of scholarly work in which community college faculty members engage outside of classroom teaching. For example, those teaching in the liberal arts and sciences were more likely to have published than those teaching in vocational fields; the vocational faculty members, on the other hand, were more likely to have produced instructional materials that are used by colleagues (and not simply in one's own classes).[5] In a more recent study of 265 community college faculty members, Bayer and Braxton (1998, 197) determined that those who teach in the "hard sciences" were more likely than those in the "soft fields" to endorse stringent sanctions against colleagues who violate norms of teaching behavior.[6]

As for institutional impact on faculty work, no published studies have examined differences between community college faculty members with varying years of experience on the job. Yet the question of institutional influence on instructional faculty and staff is a contentious one. Many community college leaders have long asserted that strong faculty ties to the discipline must be discouraged in deference to the institution's student-focused mission (Palmer 1992a). "A major challenge for the leadership of community colleges," write three strong proponents of this viewpoint, "is to cause the faculty members to see themselves first as members of the college community and secondly as members of their specific professional communities" (Baker, Roueche, and Gillett-Karam 1990, 291). Those studying institutional influence on faculty members, however, raise serious concerns about the effect of a student-centered focus. Ethnographic examinations, undertaken in the 15 years preceding the 1993 NSOPF, offer a bleak picture of how the faculty adjusts to the community college over time. Reviewing these qualitative studies[7] in 1994, Palmer (1994, 432) noted that they "portray the faculty as casualties of an acculturation process leading many new teachers to compromise their commitment to academic standards." These studies suggest that faculty ratchet down their expectations of student achievement, and distance themselves from scholarly work in the disciplines. Probable causes include "high teaching loads, institutional hostility or indifference to disciplinary scholarship, the weak academic backgrounds of students, the sociocultural gap between faculty and the students they teach, and the unstated though strong emphasis on maintaining enrollments and securing students' success despite their marginal literacy skills" (ibid., 432).

The occasional surveys and ethnographies cited above are a rare exception to the usual practice of comparing the aggregate community college faculty with aggregate means for faculty in other higher education sectors. Their findings, sometimes limited to small samples or individual institutions, offer only a scant foundation for understanding the faculty as members of different disciplinary groups and as individuals who have had varying degrees of experience within the community college enterprise. This report provides a first national look at that diversity within the public 2-year sector, offering baseline data that may be used as points of comparison with data from future cycles of NSOPF.

[5] Palmer's findings were based on a survey of 840 randomly selected faculty members at 101 randomly selected community colleges nationwide.

[6] Bayer and Braxton (1998, 199) also found that "community college faculty members who are younger (as measured by career age—years since receipt of the highest degree held) tend to assign stronger sanctioning actions to most of the normative domains."

[7] These studies include those by London (1978); Richardson, Fisk, and Okun (1983); Seidman (1985); and Weis (1985).

Section 2: Scope, Method, and Limitations

Drawing on the 1993 National Study of Postsecondary Faculty,[8] this report profiles the instructional faculty and staff at public 2-year colleges. It looks only at those instructional faculty and staff in public 2-year colleges whose primary responsibility during the fall of 1992 was teaching for credit.[9]

In recognition of the different professional ties that full- and part-time faculty may have with the community college enterprise, separate profiles are developed for full- and part-time instructional faculty and staff. As Cohen and Brawer (1989, 77–78) note,

> part-time faculty are difficult to classify because they are only marginally connected to the profession. They may be highly professionalized in another field, graduate students marking time until they complete their studies, or loosely affiliated teachers who commute from job to job, working when they are called upon. Although they hold the same credentials as full-time faculty, they occupy a different status. They are chosen less carefully, the rationale being that because the institution is making no long-term commitment to them, there is no need to spend a great deal of time and money in selection.

Cohen and Brawer go on to note that part-time faculty are not as carefully evaluated as full-time faculty, a point emphasized by Roueche, Roueche, and Milliron (1995) in a book entitled *Strangers in their Own Land: Part-Time Faculty in American Community Colleges*. The separation of this report into two sections, one for part-time faculty and one for full-time faculty, recognizes these distinctly different professional contexts.

Variables Used in the Analysis

Each profile looks at several characteristics of instructional faculty and staff in public 2-year colleges, including their demographic characteristics, their education and employment histories, percentages holding jobs outside of their colleges, and the type of work those outside jobs entail. The profiles include measures of instructional workload and insights into the approaches instructional faculty and staff use to teach classes and assess student work. (Of particular interest here is the extent to which instructional faculty and staff involve students in classroom activities, as opposed to primarily lecturing, and the extent to which they require written assignments). Selected attitudes about the profession are also examined, as are self-perceptions about the likelihood of accepting and moving on to another job. The specific variables used are listed in the *Technical Notes* to this report. Each variable should be considered a proxy measure for the larger construct it represents.

---

[8] See the *Technical Notes* to this report for a discussion of the NSOPF, including the universe, response rates, and sources of error.

[9] Applying this selection criteria, the total number of full-time instructional faculty and staff in public 2-year colleges whose primary responsibility was teaching in the fall of 1992 was 96,050. The corresponding number of part-time instructional faculty and staff was 159,160. In contrast, Kirshstein, Matheson, and Jing (1997) examined all faculty and staff members who had any instructional responsibilities during the fall, regardless of whether teaching was their primary responsibility. Excluding from this analysis those instructional faculty and staff in public 2-year institutions whose primary responsibility was research, administration, or public service eliminates about 8 percent of the instructional faculty and staff in public 2-year colleges. Other NCES reports from NSOPF may have still different inclusion criteria. It is important that the reader recognizes what subgroup of faculty and instructional staff is included in any particular NSOPF report. Hereafter, instructional faculty and staff whose primary responsibility was teaching for credit is used interchangeably with instructional faculty and staff.

Method and Limitations

Characteristics of instructional faculty and staff in this report are looked at by age (those under 35 versus those between the ages of 55 and 64); by years of experience in current teaching position (under 10 years versus 20 or more years), and by primary teaching field. Seven disciplinary groups were used to compare instructional faculty and staff by primary teaching field: (1) business, law, and communications; (2) health sciences;[10] (3) humanities;[11] (4) natural sciences and engineering;[12] (5) social sciences and education;[13] (6) vocational training; and (7) all other areas.[14] The report mentions only those differences that emerged as significant at the 0.05 level.[15]

Five limitations apply to these comparisons. First, comparisons by age and years of experience in the current job focus only on the extremes (the oldest versus the youngest and the most experienced versus the least experienced); those in intermediate age and experience groups were not examined. In terms of experience, it was also important to determine if being at a institution for a longer period of time affected one's behavior.[16] Second, multivariate techniques were not used to examine covariation between the many factors that may explain observed differences. The intent here is description, not prediction. The data simply profile instructional faculty and staff in varying age, experience, and disciplinary categories. Third, the need for cell sizes that facilitate reliable comparisons limited the specificity of the seven disciplinary categories used to denote primary teaching field. As a result, the broad scope of these categories begs the question of within-disciplinary variances. For example, the category natural sciences and engineering includes (among other respondents) teachers of mathematics and teachers of physics. The differences that undoubtedly exist between these faculty subgroups remain unexamined. Fourth, although separate estimates were made for full-time and for part-time instructional faculty and staff, comparisons between full- and part-time faculty were not made.[17] Finally, the use of seven teaching field categories leaves open the possibility of 42 one-on-one comparisons for each of the variables listed above. Hence, limitations were set for reporting comparisons by primary teaching field. Rather than reporting all of these one-on-one comparisons (humanities versus health sciences, humanities versus social sciences, and so on), this report notes only those cases in which a specific teaching field is significantly different from at least five other fields. The intent is to note where specific disciplinary areas stand out as being uniquely different from others.

---

[10] Includes first-professional health sciences, nursing, and other health sciences.
[11] Includes English and literature, foreign languages, history, philosophy, and religion.
[12] Includes engineering, biological sciences, physical sciences, mathematics and statistics, and computer sciences.
[13] Includes teacher education, other education, economics, political science, psychology, sociology, and other social sciences.
[14] Includes agriculture and home economics, fine arts, and "all other programs" not previously specified.
[15] In accordance with NCES standards, the Bonferroni adjustment to the significance level was used when multiple comparisons were made. With this adjustment, the 0.05 significance level was divided by the total number of comparisons made. Consequently, the *t*-value required for statistical significance across program areas was a considerably more rigorous requirement than the 1.96 *t*-value required for a single comparison. See the *Technical Notes* to this report for a description of accuracy of estimates.
[16] Inferences about institutional effects, however, are speculative. The comparisons reported here between instructional faculty and staff in different age and experience categories offer a snapshot perspective, not a longitudinal perspective.
[17] The employment status of the respondent was determined through his or her response to the question, "During the 1992 Fall Term, did this institution consider you to be employed part-time or full-time?"

Section 3: Full-time Instructional Faculty and Staff

The proportion of the total instructional faculty and staff at community colleges made up of full-time faculty has decreased since the 1960s. Reviewing available sources in the mid-1970s, Lombardi (1975 and 1992, 55) estimated that full-time faculty made up 62 percent of the Nation's 2-year college teachers in 1963, 60 percent in 1971, and 50 percent in 1974. He concluded that "As long as administrators are not constrained by law or collective bargaining agreements they will continue to employ lower paid part-time instructors, probably in larger numbers than in the past, as one means of effective savings." By 1995, the latest year for which federal data are available, full-time faculty made up only 35 percent of the faculty members at public 2-year institutions (Roey and Rak 1998, B–10, B–17).

In the fall of 1992, of the instructional faculty and staff studied in this report, 38 percent were employed on a full time basis (96,050/255,210) (from tables 1 and 39). Minorities accounted for 14 percent of the full-time faculty, and 44 percent were women (tables 1 and 2). In terms of highest degree held (table 3), 64 percent reported the master's degree, with the remainder equally divided between those who held a doctorate or first-professional degree (19 percent) and those who had earned a baccalaureate or less (18 percent). Other aggregate characteristics include the following:

- ***Employment histories (tables 4–7)***. Two-thirds of full-time instructional faculty and staff indicated that they had held other jobs since earning their highest degree. When asked about the most recent job held before obtaining their current positions, 81 percent indicated that the job was full-time, 55 percent reported that teaching was the primary responsibility, and 48 percent noted that the job entailed work at a postsecondary institution.
- ***Outside employment (tables 8–11)***. Approximately 28 percent of the full-time instructional faculty and staff reported at least some type of employment outside of their colleges during the fall of 1992. Of those who had outside employment, 26 percent reported that teaching was the primary activity in those jobs and 18 percent indicated that they were employed at other postsecondary institutions. Surprisingly, 13 percent of full-time instructional faculty and staff with outside employment characterized their second jobs as full-time.
- ***Workload (tables 12–20)***. On average, the full-time teacher at public community colleges worked just under 47 hours per week, of which 36 hours were for paid activities at the college; taught 4.5 credit classes[18] for a total of 13 classroom credit hours; spent 17 hours per week teaching credit classes; instructed a total of 103 students in credit classes; accumulated 486 student contact hours per week in those classes; and generated 374 credit hours. Those who had employment outside of their institution worked an average of 10 hours per week on those outside jobs.
- ***Use of lecture (tables 21–23)***. A majority of the full-time instructional faculty and staff reported that lecture was their main instructional method. This was the case for 72 percent of the respondents when referring to their "first" class taught in the fall of 1992, 68 percent when referring to their "second" class, and 65 percent of the respondents when referring to their "third" class.[19]

[18] This estimate is based on the total number of credit classes taught by full-time faculty in the fall of 1992. The other estimates in this section (i.e., classroom credit hours, hours per week teaching credit classes, number of students in credit classes, student contact hours per week, and total credit hours generated) are based on information obtained from faculty about 5 or fewer of their credit classes. Five credit classes were the maximum number of credit classes for which detailed descriptions were given. In the fall of 1992, 96 percent of all instructional faculty and staff taught 5 or fewer credit classes.

[19] Respondents were asked to indicate the main instructional method used in up to five credit classes. No significance should be given to the order of the classes.

- ***Written assignments and exams (tables 24–27)***. Of the full-time instructional faculty and staff, 70 percent employed multiple-choice mid-term or final examinations in some or all of their classes. Written assignments were less extensively used: 54 percent gave essay mid-term or final examinations in some or all of their classes; 49 percent assigned term papers or research papers; and 31 percent required students to write multiple drafts of written work.
- ***Other instructional techniques used (tables 28–30)***. Sixty-three percent of the full-time instructional faculty and staff reported using student presentations in some or all of their classes, while 38 percent indicated that they allowed students to evaluate each other's work in some or all classes. About one-half (49 percent) indicated that they used computer-aided instruction (CAI).
- ***Non-teaching professional activities (tables 31 and 32)***. About one-fourth (26 percent) of the full-time instructional faculty and staff reported that they had published at least one item during the two years prior to the survey. About one-third (32 percent) indicated that they had exhibited artwork or made at least one presentation in the two years prior to the survey.
- ***Attitudes toward the profession (tables 33 and 34)***. Most full-time instructional faculty and staff (90 percent) indicated that, if they were to start over, they would again choose an academic career. When asked about career opportunities for junior colleagues, 24 percent indicated that those opportunities had worsened in the past few years, 19 percent indicate that they had improved, and 57 percent felt that they had stayed the same.
- ***Probability of changing jobs (tables 35–38)***. Relatively few of the full-time instructional faculty and staff indicated that it was "very likely" that they would accept other employment in the next three years. Four percent felt it "very likely" that they would accept a part-time job in another postsecondary institution; 4 percent felt it "very likely" that they would accept a part-time job in a nonpostsecondary setting; 6 percent felt it "very likely" that they would accept a full-time job in another postsecondary institution; and 6 percent felt it "very likely" that they would accept a full-time job in a nonpostsecondary setting.

Variations by Age (under 35 versus 55–64)

Of the full-time instructional faculty and staff included in this report, 7 percent were under the age of 35, 26 percent were 35–44 years of age, 42 percent were 45–54 years of age, 21 percent were 55–64 years of age, and 3 percent were 65 or older (figure 1). Comparisons between respondents in the under 35 and 55–64 age categories yielded few differences. In contrast to those in the 55–64 age group, respondents under the age of 35:

- included a greater proportion of women (48 versus 30 percent, respectively) (table 2);
- included a greater proportion of those for whom the baccalaureate or less was the highest earned credential (32 versus 14 percent, respectively) (table 3) and a smaller proportion who had earned a Ph.D. or first-professional degree (8 versus 21 percent, respectively);
- were less likely to report that their current jobs were the first and only jobs held since earning their highest degree (18 versus 42 percent, respectively) (table 4);
- were more likely to report that the job held immediately prior to their current position was part-time (21 versus 15 percent, respectively) (table 5); and
- were less inclined to rule out the possibility of moving on to another full-time job in the next three years (61 versus 86 percent, respectively, indicated that they were "not at all likely" to accept a full-time nonpostsecondary job in the next three years, and 47 versus 81 percent,

respectively, indicated that they were "not at all likely" to accept a full-time postsecondary job in the near future) (tables 38 and 37).

The data on gender suggest that inroads have been made in increasing the proportion of women in the full-time ranks. Findings on the employment status (full-time versus part-time) of most recent previous jobs and on self-perceptions of the probability of changing jobs may simply reflect natural life experiences over time. It is reasonable to expect that individuals between the ages of 55 and 64 will have been more likely than those under 35 to have held a full-time job in the past and to rule out the possibility of new employment in the future. But the data on educational attainment are more difficult to interpret. The relatively high proportion of younger instructional faculty and staff who had a bachelor's degree or less suggests that—in contrast to their older colleagues—they may not have finished their education.[20] Also the fact that their older colleagues were more likely to be in their first and only jobs since earning the highest credential perhaps suggests that instructional faculty and staff under the age of 35 have experienced a more indirect route from completion of an academic degree to employment as a full-time community college teacher.

All this is a matter of speculation. But the relatively few differences that emerged between the under 35 and 55–64 age groups suggest that younger instructional faculty and staff members were quite similar to their older colleagues. Although the younger group included a greater proportion of women than the older group (table 2), the proportion of minorities in each age group was approximately the same (table 1). They also were similar in terms of the responsibility and sector of the most recent previous job (tables 4–7), the tendency to have other employment outside of their colleges (tables 8–11), workload within the college (tables 12–20), and attitudes toward career opportunities (tables 33 and 34). Younger instructional faculty and staff also taught in similar ways (tables 21–30) and were no more likely to engage in non-teaching professional activities (as evidenced by publications and presentations) than their older colleagues (tables 31 and 32). In short, the survey findings suggest that full-time faculty under the age of 35 looked and acted like their counterparts in the 55–64 age category.

Variations by Years in Current Position (less than 10 versus 20 or more)

Further comparisons were made by years of experience in the current job. Two groups were examined: full-time faculty who had held their current positions for less than 10 years and full-time faculty who had held their current jobs for 20 or more years.[21] The former group made up 49 percent of the full-time instructional faculty and staff, while the latter group made up 24 percent (figure 1).

Many of the differences between these two groups mirror the differences between younger and older colleagues described above. In contrast to those who had held their current jobs for 20 or more years, full-time faculty who had held their jobs for less than 10 years were more likely to be female (51 versus 28 percent, respectively) (table 2), more likely to hold the baccalaureate or less as their highest degree (22 versus 8 percent, respectively) (table 3), and more likely to report that their most recent previous job entailed part-time employment (20 versus 12 percent, respectively) (table 5). In addition, they were more likely to indicate that they would accept another full-time job within the next three years, either in another

[20] There were no significant differences between primary teaching fields in terms of the age distribution of instructional faculty and staff. That is, there were no differences between the seven teaching categories studied in terms of the proportion of teachers who were under 35 or the proportion who were in the 55–64 age bracket. Hence younger teachers were not disproportionately represented in the vocational training or health sciences categories which, as noted below, include relatively large numbers of instructional faculty and staff who held no more than the baccalaureate.

[21] Respondents were asked "In what year did you begin the job you held at this institution during the 1992 Fall Term? Include promotions in rank as part of your Fall 1992 job."

postsecondary institution (9 versus 3 percent, respectively) (table 37) or in a noncollegiate setting (8 versus 3 percent, respectively) (table 38).

However, comparisons by years of experience in the current job yielded workload differences that did not emerge in comparisons between the under-35 and 55–64 age groups. In contrast to those who had been on the job for 20 or more years, full-time faculty with less than 10 years of experience in their current positions taught, on average, fewer credit classes (4.3 versus 4.8 classes, respectively) (table 15) and a smaller total number of credit students (98 versus 114 students, respectively) (table 18). Conversely, the average number of hours per week spent teaching credit classes (table 17) was greater for those who had been in their jobs for 10 or fewer years (18 hours) than it was for those who had been in the current jobs for 20 or more years (16 hours). In addition, those with 10 or fewer years in the same job worked, on average, a greater number of hours per week than their counterparts with 20 or more years of experience on the job (48 versus 45 hours, respectively) (table 12). These self-reported data on workload, if correct, suggest that as faculty members gain experience, their average productivity (as measured by students and classes taught per unit of time spent working) increases.

Other differences emerged in terms of instructional approaches used. Data in table 28 reveal that full-time faculty who had held their jobs for less than 10 years were—in contrast to those who had held their current jobs for 20 or more years—more likely to indicate that they used student presentations in all classes (21 versus 15 percent, respectively), and less likely to indicate that they use student presentations in no classes (32 versus 44 percent, respectively). A similar pattern emerged for the use of Computer Assisted Instruction (CAI). Among those with less than 10 years in the current job, 17 percent reported using CAI in all classes and 48 percent reported using CAI in no classes (table 30). This compares with 12 percent and 58 percent, respectively, of those who had held their jobs for 20 or more years. Finally, the proportion of those reporting the use of student evaluations of each other's work in no classes (table 29) was greater for those who had held their jobs for 20 or more years (66 percent) than it was for those who had held their jobs for less than 10 years (58 percent).

While these findings suggest that those who have held their jobs for less than 10 years are more likely to encourage student presentations and involve students in the evaluation of each other's work, there is no evidence that they are more likely than their colleagues with 20 or more years on the job to stray from traditional class formats or emphasize student literacy skills (as measured by the use of term/research papers and the use of essay exams). For example, the two groups were similar in their tendency to rely on lectures as their primary method of instruction (tables 21–23). The two groups also showed no differences in terms of the use of multiple choice examinations versus essay exams, and the use of term/research papers and multiple drafts of written work (tables 24–27). Contrary to the findings of the ethnographic studies examined by Palmer (1994), these similarities are not consistent with the hypothesis that, over time, community college teachers reduce the literacy demands placed on students.

Variations by Primary Teaching Field

The percentage distribution of full-time instructional faculty and staff in public 2-year institutions, by primary teaching field was as follows: business, law, and communications, 12 percent; health sciences, 13 percent; humanities, 18 percent; natural sciences and engineering, 24 percent; social sciences and education, 13 percent; vocational training, 9 percent; and all other programs, 10 percent (figure 1).[22]

Below is an examination of the differences that existed by teaching field of full-time instructional faculty and staff in 2-year colleges.

[22] See "Methods and Limitations" section for a complete description of teaching fields.

There were no significant differences in the racial/ethnic make-up of instructional faculty and staff in any of the primary teaching fields noted above (table 1). Nor were there any differences by primary teaching field in instructional faculty and staff's outside employment (tables 8–11), attitudes toward career opportunities for junior faculty (table 34), and likelihood of accepting another job within three years (tables 35–38). Some differences did emerge, however, by gender, education and employment histories, workload, and instructional methods used.

Gender. Some gender variations between the seven disciplinary areas studied appear to reflect the traditional gender differences in vocations. For example, the vocational training category had proportionately more men (86 percent) than any of the other six categories (table 2). Conversely, the proportion of full-time teachers accounted for by men in the health sciences category (14 percent) was smaller than the proportion in any of the other categories. Comparisons also revealed that the natural sciences category, which includes mathematics, had a greater proportion of men (71 percent) than all other categories except vocational training and other.

Education and employment histories. When asked if their current jobs were the first and only jobs held since earning their highest academic credentials, no differences emerged between full-time faculty in the seven disciplinary groups (table 4). However, comparisons based on other variables revealed salient differences particularly between those who teach in the humanities and those who teach in career-related fields:

- Teachers in the vocational training and health sciences categories included a greater proportion of those with a baccalaureate or lower credentials (61 percent and 30 percent, respectively) than teachers in any of the other categories (i.e., business, 12 percent; humanities, 1 percent; natural sciences, 15 percent; social sciences, 6 percent, and all other program areas, 19 percent) (table 3).
- Almost all (95 percent) of the vocational training teachers indicated that that they were employed on a full-time basis in their most recent previous job. This exceeds the percentage of any other category (table 5).
- When asked about their most recent previous job, 76 percent of the humanities teachers (significantly more than any other category) indicated that they had held a teaching post, and 65 percent (significantly more than any other category except social sciences) indicated that their most recent previous job was at another postsecondary institution (tables 6 and 7).

Workload. Survey responses from full-time faculty reveal some disciplinary differences in instructional load. These differences include the following:

- In terms of average number of credit classes taught per week, full-time faculty in health science fields reported the lowest teaching loads of any of the seven disciplinary areas studied. Those in the health science fields taught (on average) 3 classes, compared with 4 classes for those in the natural sciences and engineering category, and 5 classes in the remaining categories (table 15).
- Full-time faculty in vocational training fields reported spending more hours per week teaching credit classes (26 hours) than any of the other disciplinary areas studied: 19 hours for the "other" category; 18 hours for health sciences; 17 hours for natural sciences and engineering; 16 hours for business, law, and communications; 15 hours for the humanities; and 14 hours for social sciences and education. (table 17).

- In terms of the total number of students taught in credit classes, full-time faculty in the health sciences and in the vocational training fields reported lower averages (76 and 74, respectively) than any of the other five areas studied (103 in business, law, and communications, 115 in the humanities, 102 in natural sciences and engineering, 137 in social sciences and education, and 99 in "other."[23] Conversely, the average number of students enrolled in the credit classes of full-time faculty teaching the social sciences was higher than any of the other areas; the average for those teaching in the humanities was higher than all other fields except the social sciences (table 18).

These findings suggest that, in contrast to those teaching in academic fields (particularly the social sciences and humanities), instructional faculty and staff in career-related disciplines (health sciences and vocational training) had comparatively low student/faculty ratios. However, no one disciplinary area stood out from the others in terms of total classroom credit hours taught (table 16) or total student contact hours per week in credit classes (table 19). In addition, there were no disciplinary differences in terms of the average number of hours per week devoted to paid work inside or outside of the institution (tables 13 and 14).

Instructional methods. Responses to questions regarding instructional methods used revealed other disciplinary variations. The natural sciences category stood out as one in which full-time instructional faculty and staff were more likely to use lecture and less likely to require extensive written work. The humanities category, on the other hand, stood out as one with a relatively high emphasis on student involvement and writing. Interestingly, the vocational training field did *not* stand out as a category representing faculty members and staff who teach in ways that are significantly different than the methods employed by those in the remaining, disciplinary fields. Key findings include the following:

- Greater proportions of the full-time instructional faculty and staff in the natural sciences category employed lecture as their main instructional technique than any of the other categories studied (tables 21, 23). In addition, the full-time teachers in the natural sciences group were less likely than their colleagues in any of the other categories except vocational training to use student presentations in all classes and more likely to report that they used student presentations in no courses (table 28). They were also more likely than full-time faculty in any of the other categories to indicate that they used student evaluations in none of their classes (table 29).
- Conversely, full-time teachers in the humanities category were more likely than their counterparts in each of the other categories to employ either the seminar method or discussion, role playing, group projects, or cooperative learning techniques as their main instructional method (tables 21–23). They also were significantly more likely than full-time teachers in all other disciplinary groups except the "other" category to have students evaluate each other's work in all classes (table 29).[24]
- Full-time faculty teaching in the humanities and social sciences were more likely than instructional faculty and staff in any other category to indicate that they required term papers in all of their classes (table 26). Conversely, full-time faculty teaching in the natural sciences were significantly more likely than instructional faculty and staff in all other categories except vocational training to indicate that they required term papers in none of their classes.

[23] Comparing the health sciences and vocational training fields on this measure yielded no statistical differences.
[24] Full-time instructional faculty and staff in the humanities category were also less likely than their counterparts in all remaining categories except "other" to indicate that they never ask students to evaluate each other's work. It is perhaps the inclusion of fine arts teachers in the other category that makes it the exception.

- Full-time faculty teaching the humanities were more likely than their colleagues in any of the other disciplinary categories to indicate that they used essay examinations and required students to submit multiple drafts of written work in all of their classes (tables 25 and 27, respectively). The humanities teachers also were least likely to indicate that they incorporated these instructional requirements in *none* of their classes.
- Full-time instructional faculty and staff in the humanities were more likely than colleagues in any of the other disciplinary categories to indicate that they used multiple choice examinations in none of their classes (table 24). These examinations were most likely to be used in the health sciences; full-time faculty in this disciplinary category were more likely than colleagues in any of the other categories to indicate that multiple choice examinations were used in all classes; they were least likely to indicate that multiple choice tests were used in no classes.

Non-teaching professional activities. There were no disciplinary variations in the extent to which full-time instructional faculty and staff had made presentations or otherwise exhibited their scholarly work within the past two years (table 32). The humanities teachers, however, were more likely than their colleagues in all other categories to indicate that they had published within the last two years (table 31).

Section 4: Part-time Instructional Faculty and Staff

Part-time faculty made up 62 percent of the instructional faculty and staff who taught credit classes in the fall of 1992 (159,160/255,210) (from tables 1 and 39). Most of these part-time teachers (88 percent) were white, non-Hispanic, and 57 percent were male (tables 39 and 40). One-third (33 percent) held the baccalaureate or less as their highest academic credential, 53 percent held the master's degree, and 13 percent held a doctorate or first-professional degree (table 41). Other aggregate findings for the part-time faculty are summarized below.

- ***Reasons for working part time (tables 42 and 43).*** The part-time instructional faculty and staff were divided evenly between those who willingly took on part-time work and those who did so reluctantly. When asked if they preferred part-time employment, 50 percent said "yes" and 50 percent said "no." When asked if they took their part-time jobs because full-time work was unavailable, 48 percent responded "yes" and 52 percent responded "no."
- ***Employment history (tables 44–47)***. Five percent of the part-time instructional faculty and staff indicated that their current teaching jobs at the 2-year college represented the first and only employment held since obtaining their highest academic credential. Most (73 percent) indicated that their most recent previous job was held on a full-time basis; 39 percent indicated that the most recent previous job entailed teaching; and 26 percent indicated that the their most recent previous job was held at a postsecondary institution.
- ***Outside employment (tables 48–51).*** Most of the part-time instructional faculty and staff (79 percent) held other jobs outside of their colleges. When asked about the primary responsibility of their outside work, 38 percent reported that their outside job entailed teaching. A minority (18 percent) of those with outside employment indicated that they worked at another postsecondary institution. Others were self-employed (18 percent); or worked in hospitals, foundations, or government agencies (22 percent); for-profit businesses (17 percent), or "other" agencies (26 percent). About two-thirds (67 percent) of those with outside employment indicated that their other employment entailed full-time work.
- ***Workload (tables 52–60)***. On average, the part-time instructional faculty and staff member at public community colleges worked a total of 33 hours per week, of which 11 were for paid activities at the college. In addition, part-time instructional faculty and staff at public 2-year colleges taught an average of 2.1 credit classes[25] for a total of 5.8 classroom credit hours; spent 8 hours per week teaching credit classes; instructed a total of 42 students in credit classes; accumulated 175 student contact hours per week in those classes; and generated 138 credit hours. When considering only those who held more than one job during the fall of 1992, the average amount of time devoted per week to jobs outside of the college was about 32 hours.[26]

[25] This estimate is based on the total number of credit classes taught by part-time instructional faculty and staff in the fall of 1992. The other estimates in this section (i.e., classroom credit hours, hours per week teaching credit classes, number of students in credit classes, student contact hours per week, and total credit hours generated) are based on information obtained from faculty about 5 or fewer of their credit classes. Five credit classes were the maximum number of credit classes for which detailed descriptions were given. Part-time faculty taught an average of 1.7 credit classes in 5 or fewer credit classes. In the fall of 1992, 96 percent of all instructional faculty and staff taught 5 or fewer credit classes.

[26] Outside jobs include any employment outside of the institutions at which the respondents to the survey were sampled.

- ***Use of lecture (tables 61 and 62)***. Lecture was cited as the main instructional mode by 66 percent of the part-time faculty when referring to their "first" class and by 63 percent of the part-time faculty when referring to their "second" class.[27]
- ***Written assignments and exams (tables 63–66)***. Multiple-choice mid-term or final examinations were used in "some" or "all" classes by 61 percent of the part-time instructional faculty and staff. When asked about other types of assignments or examinations used in some or all of their classes, 47 percent indicated that they gave essay examinations at mid-term or at the end of the semester, 41 percent indicated that they assigned term/research papers, and 25 percent noted that they required students to turn in multiple drafts of written work.
- ***Other instructional techniques used (tables 67–69)***. Student presentations were required by 55 percent of the part-time instructional faculty and staff in some or all of their classes; 35 percent indicated that they had students evaluate each other's work; and 33 percent indicated that they used CAI.
- ***Non-teaching professional activities (tables 70 and 71)***. Of part-time instructional faculty and staff, 23 percent indicated that they had published within the past two years, and 27 percent indicated that they had made presentations or otherwise exhibited their scholarly work.
- ***Attitudes toward the profession (tables 72 and 73)***. Most part-time instructional faculty and staff (88 percent) indicated that, if they were to start over, they would again choose an academic career. When asked about career opportunities for junior colleagues, 31 percent indicated that those opportunities had worsened in the past few years, 18 percent indicated that they had improved, and 51 percent felt that they had stayed the same.
- ***Probability of accepting other employment (tables 74–77).*** When asked about the probability of accepting other employment in the next three years, 13 percent felt it "very likely" that they would accept a part-time job in another postsecondary institution; 7 percent indicated that it was "very likely" that they would accept a part-time job in a nonpostsecondary setting; 19 percent felt it "very likely" that they would accept a full-time job in another postsecondary setting; and 17 percent felt it "very likely" that they would accept a full-time job in a nonpostsecondary setting.

Variations by Age (under 35 versus 55–64)

Of the part-time instructional faculty and staff, 16 percent were under the age of 35, 34 percent were in the 35–44 age bracket, 30 percent were between the ages of 45 and 54, 14 percent were between the ages of 55 and 64, and 6 percent were 65 or older (figure 2). As was the case for full-time faculty, comparisons between part-time faculty in the under 35 and 55–64 age categories yielded few differences. In terms of educational and employment histories, respondents under the age of 35 were, in contrast to those in the 55–64 age group:

- more likely to hold the baccalaureate or less as their highest academic credential (53 versus 22 percent, respectively) (table 41);
- more likely to indicate that they accepted part-time work because full-time work was not available (56 versus 43 percent, respectively) (table 43);

[27] Respondents were asked to indicate the main instructional method used in up to five credit classes. No significance should be given to the order of the classes.

- less likely to indicate that their most recent previous job entailed teaching (31 versus 47 percent, respectively) (table 46); and
- less likely to indicate that their part-time teaching position was the only job currently held (15 versus 31 percent, respectively) (table 48).

In addition, the proportion of part-time faculty who felt it "very likely" that they would accept a full-time job in the next three years was higher for those under the age of 35 than it was for those in the 55–64 group. Of those part-time faculty who were under 35, 28 percent felt it "very likely" that they would accept a full-time job in either a nonpostsecondary setting or a postsecondary setting (tables 76 and 77). This compares with 12 and 10 percent, respectively, of those in the 55–64 age bracket.

These data suggest that (as is the case with full-time faculty) younger part-time instructional faculty and staff were more likely than older colleagues to fill teaching positions that did not require graduate degrees. They were also more likely to have taken part-time work reluctantly, to have other jobs outside of their colleges, and to have been in the market for full-time work. However, part-time faculty in the two age groups did not differ in terms of workload, approaches to instruction, or the tendency to publish or exhibit scholarly work. Their outlooks on opportunities for junior faculty were similar, as were their feelings about selecting an academic career if they had a chance to "do it all over again."

Variations by Years in Current Position (less than 10 versus 20 or more)

Most of the part-time instructional faculty and staff examined in this report (80 percent) had held their current teaching jobs for less than 10 years. An additional 16 percent had held their jobs for between 10 and 19 years; 4 percent had held their jobs for 20 or more years (figure 2). Comparisons between those with less than 10 years of experience in their current jobs and those with 20 or more years yielded very few differences. In contrast to the latter group, the former were less likely to indicate that they would select an academic career were they to "do it all over again" (88 versus 96 percent, respectively) (table 72). Part-time instructional faculty and staff with less than 10 years of experience in their current job were *more* likely than those with 20 or more years of experience to

- have a higher percentage of women (45 versus 22 percent, respectively) (table 40);
- indicate that they took part-time work because full-time positions were unavailable (50 versus 28 percent, respectively) (table 43);
- indicate that the most recent previous job was held on a part-time basis (29 versus 13 percent, respectively) (table 45);
- indicate that they required students to submit multiple drafts of written work in some or all classes (27 versus 18 percent, respectively) (table 66); and
- indicate a high probability that they would accept a full-time, postsecondary job within the next three years (21 versus 10 percent, respectively) (table 76).

Of the variables for which differences emerged between the two experience categories, only one (taking part-time work because full-time positions were unavailable) also emerged as a point of difference between those under the age of 35 and those in the 55–64 age bracket.

Variations by Primary Teaching Field

The percentage distribution of part-time instructional faculty and staff in public 2-year institutions, by primary teaching field was as follows: business, law, and communications, 14 percent; health sciences, 7 percent; humanities, 18 percent; natural sciences and engineering, 26 percent; social sciences and education, 14 percent; vocational training, 8 percent; and all other programs, 13 percent[28] (figure 2).

No one disciplinary group differed from five or more other groups in terms of race/ethnicity, attitudes toward career opportunities, or the likelihood of accepting other employment. One or more disciplinary groups, however, stood out from the others in terms of gender, education and employment histories, current employment, instructional methods used, and non-teaching professional activities.

Gender. As was the case with full-time instructional faculty and staff, some disciplinary groups stood out in terms of a disproportionately high proportion of men (table 40). Part-time faculty in the vocational training category included proportionately more men than any of the other categories. In addition, part-time faculty in business and in the natural sciences included proportionately more men than all other categories except vocational training.

Education and employment histories. Part-time instructional faculty and staff in the vocational training category stood out as having fewer ties to academe. They were more likely than all other categories (except health sciences) to have earned no more than a baccalaureate and less likely than all other categories to have earned a doctorate or first-professional degree (table 41). They were also less likely to report that their most recent previous jobs were in postsecondary institutions (table 47).

The part-time faculty in the humanities category, on the other hand, stood out as a group that appeared to have the strongest professional connections to academe. For example, when asked about the primary responsibility of their most recent previous jobs, 61 percent of the humanities instructors indicated "teaching," higher than any other group (table 46). Although the part-time faculty in the humanities category were no more or less likely than colleagues in other disciplines to hold outside jobs, those that did were more likely than part-time instructional faculty and staff in other disciplines to hold outside jobs that entailed teaching at a postsecondary institution (tables 49 and 50).[29]

Workload. Differences by primary teaching discipline emerged for only one workload variable—average number of students taught in credit classes. Part-time instructional faculty and staff in the social sciences and education taught (on average) more students in credit classes (53 students) than their colleagues in business, law, and communications (37 students) , health sciences (39 students), natural sciences and engineering (41 students), vocational training (36 students) and "other programs" (40 students). (Humanities faculty and staff taught an average of 46 students, a figure that was not significantly different from the figure for the social sciences and education.)

Instructional methods. Two disciplinary areas—natural sciences and the humanities—stood out in terms of instructional methods used. As was the case with full-time instructional faculty and staff, part-time faculty in the natural sciences were least likely of all the disciplinary areas studied to have required term papers or student presentations in all classes (tables 65 and 67). In addition, they were significantly more

[28] See "Methods and Limitations" section for a complete description of teaching fields.

[29] The humanities teachers also revealed a greater tendency to be captives of the academic labor market, though they were not alone in this regard. When asked if they took part-time work because full-time work was unavailable, 61 percent of those in the humanities and 58 percent of those in the other category responded yes (table 43). Both were significantly higher than any other group except the social sciences.

likely than their part-time colleagues in the other disciplinary areas to have used lecture as the main instructional technique in the "first class" (table 61).

Part-time faculty in the humanities, on the other hand, were more likely than part-time faculty in the other disciplinary groups to have used seminars, discussion, role playing, group projects, or cooperative learning as the main instructional technique in the "first class" (table 61).[30] They were also more likely to have required multiple drafts of written work in all classes (table 66) and to have used essay mid-terms or finals in all classes (table 64).[31] The humanities group was more likely than the others to have required multiple drafts of written work (table 66) and to indicate that they use essay mid-terms or final examinations in some or all classes (table 64).

Non-teaching professional activities. Part-time instructional faculty and staff teaching different subjects showed no variations in terms of recent publications (table 70). However, the part-time instructional faculty and staff in the other category were more likely than colleagues in the remaining six disciplinary groups to indicate that they had exhibited their work at some point during the last two years (table 71). This may reflect the fact that teachers in the fine and performing arts were included in the other category.

[30] This did not hold, however, for the "second class" (table 62).

[31] Part-time faculty in the social sciences were more likely than all the other groups except humanities to have used essay mid-terms or finals in all classes (table 64).

Section 5: Summary

Drawing on data on the 1993 National Study of Postsecondary Faculty (NSOPF:93), this analysis sought to differentiate instructional faculty and staff at public 2-year colleges by age (under 35 versus 55–64) and by years of experience in the current job (under 10 years versus 20 or more years). It also examined differences by primary teaching field, comparing respondents in seven areas: business, law, and communications; health sciences; humanities; natural sciences and engineering; social sciences and education; vocational training; and all other areas. The results augment previous NSOPF:93 analyses that examined the 2-year college professoriate as a whole (often in comparison with the professoriate in other sectors) without examining key points of variation within the 2-year college sector itself.

On average, the full-time teacher at public community colleges worked just under 47 hours per week, of which 36 hours were for paid activities at the college; taught 4.5 credit classes for a total of 13 classroom credit hours; spent 17 hours per week teaching credit classes; instructed a total of 103 students in credit classes; accumulated 486 student contact hours per week in those classes; and generated 374 credit hours.

On average, the part-time instructional faculty and staff at public community colleges worked 33 hours per week, of which 11 were for paid activities at the college. In addition, part-time instructional faculty and staff at public 2-year colleges taught an average of 2.1 credit classes for a total of 5.8 classroom credit hours; spent 8 hours per week teaching credit classes; instructed a total of 42 students in credit classes; accumulated 175 student contact hours per week in those classes; and generated 138 credit hours.

Approximately 28 percent of the full-time instructional faculty and staff reported at least some type of employment outside of their colleges. Of those who had outside employment, 26 percent reported that teaching was the primary activity in those jobs and 18 percent indicated that they were employed at other postsecondary institutions. Surprisingly, 13 percent of those with outside employment characterized their second jobs as full-time.

Most of the part-time faculty (79 percent) held other jobs outside of their colleges. When asked about the primary responsibility of their outside work, 38 percent reported that their outside job entailed teaching and 18 percent of those with outside employment indicated that they worked at another postsecondary institution. Others were self-employed (18 percent); or worked in hospitals, foundations, or government agencies (22 percent); for-profit businesses (16 percent), or "other" agencies (26 percent). About two-thirds of those with outside employment indicated that their other employment entailed full-time work.

How do Younger Instructional Faculty and Staff Differ from Their Older Colleagues?

There were two major differences between instructional faculty and staff at public 2-year colleges who were under the age of 35 and those who were between the ages of 55 and 64 in the fall of 1992. The first is clear: the two groups represent individuals who are at different stages of their careers. Younger teachers are still developing careers that their older colleagues have long since established. This emerges in the findings that, regardless of employment status (full-time or part-time), younger teachers were (a) more likely to hold only a baccalaureate or less as the highest earned credential, and (b) less likely to rule out the possibility of moving on to another full-time job.

The second major difference lies in the employment histories of the two groups. For example, among full-time faculty, the younger teachers were less likely than their older colleagues to indicate that their current jobs were the first and only jobs held since earning the highest credential. Among part-time faculty, younger teachers were more likely to indicate that they accepted part-time work because full-time work was unavailable. This suggests that younger instructional faculty and staff at public 2-year colleges

may have been more likely to experience contingent, short-term employment than instructional faculty and staff in the 55–64 age bracket.

The proportion of women among full-time faculty under the age of 35 was greater than the proportion of women among full-time faculty between the ages of 55 and 65. But this was not the case for part-time faculty. Additionally, regardless of employment status, the two age groups did not differ significantly in terms of race/ethnicity, workload, instructional methods used, non-teaching professional activities, and attitudes toward career opportunities for junior faculty. The younger and older teachers apparently worked in similar ways.

Does Experience on the Job Make a Difference?

Some of the differences between those who have held their current jobs for less than 10 years and those who have held their jobs for 20 or more years mirror the differences between younger and older colleagues. For example, instructional faculty and staff who had held their jobs for 10 or fewer years were *less* likely than those who had been on the job for 20 or more years to hold a postbaccalaureate degree. In addition, they were less likely to rule out the probability of seeking other employment. These differences apply to both full- and part-time faculty.

Analyses of responses from the full-time instructional faculty and staff revealed differences that did not emerge in the age comparisons. In contrast to full-time faculty who have held their jobs for less than 10 years, those with 20 or more years of experience in the same full-time job worked fewer hours per week but taught, on average, greater numbers of students. Full-time teachers who were in the same job for 20 or more years were also less likely to have required student presentations, to have used CAI, or to have required students to evaluate each other's work.

It is tempting to tie the apparent productivity edge of the full-time, long-term jobholders to their comparatively limited experimentation with CAI or to the relatively small extent to which they involved students in class presentations or in the evaluation of each other's work. But such speculation is weakened by other comparisons showing no difference between the two groups in terms of term paper assignments, the use of essay examinations, or reliance on the traditional lecture format. Both groups taught in similar ways.

Does Teaching Discipline Make a Difference?

Comparisons by primary teaching field suggest the presence of disciplinary subcultures within the community college professoriate. One contrast can be seen in the differing educational and employment backgrounds of instructional faculty and staff in the vocational training category and in the humanities. Regardless of employment status (full-time versus part-time), vocational teachers were less likely than their colleagues in the humanities to hold a graduate degree or to report that their most recent previous jobs entailed teaching at a postsecondary institution. These two groups, then, appear to represent opposite ends of a disciplinary continuum ranging from those with relatively strong professional ties to academe to those whose professional orientations are often forged in employment arenas outside of academe.

Teachers in the humanities also stood out in terms of approaches to instruction. Regardless of employment status, they were more likely than teachers in the other instructional groups to have employed essay examinations, to have assigned term papers, or to have required students to evaluate each other's work. They were also more likely to have employed the seminar method or to have used discussion, role-playing, group projects, or cooperative learning techniques as the primary instructional method. Considered in light of the relatively high publication rate of the full-time humanities faculty and staff, the varied approaches to instruction used by those teaching the humanities may argue against the

notion that attention to published scholarship diminishes attention to students and their varied instructional needs.

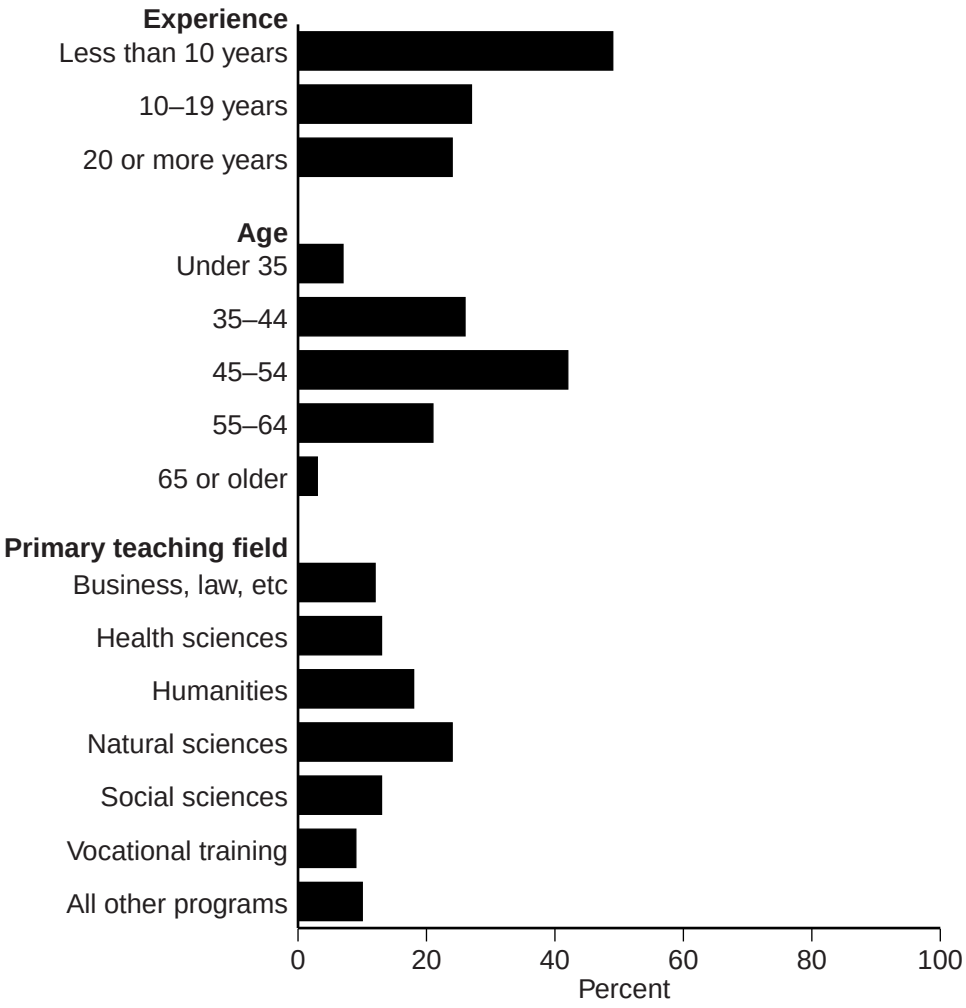
In contrast, instructional faculty and staff in the natural sciences were more likely than colleagues in the other disciplinary categories to have employed lecture as the primary instructional technique. Full-time instructional faculty and staff teaching the natural sciences were less likely than their full-time colleagues in any of the other categories (except vocational training) to have used student presentations in all classes and more likely to have reported that they used student presentations in no courses. They were also more likely than full-time faculty in any of the other categories to indicate that they never ask students to evaluate each other's work.

Conclusion

The survey data reported here point to the slowly changing nature of the community college enterprise. The emergence of a new generation of teachers replacing those who began their careers in the 1960s and early 1970s portends no watershed change in teaching method. In contrast to relationships between instructional faculty and staff teaching different subject areas, relatively few relationships emerged between length of time in the current job and instructional method.[32] It was the discipline that appears to have a clear relationship with instruction, especially in terms of literacy (as reflected in the assignment of term papers or the use of written examinations) and student involvement in classroom instruction (as reflected in the use of teacher lectures). Future comparisons of the instructional techniques employed by faculty and staff with different levels of experience on the job must clearly control for the discipline taught.

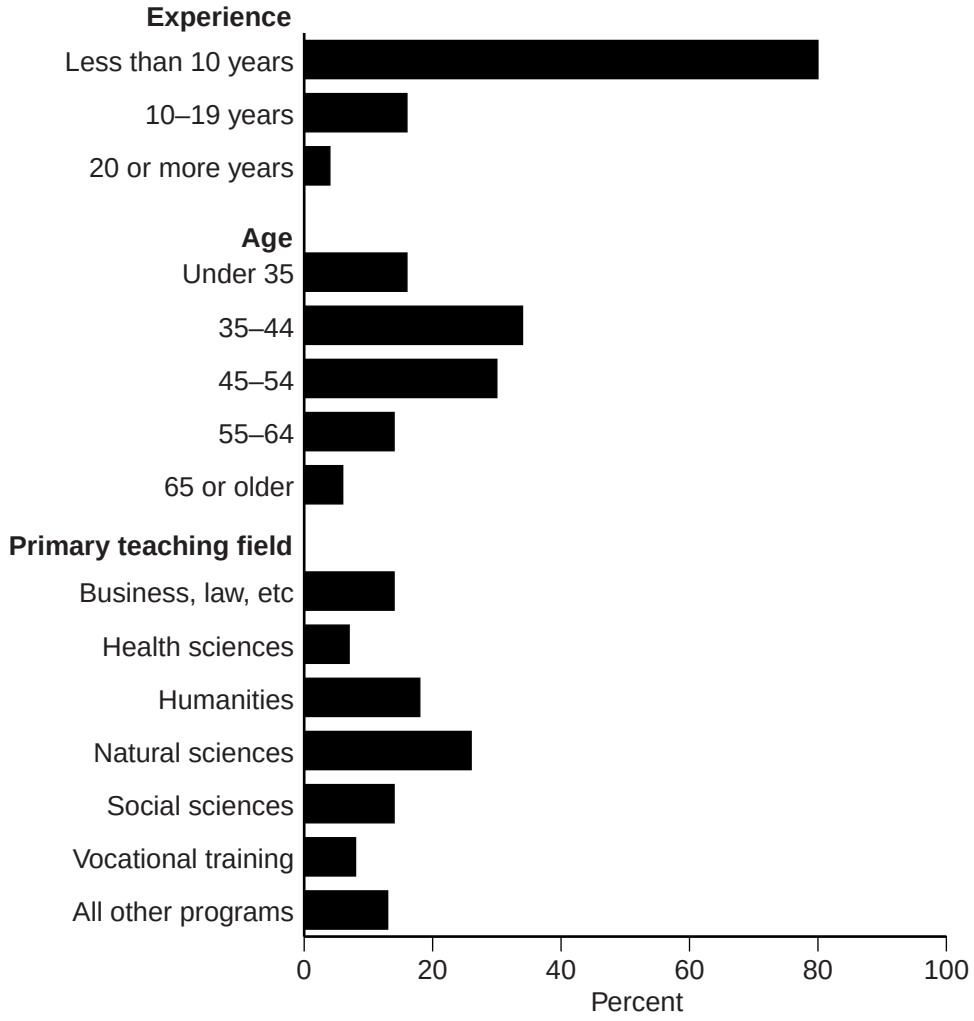
[32] The only exceptions are the differences, noted above, between those who have been on the job for 10 or fewer years and those who have held their current jobs for 20 or more years. The latter were less likely to have required student presentations, to have used CAI, or to have required students to evaluate each other's work. But no differences emerged in terms of the use of term papers, written examinations, or the lecture method.

Figure 1.—Percentage distribution of full-time instructional faculty and staff in public 2-year colleges, by years of experience on current job, age, and primary teaching field: Fall 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Figure 2.—Percentage distribution of part-time instructional faculty and staff in public 2-year colleges, by years of experience on current job, age, and primary teaching field: Fall 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 1.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by race/ethnicity and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Race/ethnicity	
		Minority*	White
Total	**96.1**	**13.9**	**86.1**
Years of experience on current job			
Less than 10 years	46.7	15.2	84.8
10–19 years	26.1	13.4	86.6
20 or more years	23.3	11.8	88.2
Age			
Under 35	6.6	22.2	77.8
35–44	25.3	14.2	85.8
45–54	40.7	13.0	87.0
55–64	20.4	13.2	86.8
65 or older	3.0	9.6	90.4
Primary teaching field			
Business, law, and communications	11.1	12.3	87.7
Health sciences	12.7	14.0	86.0
Humanities	17.0	11.9	88.1
Natural sciences and engineering	23.2	13.4	86.6
Social sciences and education	12.7	21.4	78.6
Vocational training	8.9	10.6	89.4
All other programs	9.6	12.4	87.6

*Includes American Indian/Alaskan Native; Asian/Pacific Islander; Black, non-Hispanic; and Hispanic faculty.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 2.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by gender and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Gender	
		Male	Female
Total	**96.1**	**56.5**	**43.6**
Years of experience on current job			
Less than 10 years	46.7	48.9	51.1
10–19 years	26.1	56.4	43.6
20 or more years	23.3	71.7	28.3
Age			
Under 35	6.6	52.2	47.8
35–44	25.3	46.6	53.4
45–54	40.7	56.3	43.8
55–64	20.4	69.5	30.5
65 or older	3.0	62.6	37.4
Primary teaching field			
Business, law, and communications	11.1	49.0	51.0
Health sciences	12.7	14.1	85.9
Humanities	17.0	48.7	51.3
Natural sciences and engineering	23.2	70.9	29.2
Social sciences and education	12.7	57.7	42.3
Vocational training	8.9	86.4	13.6
All other programs	9.6	69.3	30.7

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 3.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by highest educational credential attained and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Highest credential attained		
		Bachelor's or less*	Master's degree	Ph.D. or first professional
Total	**94.9**	**17.5**	**63.7**	**18.8**
Years of experience on current job				
Less than 10 years	46.0	21.6	60.8	17.6
10–19 years	25.8	19.2	63.6	17.3
20 or more years	23.2	7.5	69.6	22.9
Age				
Under 35	6.5	31.5	60.0	8.5
35–44	25.2	25.0	62.0	13.1
45–54	40.2	12.5	65.7	21.8
55–64	20.1	13.9	65.0	21.1
65 or older	3.0	15.3	51.0	33.8
Primary teaching field				
Business, law, and communications	11.0	11.8	70.6	17.6
Health sciences	12.7	30.3	64.5	5.1
Humanities	17.0	1.0	69.9	29.2
Natural sciences and engineering	23.1	15.4	62.5	22.1
Social sciences and education	12.7	5.8	64.7	29.5
Vocational training	8.3	60.8	33.5	5.7
All other programs	9.4	19.0	71.4	9.7

*Includes only instructional faculty and staff who held a postsecondary credential.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 4.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by whether the current job is the first and only job held since earning their highest educational credential and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	First and only job held since earning the highest credential? Yes	No
Total	**94.9**	**32.6**	**67.5**
Years of experience on current job			
Less than 10 years	46.0	16.2	83.8
10–19 years	25.8	38.6	61.4
20 or more years	23.2	58.2	41.8
Age			
Under 35	6.5	18.0	82.0
35–44	25.2	22.2	77.8
45–54	40.2	35.7	64.3
55–64	20.1	41.9	58.1
65 or older	3.0	46.8	53.2
Primary teaching field			
Business, law, and communications	11.0	31.8	68.2
Health sciences	12.7	25.4	74.6
Humanities	17.0	38.6	61.4
Natural sciences and engineering	23.1	31.1	69.0
Social sciences and education	12.7	37.4	62.6
Vocational training	8.3	35.2	64.9
All other programs	9.4	27.4	72.7

*Includes only instructional faculty and staff who held a postsecondary credential.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 5.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges who have held a previous job to their current employment, by the employment status of the most recent previous job held and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Employment status of the most recent previous job held	
		Full time	Part time
Total	**63.6**	**81.4**	**18.6**
Years of experience on current job			
Less than 10 years	40.3	79.7	20.3
10–19 years	15.7	82.4	17.6
20 or more years	7.7	87.8	12.2
Age			
Under 35	5.5	78.8	21.2
35–44	20.4	77.4	22.6
45–54	24.7	82.9	17.1
55–64	11.4	85.1	14.9
65 or older	1.6	90.6	9.4
Primary teaching field			
Business, law, and communications	7.4	81.9	18.1
Health sciences	9.8	79.1	20.9
Humanities	10.2	71.9	28.1
Natural sciences and engineering	15.8	83.9	16.2
Social sciences and education	7.8	79.3	20.7
Vocational training	5.8	94.9	5.1
All other programs	6.3	81.9	18.1

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 6.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges who have held a previous job to their current employment, by the responsibility of the most recent previous job held and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Responsibility of the most recent previous job	
		Teaching	Other responsibility
Total	**63.6**	**55.4**	**44.6**
Years of experience on current job			
Less than 10 years	40.3	54.2	45.8
10–19 years	15.7	55.1	44.9
20 or more years	7.7	62.6	37.4
Age			
Under 35	5.5	46.8	53.2
35–44	20.4	52.4	47.6
45–54	24.7	58.8	41.2
55–64	11.4	55.0	45.0
65 or older	1.6	75.6	24.4
Primary teaching field			
Business, law, and communications	7.4	45.6	54.4
Health sciences	9.8	40.0	60.0
Humanities	10.2	76.2	23.8
Natural sciences and engineering	15.8	55.1	44.9
Social sciences and education	7.8	61.2	38.8
Vocational training	5.8	44.6	55.4
All other programs	6.3	60.2	39.8

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 7.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges who have held a job prior to their current employment, by the sector of the most recent previous job held and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Sector of the most recent previous job				
		Postsecondary institution	Hospital, foundation, or government	Consulting or self-employment	For-profit business	Other
Total	**63.6**	**47.5**	**17.1**	**5.5**	**13.6**	**16.3**
Years of experience on current job						
Less than 10 years	40.3	48.8	17.4	5.4	13.8	14.6
10–19 years	15.7	41.1	19.6	6.4	13.4	19.5
20 or more years	7.7	53.6	10.4	4.0	13.2	18.9
Age						
Under 35	5.5	40.3	17.0	5.6	17.2	20.0
35–44	20.4	44.2	23.1	6.3	13.0	13.4
45–54	24.7	49.4	14.3	5.1	13.5	17.7
55–64	11.4	49.6	14.6	5.3	13.9	16.7
65 or older	1.6	69.9	1.3	3.6	8.4	16.8
Primary teaching field						
Business, law, and communications	7.4	40.6	8.9	9.3	26.7	14.4
Health sciences	9.8	35.0	57.2	1.4	1.6	4.8
Humanities	10.2	64.6	7.6	1.5	4.8	21.5
Natural sciences and engineering	15.8	48.1	8.3	6.5	20.8	16.3
Social sciences and education	7.8	57.2	13.0	2.7	7.4	19.6
Vocational training	5.8	32.0	11.4	12.1	25.7	18.8
All other programs	6.3	47.0	12.1	8.5	10.3	22.1

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 8.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by whether they had employment outside of their colleges and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Only employed at this institution? Yes	No
Total	**96.1**	**71.8**	**28.2**
Years of experience on current job			
Less than 10 years	46.7	71.1	28.9
10–19 years	26.1	68.4	31.6
20 or more years	23.3	77.0	23.0
Age			
Under 35	6.6	70.2	29.8
35–44	25.3	67.1	32.9
45–54	40.7	73.4	26.6
55–64	20.4	74.9	25.1
65 or older	3.0	71.6	28.4
Primary teaching field			
Business, law, and communications	11.1	70.2	29.8
Health sciences	12.7	63.6	36.4
Humanities	17.0	80.7	19.3
Natural sciences and engineering	23.2	74.4	25.6
Social sciences and education	12.7	75.2	24.8
Vocational training	8.9	69.6	30.4
All other programs	9.6	60.0	40.0

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 9.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges who had employment outside of their colleges, by the primary responsibility of the other current job and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Primary responsibility of other current job	
		Teaching	Other
Total	**27.1**	**25.6**	**74.4**
Years of experience on current job			
Less than 10 years	13.5	26.7	73.3
10–19 years	8.3	28.4	71.6
20 or more years	5.4	18.4	81.6
Age			
Under 35	2.0	14.2	85.8
35–44	8.3	27.6	72.4
45–54	10.8	29.6	70.4
55–64	5.1	17.2	82.8
65 or older	—	—	—
Primary teaching field			
Business, law, and communications	3.3	24.3	75.7
Health sciences	4.6	14.8	85.2
Humanities	3.3	39.6	60.4
Natural sciences and engineering	6.0	33.1	66.9
Social sciences and education	3.1	22.5	77.5
Vocational training	2.7	17.4	82.6
All other programs	3.8	22.3	77.7

—Too few sample cases for a reliable estimate.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 10.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges who had outside employment, by the employment sector of the other current job held and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Sector of other current job: Postsecondary institution	Hospital, foundation, or government	Consulting or self-employment	For-profit business	Other
Total	**27.1**	**18.1**	**20.0**	**44.3**	**8.7**	**9.0**
Years of experience on current job						
Less than 10 years	13.5	17.1	20.9	44.2	8.2	9.6
10–19 years	8.3	21.5	25.9	37.7	8.2	6.8
20 or more years	5.4	15.3	8.8	54.7	10.6	10.7
Age						
Under 35	2.0	8.3	20.0	58.1	8.0	5.6
35–44	8.3	20.9	24.8	39.8	7.2	7.4
45–54	10.8	18.3	19.0	42.8	10.2	9.8
55–64	5.1	15.9	16.6	48.8	8.6	10.1
65 or older	—	—	—	—	—	—
Primary teaching field						
Business, law, and communications	3.3	16.5	5.9	56.3	10.3	11.0
Health sciences	4.6	6.0	79.5	10.1	2.0	2.5
Humanities	3.3	29.0	8.4	41.0	7.8	13.8
Natural sciences and engineering	6.0	26.2	8.2	52.9	7.9	4.8
Social sciences and education	3.1	25.8	7.3	46.9	11.5	8.6
Vocational training	2.7	10.1	10.6	52.5	14.3	12.6
All other programs	3.8	10.4	5.9	57.3	10.6	15.9

—Too few sample cases for a reliable estimate.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 11.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges who had employment outside of their colleges, by the employment status of the other current job and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Employment status of other current job	
		Full time	Part time
Total	**27.1**	**12.8**	**87.2**
Years of experience on current job			
Less than 10 years	13.5	15.7	84.3
10–19 years	8.3	11.2	88.9
20 or more years	5.4	8.2	91.8
Age			
Under 35	2.0	10.6	89.4
35–44	8.3	15.0	85.0
45–54	10.8	11.8	88.2
55–64	5.1	10.2	89.8
65 or older	—	—	—
Primary teaching field			
Business, law, and communications	3.3	19.0	81.1
Health sciences	4.6	10.1	89.9
Humanities	3.3	7.7	92.3
Natural science and engineering	6.0	6.8	93.2
Social sciences and education	3.1	15.8	84.2
Vocational training	2.7	24.9	75.2
All other programs	3.8	13.6	86.4

—Too few sample cases for a reliable estimate.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 12.—Average number of hours worked per week by full-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Average number of hours worked per week
Total	**96.1**	**46.8**
Years of experience on current job		
Less than 10 years	46.7	48.1
10–19 years	26.1	45.9
20 or more years	23.3	45.3
Age		
Under 35	6.6	48.6
35–44	25.3	47.2
45–54	40.7	47.7
55–64	20.4	44.9
65 or older	3.0	40.3
Primary teaching field		
Business, law, and communications	11.1	46.6
Health sciences	12.7	46.7
Humanities	17.0	47.2
Natural sciences and engineering	23.2	46.7
Social sciences and education	12.7	45.6
Vocational training	8.9	47.1
All other programs	9.6	48.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 13.—Average number of hours per week devoted to paid activities at institution by full-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Average number of hours per week devoted to paid activities at
Total	**96.1**	**36.4**
Years of experience on current job		
Less than 10 years	46.7	36.9
10–19 years	26.1	35.8
20 or more years	23.3	36.0
Age		
Under 35	6.6	37.1
35–44	25.3	36.1
45–54	40.7	37.3
55–64	20.4	35.5
65 or older	3.0	31.2
Primary teaching field		
Business, law, and communications	11.1	34.5
Health sciences	12.7	36.8
Humanities	17.0	37.7
Natural sciences and engineering	23.2	37.2
Social sciences and education	12.7	35.2
Vocational training	8.9	36.3
All other programs	9.6	35.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 14.—Average number of hours per week worked in paid activities outside of the college by full-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Average number of hours per week worked in paid activities outside of the college
Total	**29.8**	**10.0**
Years of experience on current job		
Less than 10 years	15.1	10.1
10–19 years	8.5	10.9
20 or more years	6.2	8.4
Age		
Under 35	2.9	8.9
35–44	9.2	9.9
45–54	11.6	10.2
55–64	5.5	9.4
65 or older	—	—
Primary teaching field		
Business, law, and communications	3.9	13.0
Health sciences	4.1	8.8
Humanities	3.8	8.3
Natural sciences and engineering	7.2	7.9
Social sciences and education	3.8	10.6
Vocational training	2.7	13.2
All other programs	4.1	10.8

—Too few sample cases for a reliable estimate.

*Includes only instructional faculty and staff who had paid outside activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 15.—Average number of classes taught by full-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Average number of credit classes taught
Total	**94.9**	**4.5**
Years of experience on current job		
Less than 10 years	46.3	4.3
10–19 years	25.8	4.6
20 or more years	22.9	4.8
Age		
Under 35	6.5	4.8
35–44	25.0	4.4
45–54	40.4	4.5
55–64	20.1	4.5
65 or older	2.9	4.3
Primary teaching field		
Business, law, and communications	11.1	5.0
Health sciences	12.6	3.3
Humanities	16.9	4.7
Natural sciences and engineering	23.1	4.4
Social sciences and education	12.2	5.1
Vocational training	8.8	4.6
All other programs	9.5	4.7

*Includes only instructional faculty and staff who taught credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 16.—Average number of total classroom credit hours taught by full-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Average number of total classroom credit hours taught
Total	**94.1**	**13.1**
Years of experience on current job		
Less than 10 years	45.8	13.1
10–19 years	25.6	13.2
20 or more years	22.7	12.9
Age		
Under 35	6.4	13.0
35–44	24.7	13.2
45–54	40.0	13.2
55–64	20.0	12.7
65 or older	2.9	13.1
Primary teaching field		
Business, law, and communications	11.1	13.4
Health sciences	12.4	11.6
Humanities	16.8	14.1
Natural sciences and engineering	22.8	13.2
Social sciences and education	12.1	12.5
Vocational training	8.7	14.2
All other programs	9.4	12.0

*Includes only instructional faculty and staff who taught 5 or fewer credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 17.—Average number of hours per week full-time instructional faculty and staff at public 2-year colleges spent teaching credit classes, by selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Average number of hours per week spent teaching credit classes
Total	**94.1**	**17.3**
Years of experience on current job		
Less than 10 years	45.8	17.5
10–19 years	25.6	18.1
20 or more years	22.7	15.9
Age		
Under 35	6.4	17.8
35–44	24.7	17.6
45–54	40.0	17.3
55–64	20.0	16.7
65 or older	2.9	17.8
Primary teaching field		
Business, law, and communications	11.1	16.2
Health sciences	12.4	17.9
Humanities	16.8	15.1
Natural sciences and engineering	22.8	16.9
Social sciences and education	12.1	14.4
Vocational training	8.7	25.6
All other programs	9.4	18.8

*Includes only instructional faculty and staff who taught 5 or fewer credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 18.—Average number of students taught in credit classes by full-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Average number of students taught in credit classes
Total	**94.1**	**102.8**
Years of experience on current job		
Less than 10 years	45.8	97.7
10–19 years	25.6	102.0
20 or more years	22.7	114.1
Age		
Under 35	6.4	102.2
35–44	24.7	96.1
45–54	40.0	102.9
55–64	20.0	110.5
65 or older	2.9	108.5
Primary teaching field		
Business, law, and communications	11.1	103.4
Health sciences	12.4	76.3
Humanities	16.8	115.5
Natural sciences and engineering	22.8	102.4
Social sciences and education	12.1	136.8
Vocational training	8.7	74.1
All other programs	9.4	98.8

*Includes only instructional faculty and staff who taught 5 or fewer credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 19.—Average number of total student contact hours per week in credit classes for full-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Average number of total student contact hours per week in credit classes
Total	**94.1**	**485.8**
Years of experience on current job		
Less than 10 years	45.8	477.8
10–19 years	25.6	481.1
20 or more years	22.7	507.3
Age		
Under 35	6.4	543.9
35–44	24.7	458.9
45–54	40.0	477.3
55–64	20.0	511.3
65 or older	2.9	527.6
Primary teaching field		
Business, law, and communications	11.1	403.4
Health sciences	12.4	541.4
Humanities	16.8	424.0
Natural sciences and engineering	22.8	498.4
Social sciences and education	12.1	547.9
Vocational training	8.7	523.9
All other programs	9.4	478.4

*Includes only instructional faculty and staff who taught 5 or fewer credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 20.—Average number of total student credit hours generated by full-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Average number of total student credit hours generated
Total	**94.1**	**374.3**
Years of experience on current job		
Less than 10 years	45.8	372.2
10–19 years	25.6	358.7
20 or more years	22.7	396.3
Age		
Under 35	6.4	435.4
35–44	24.7	353.4
45–54	40.0	367.6
55–64	20.0	391.5
65 or older	2.9	392.6
Primary teaching field		
Business, law, and communications	11.1	336.2
Health sciences	12.4	387.6
Humanities	16.8	397.9
Natural sciences and engineering	22.8	373.3
Social sciences and education	12.1	482.5
Vocational training	8.7	294.2
All other programs	9.4	297.5

*Includes only instructional faculty and staff who taught 5 or fewer credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 21.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by main instructional method used in first credit class and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Main instructional method used in first credit class			
		Lecture	Seminar, discussion, role playing, group projects, or cooperative education	Lab, clinic, apprenticeship, or internship	TV or radio
Total	**94.1**	**71.7**	**14.9**	**13.3**	**0.1**
Years of experience on current job					
Less than 10 years	45.8	69.9	15.6	14.3	0.2
10–19 years	25.6	73.3	12.9	13.8	0.0
20 or more years	22.7	73.7	15.5	10.7	0.0
Age					
Under 35	6.4	76.5	10.0	13.5	0.0
35–44	24.7	68.2	16.4	15.4	0.1
45–54	40.0	72.1	15.1	12.7	0.1
55–64	20.0	73.9	13.5	12.6	0.0
65 or older	2.9	70.7	18.9	9.6	0.8
Primary teaching field					
Business, law, and communications	11.1	67.2	13.9	18.4	0.6
Health sciences	12.4	69.9	7.0	23.2	0.0
Humanities	16.8	57.6	37.3	5.1	0.0
Natural sciences and engineering	22.8	88.8	3.3	7.8	0.1
Social sciences and education	12.1	77.7	15.2	7.2	0.0
Vocational training	8.7	66.3	9.7	24.1	0.0
All other programs	9.4	59.4	19.4	21.2	0.0

*Includes only instructional faculty and staff who taught 5 or fewer credit classes. No significance should be given to whether the class was the respondent's first, second, or third class.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 22.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by main instructional method used in second credit class and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Main instructional method used in second credit class			
		Lecture	Seminar, discussion, role playing, group projects, or cooperative education	Lab, clinic, apprenticeship, or internship	TV or radio
Total	**85.7**	**67.8**	**16.5**	**15.6**	**0.2**
Years of experience on current job					
Less than 10 years	41.0	65.6	17.4	16.9	0.2
10–19 years	23.3	68.9	13.7	17.4	0.1
20 or more years	21.4	70.7	18.0	11.0	0.3
Age					
Under 35	6.0	72.1	12.7	15.2	0.0
35–44	21.8	63.2	18.0	18.7	0.1
45–54	36.6	68.0	16.6	15.1	0.3
55–64	18.7	70.5	15.6	13.8	0.0
65 or older	2.6	72.5	18.0	9.6	0.0
Primary teaching field					
Business, law, and communications	10.6	66.3	14.1	19.1	0.6
Health sciences	8.6	58.4	11.0	30.6	0.0
Humanities	16.3	55.5	38.8	5.7	0.0
Natural sciences and engineering	21.7	84.2	4.1	11.6	0.2
Social sciences and education	11.3	75.9	16.1	7.7	0.3
Vocational training	7.8	61.9	9.5	28.6	0.0
All other programs	8.7	54.7	20.9	24.5	0.0

*Includes only instructional faculty and staff who taught 5 or fewer credit classes. No significance should be given to whether the class was the respondent's first, second, or third class.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 23.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by main instructional method used in third credit class and for selected characteristics: Fall 1992

		Main instructional method used in third credit class			
	Full-time instructional faculty and staff* (1,000s)	Lecture	Seminar, discussion, role playing, group projects, or cooperative education	Lab, clinic, apprenticeship, or internship	TV or radio
Total	**74.6**	**65.0**	**18.0**	**16.9**	**0.1**
Years of experience on current job					
Less than 10 years	35.2	62.2	19.3	18.4	0.2
10–19 years	20.7	67.2	15.6	17.2	0.1
20 or more years	18.7	67.7	18.3	13.9	0.1
Age					
Under 35	5.3	68.6	12.7	18.7	0.0
35–44	18.7	61.4	19.9	18.7	0.1
45–54	32.3	63.9	19.0	16.9	0.2
55–64	16.1	69.9	14.9	15.3	0.0
65 or older	2.3	66.5	22.6	9.9	1.0
Primary teaching field					
Business, law, and communications	9.8	61.1	20.4	18.3	0.2
Health sciences	5.6	50.9	8.2	40.6	0.3
Humanities	15.3	55.7	36.7	7.3	0.3
Natural sciences and engineering	18.9	83.2	3.7	13.1	0.0
Social sciences and education	10.1	72.9	18.2	8.7	0.2
Vocational training	6.2	54.8	11.2	34.0	0.0
All other programs	8.0	51.3	24.4	24.3	0.0

*Includes only instructional faculty and staff who taught 5 or fewer credit classes. No significance should be given to whether the class was the respondent's first, second, or third class.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 24.—Number and percentage distribution of full-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of multiple-choice mid-term or final examinations in their classes and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Use of multiple-choice mid-terms or finals in: No classes	Some classes	All classes
Total	**94.9**	**30.1**	**35.2**	**34.7**
Years of experience on current job				
Less than 10 years	46.3	29.6	35.3	35.2
10–19 years	25.8	26.5	37.0	36.6
20 or more years	22.9	35.2	33.1	31.7
Age				
Under 35	6.5	27.0	38.0	35.0
35–44	25.0	25.9	35.0	39.1
45–54	40.4	31.6	37.2	31.3
55–64	20.1	33.4	31.4	35.2
65 or older	2.9	30.1	29.8	40.2
Primary teaching field				
Business, law, and communications	11.1	15.4	49.6	35.0
Health sciences	12.6	5.1	23.5	71.4
Humanities	16.9	53.5	26.7	19.8
Natural sciences and engineering	23.1	40.0	34.4	25.6
Social sciences and education	12.2	17.6	37.4	45.1
Vocational training	8.8	25.7	38.1	36.3
All other programs	9.5	32.5	43.9	23.6

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 25.—Number and percentage distribution of full-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of essay mid-term or final examinations in their classes and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Use of essay mid-terms or finals in: No classes	Some classes	All classes
Total	**94.9**	**46.5**	**30.1**	**23.4**
Years of experience on current job				
Less than 10 years	46.3	47.4	29.1	23.5
10–19 years	25.8	48.3	30.2	21.5
20 or more years	22.9	42.9	32.0	25.1
Age				
Under 35	6.5	55.8	28.8	15.4
35–44	25.0	46.9	31.6	21.5
45–54	40.4	45.1	30.8	24.1
55–64	20.1	47.5	28.5	24.1
65 or older	2.9	37.5	22.4	40.2
Primary teaching field				
Business, law, and communications	11.1	42.6	41.2	16.2
Health sciences	12.6	72.6	15.7	11.8
Humanities	16.9	16.9	35.2	48.0
Natural sciences and engineering	23.1	59.2	23.5	17.2
Social sciences and education	12.2	35.2	37.9	26.8
Vocational training	8.8	58.3	24.5	17.2
All other programs	9.5	45.7	36.8	17.5

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 26.—Number and percentage distribution of full-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of term/research papers in their classes and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Use of term/research papers in: No classes	Some classes	All classes
Total	**94.9**	**50.8**	**36.6**	**12.7**
Years of experience on current job				
Less than 10 years	46.3	48.1	38.2	13.7
10–19 years	25.8	53.5	35.7	10.9
20 or more years	22.9	53.0	34.4	12.7
Age				
Under 35	6.5	55.7	33.6	10.7
35–44	25.0	47.9	38.8	13.4
45–54	40.4	53.1	34.3	12.6
55–64	20.1	46.7	40.6	12.7
65 or older	2.9	60.0	27.7	12.3
Primary teaching field				
Business, law, and communications	11.1	48.7	40.9	10.4
Health sciences	12.6	55.2	35.0	9.8
Humanities	16.9	31.7	44.7	23.6
Natural sciences and engineering	23.1	67.9	27.7	4.4
Social sciences and education	12.2	37.8	40.3	21.9
Vocational training	8.8	65.4	26.5	8.1
All other programs	9.5	45.7	43.2	11.0

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 27.—Number and percentage distribution of full-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of multiple drafts of written work in their classes and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Use of multiple drafts of written work in: No classes	Some classes	All classes
Total	**94.9**	**68.8**	**20.9**	**10.4**
Years of experience on current job				
Less than 10 years	46.3	67.3	20.6	12.1
10–19 years	25.8	70.8	21.4	7.8
20 or more years	22.9	69.6	20.8	9.7
Age				
Under 35	6.5	71.8	21.4	6.8
35–44	25.0	65.5	21.4	13.1
45–54	40.4	68.2	22.3	9.5
55–64	20.1	73.2	16.4	10.4
65 or older	2.9	67.5	26.1	6.4
Primary teaching field				
Business, law, and communications	11.1	70.7	23.1	6.2
Health sciences	12.6	75.1	16.2	8.8
Humanities	16.9	29.5	39.0	31.5
Natural sciences and engineering	23.1	85.7	12.0	2.2
Social sciences and education	12.2	72.0	19.6	8.4
Vocational training	8.8	83.8	12.3	3.9
All other programs	9.5	71.8	21.9	6.3

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 28.—Number and percentage distribution of full-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of student presentations in their classes and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Use of student presentations in: No classes	Some classes	All classes
Total	**94.9**	**36.6**	**45.6**	**17.8**
Years of experience on current job				
Less than 10 years	46.3	32.2	47.1	20.7
10–19 years	25.8	38.3	46.4	15.4
20 or more years	22.9	43.5	41.8	14.7
Age				
Under 35	6.5	39.5	45.9	14.6
35–44	25.0	31.2	51.4	17.4
45–54	40.4	38.1	44.2	17.7
55–64	20.1	38.9	41.2	19.9
65 or older	2.9	39.4	45.6	15.0
Primary teaching field				
Business, law, and communications	11.1	33.8	46.3	20.0
Health sciences	12.6	28.6	54.2	17.2
Humanities	16.9	26.0	47.6	26.4
Natural sciences and engineering	23.1	56.0	37.7	6.3
Social sciences and education	12.2	31.6	48.1	20.4
Vocational training	8.8	40.8	43.1	16.1
All other programs	9.5	23.9	48.5	27.6

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 29.—Number and percentage distribution of full-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of student evaluations in their classes and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Use of student evaluations in: No classes	Some classes	All classes
Total	**94.9**	**61.9**	**27.5**	**10.6**
Years of experience on current job				
Less than 10 years	46.3	57.8	30.1	12.2
10–19 years	25.8	65.2	25.2	9.6
20 or more years	22.9	66.4	24.8	8.7
Age				
Under 35	6.5	62.3	29.1	8.6
35–44	25.0	57.6	28.0	14.4
45–54	40.4	61.6	28.9	9.5
55–64	20.1	66.4	24.1	9.5
65 or older	2.9	69.8	23.9	6.3
Primary teaching field				
Business, law, and communications	11.1	66.0	26.7	7.3
Health sciences	12.6	65.8	24.9	9.3
Humanities	16.9	36.9	40.4	22.7
Natural sciences and engineering	23.1	82.2	14.5	3.3
Social sciences and education	12.2	62.3	28.1	9.6
Vocational training	8.8	65.8	25.9	8.3
All other programs	9.5	45.7	39.8	14.4

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 30.—Number and percentage distribution of full-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of computer-aided instruction in their classes and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff* (1,000s)	Use of computer-aided instruction in: No classes	Some classes	All classes
Total	**94.9**	**51.3**	**34.4**	**14.3**
Years of experience on current job				
Less than 10 years	46.3	47.6	35.6	16.8
10–19 years	25.8	52.0	36.1	12.0
20 or more years	22.9	57.7	30.2	12.1
Age				
Under 35	6.5	48.5	37.4	14.1
35–44	25.0	46.0	38.3	15.7
45–54	40.4	51.7	33.5	14.8
55–64	20.1	56.2	32.2	11.6
65 or older	2.9	61.3	22.7	16.0
Primary teaching field				
Business, law, and communications	11.1	41.9	41.7	16.4
Health sciences	12.6	40.7	42.6	16.7
Humanities	16.9	57.9	30.3	11.8
Natural sciences and engineering	23.1	47.2	35.6	17.3
Social sciences and education	12.2	63.5	26.1	10.5
Vocational training	8.8	57.4	29.8	12.8
All other programs	9.5	52.5	34.7	12.8

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 31.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by whether they had published within the past two years and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Any publications within the past two years? Yes	No
Total	**96.1**	**25.7**	**74.3**
Years of experience on current job			
Less than 10 years	46.7	27.4	72.6
10–19 years	26.1	23.2	76.8
20 or more years	23.3	25.0	75.0
Age			
Under 35	6.6	17.2	82.8
35–44	25.3	28.0	72.0
45–54	40.7	27.9	72.1
55–64	20.4	22.8	77.2
65 or older	3.0	14.4	85.6
Primary teaching field			
Business, law, and communications	11.1	22.0	78.0
Health sciences	12.7	19.3	80.8
Humanities	17.0	38.9	61.1
Natural sciences and engineering	23.2	25.0	75.0
Social sciences and education	12.7	27.6	72.4
Vocational training	8.9	14.0	86.0
All other programs	9.6	25.8	74.2

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 32.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by whether they had presented or exhibited their scholarly work within the past two years and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Any presentations or exhibitions within the past two years? Yes	No
Total	**96.1**	**32.2**	**67.8**
Years of experience on current job			
Less than 10 years	46.7	35.2	64.8
10–19 years	26.1	31.5	68.5
20 or more years	23.3	27.0	73.0
Age			
Under 35	6.6	28.5	71.5
35–44	25.3	38.8	61.3
45–54	40.7	33.1	66.9
55–64	20.4	24.6	75.5
65 or older	3.0	25.5	74.5
Primary teaching field			
Business, law, and communications	11.1	31.3	68.7
Health sciences	12.7	32.0	68.0
Humanities	17.0	38.7	61.3
Natural sciences and engineering	23.2	25.3	74.7
Social sciences and education	12.7	34.4	65.6
Vocational training	8.9	23.7	76.3
All other programs	9.6	44.1	55.9

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 33.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by their opinion about choosing an academic career again and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	"If I had to do it over again, I would choose an academic career"	
		Disagree	Agree
Total	**96.1**	**10.3**	**89.7**
Years of experience on current job			
Less than 10 years	46.7	10.3	89.7
10–19 years	26.1	10.6	89.4
20 or more years	23.3	10.1	89.9
Age			
Under 35	6.6	6.7	93.4
35–44	25.3	10.7	89.3
45–54	40.7	10.2	89.8
55–64	20.4	11.6	88.4
65 or older	3.0	8.6	91.4
Primary teaching field			
Business, law, and communications	11.1	10.5	89.5
Health sciences	12.7	9.6	90.4
Humanities	17.0	11.3	88.7
Natural sciences and engineering	23.2	9.8	90.2
Social sciences and education	12.7	11.4	88.6
Vocational training	8.9	10.7	89.3
All other programs	9.6	9.3	90.7

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 34.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by their opinions concerning advancement opportunities for junior faculty and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Advancement opportunities for junior faculty have:		
		Worsened	Stayed the same	Improved
Total	**96.1**	**24.2**	**56.8**	**19.0**
Years of experience on current job				
Less than 10 years	46.7	23.0	58.6	18.5
10–19 years	26.1	24.3	57.2	18.5
20 or more years	23.3	26.7	52.8	20.5
Age				
Under 35	6.6	22.1	58.1	19.8
35–44	25.3	24.1	59.1	16.9
45–54	40.7	25.1	57.0	17.9
55–64	20.4	24.3	53.3	22.4
65 or older	3.0	18.2	55.5	26.4
Primary teaching field				
Business, law, and communications	11.1	23.3	57.8	19.0
Health sciences	12.7	16.4	64.0	19.6
Humanities	17.0	31.3	49.6	19.2
Natural sciences and engineering	23.2	23.7	60.5	15.9
Social sciences and education	12.7	25.9	50.5	23.7
Vocational training	8.9	22.2	58.7	19.1
All other programs	9.6	25.7	56.1	18.2

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 35.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by the likelihood that they would accept a part-time postsecondary job within three years and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Likelihood of accepting a part-time postsecondary job: Not at all likely	Somewhat likely	Very likely
Total	**96.1**	**86.7**	**9.5**	**3.8**
Years of experience on current job				
Less than 10 years	46.7	85.3	10.0	4.6
10–19 years	26.1	88.9	8.3	2.7
20 or more years	23.3	87.1	9.8	3.2
Age				
Under 35	6.6	81.2	11.9	7.0
35–44	25.3	87.0	9.5	3.5
45–54	40.7	88.1	8.9	3.0
55–64	20.4	86.0	9.7	4.3
65 or older	3.0	83.3	11.4	5.3
Primary teaching field				
Business, law, and communications	11.1	85.7	8.6	5.8
Health sciences	12.7	86.1	11.4	2.5
Humanities	17.0	86.0	10.7	3.2
Natural sciences and engineering	23.2	87.9	8.9	3.2
Social sciences and education	12.7	82.8	11.5	5.8
Vocational training	8.9	91.5	4.8	3.7
All other programs	9.6	89.6	7.2	3.1

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 36.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by the likelihood that they would accept a part-time nonpostsecondary job within three years and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Likelihood of accepting a part-time nonpostsecondary job: Not at all likely	Somewhat	Very likely
Total	**96.1**	**86.2**	**10.0**	**3.8**
Years of experience on current job				
Less than 10 years	46.7	85.0	10.7	4.3
10–19 years	26.1	86.4	10.5	3.1
20 or more years	23.3	88.5	8.1	3.5
Age				
Under 35	6.6	80.0	15.9	4.1
35–44	25.3	83.8	12.3	4.0
45–54	40.7	89.7	6.3	4.0
55–64	20.4	83.5	13.1	3.4
65 or older	3.0	91.2	7.1	1.7
Primary teaching field				
Business, law, and communications	11.1	86.1	11.4	2.5
Health sciences	12.7	78.4	16.0	5.7
Humanities	17.0	91.1	5.9	3.0
Natural sciences and engineering	23.2	87.9	8.4	3.7
Social sciences and education	12.7	85.0	10.4	4.6
Vocational training	8.9	85.3	11.4	3.3
All other programs	9.6	87.6	10.1	2.3

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 37.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by the likelihood that they would accept a full-time postsecondary job within three years and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Likelihood of accepting a full-time postsecondary job: Not at all likely	Somewhat likely	Very likely
Total	**96.1**	**70.9**	**22.7**	**6.4**
Years of experience on current job				
Less than 10 years	46.7	61.1	29.5	9.4
10–19 years	26.1	75.2	20.4	4.5
20 or more years	23.3	85.7	11.5	2.8
Age				
Under 35	6.6	47.0	42.8	10.2
35–44	25.3	61.9	28.9	9.2
45–54	40.7	74.0	20.5	5.4
55–64	20.4	80.9	14.5	4.6
65 or older	3.0	89.2	10.2	0.6
Primary teaching field				
Business, law, and communications	11.1	74.9	19.7	5.4
Health sciences	12.7	70.7	23.6	5.7
Humanities	17.0	69.6	23.9	6.5
Natural sciences and engineering	23.2	72.0	21.9	6.2
Social sciences and education	12.7	70.1	21.3	8.6
Vocational training	8.9	75.9	20.0	4.1
All other programs	9.6	63.4	28.1	8.6

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 38.—Number and percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by the likelihood that they would accept a full-time nonpostsecondary job within three years and for selected characteristics: Fall 1992

Selected characteristics	Full-time instructional faculty and staff (1,000s)	Likelihood of accepting a full-time nonpostsecondary job: Not at all likely	Somewhat likely	Very likely
Total	**96.1**	**78.8**	**15.8**	**5.5**
Years of experience on current job				
Less than 10 years	46.7	72.2	20.1	7.7
10–19 years	26.1	80.9	15.3	3.8
20 or more years	23.3	89.6	7.6	2.8
Age				
Under 35	6.6	61.4	28.7	9.9
35–44	25.3	70.5	21.9	7.6
45–54	40.7	82.5	13.1	4.4
55–64	20.4	85.7	10.7	3.6
65 or older	3.0	89.8	6.2	4.0
Primary teaching field				
Business, law, and communications	11.1	79.7	14.9	5.4
Health sciences	12.7	73.6	17.8	8.6
Humanities	17.0	83.8	12.1	4.1
Natural sciences and engineering	23.2	79.3	16.2	4.5
Social sciences and education	12.7	78.4	15.8	5.8
Vocational training	8.9	74.5	18.6	7.0
All other programs	9.6	79.3	16.0	4.7

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 39.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by race/ethnicity and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Race/ethnicity	
		Minority*	White
Total	**159.2**	**11.8**	**88.2**
Years of experience on current job			
Less than 10 years	127.3	12.5	87.5
10–19 years	25.4	9.4	90.7
20 or more years	6.6	7.9	92.1
Age			
Under 35	25.6	11.1	88.9
35–44	53.5	13.8	86.2
45–54	48.2	11.6	88.4
55–64	22.0	9.6	90.4
65 or older	9.8	9.3	90.7
Primary teaching field			
Business, law, and communications	22.7	10.3	89.7
Health sciences	10.4	6.8	93.2
Humanities	28.8	14.3	85.7
Natural sciences and engineering	41.4	11.1	88.9
Social sciences and education	21.3	14.6	85.4
Vocational training	12.6	11.8	88.2
All other programs	20.0	10.6	89.4

*Includes American Indian/Alaskan Native; Asian/Pacific Islander; Black, non-Hispanic; and Hispanic faculty.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 40.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by gender and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Gender	
		Male	Female
Total	**159.2**	**57.3**	**42.7**
Years of experience on current job			
Less than 10 years	127.3	54.8	45.2
10–19 years	25.4	64.6	35.4
20 or more years	6.6	77.7	22.1
Age			
Under 35	25.6	53.2	46.8
35–44	53.5	55.4	44.6
45–54	48.2	56.7	43.3
55–64	22.0	62.8	37.3
65 or older	9.8	69.6	30.4
Primary teaching field			
Business, law, and communications	22.7	66.7	33.3
Health sciences	10.4	34.5	65.5
Humanities	28.8	41.7	58.3
Natural sciences and engineering	41.4	70.2	29.8
Social sciences and education	21.3	47.8	52.3
Vocational training	12.6	87.2	12.8
All other programs	20.0	47.0	53.0

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 41.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by highest educational credential attained and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Highest credential attained		
		Bachelor's or less*	Master's degree	Ph.D. or first professional
Total	**153.1**	**33.3**	**53.3**	**13.4**
Years of experience on current job				
Less than 10 years	122.2	34.6	52.6	12.9
10–19 years	24.5	29.7	55.1	15.2
20 or more years	6.4	22.4	60.0	17.6
Age				
Under 35	23.6	53.0	41.9	5.1
35–44	51.8	37.4	50.2	12.4
45–54	46.4	26.4	58.5	15.2
55–64	21.7	22.0	59.2	18.8
65 or older	9.7	21.4	59.3	19.3
Primary teaching field				
Business, law, and communications	22.0	32.1	45.8	22.1
Health sciences	10.1	61.6	27.0	11.4
Humanities	28.6	9.3	76.8	13.9
Natural sciences and engineering	40.3	36.4	51.6	12.1
Social sciences and education	21.1	16.6	64.5	18.9
Vocational training	11.2	78.2	20.7	1.1
All other programs	18.5	39.0	53.1	8.0

*Includes only instructional faculty and staff who held a postsecondary credential.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 42.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by whether they took part-time work because part-time work was preferred and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Did you take part-time work because part-time work was preferred? Yes	No
Total	**159.2**	**49.7**	**50.3**
Years of experience on current job			
Less than 10 years	127.3	48.7	51.3
10–19 years	25.4	53.4	46.6
20 or more years	6.6	54.2	45.8
Age			
Under 35	25.6	48.7	51.3
35–44	53.5	51.1	48.9
45–54	48.2	44.0	56.0
55–64	22.0	50.7	49.3
65 or older	9.8	69.4	30.6
Primary teaching field			
Business, law, and communications	22.7	51.5	48.5
Health sciences	10.4	69.0	31.0
Humanities	28.8	37.6	62.4
Natural sciences and engineering	41.4	51.4	48.6
Social sciences and education	21.3	47.5	52.5
Vocational training	12.6	59.4	40.6
All other programs	20.0	46.3	53.7

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 43.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by whether they took part-time work because full-time work was unavailable and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Did you take part-time work because full-time work was unavailable? Yes	No
Total	**159.2**	**47.8**	**52.2**
Years of experience on current job			
Less than 10 years	127.3	50.0	50.0
10–19 years	25.4	41.8	58.2
20 or more years	6.6	28.3	71.7
Age			
Under 35	25.6	55.9	44.1
35–44	53.5	47.3	52.7
45–54	48.2	51.6	48.5
55–64	22.0	42.7	57.3
65 or older	9.8	22.7	77.3
Primary teaching field			
Business, law, and communications	22.7	39.9	60.1
Health sciences	10.4	30.3	69.7
Humanities	28.8	60.6	39.4
Natural sciences and engineering	41.4	45.1	54.9
Social sciences and education	21.3	50.2	49.8
Vocational training	12.6	39.7	60.3
All other programs	20.0	58.3	41.7

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 44.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by whether the current job is the first and only job held since earning their highest educational credential and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	First and only job held since earning the highest credential?	
		Yes	No
Total	**153.1**	**5.0**	**95.0**
Years of experience on current job			
Less than 10 years	122.2	4.6	95.4
10–19 years	24.5	5.7	94.4
20 or more years	6.4	11.4	88.6
Age			
Under 35	23.6	6.3	93.7
35–44	51.8	4.7	95.3
45–54	46.4	4.5	95.6
55–64	21.7	4.2	95.8
65 or older	9.7	8.1	91.9
Primary teaching field			
Business, law, and communications	22.0	2.9	97.1
Health sciences	10.1	2.1	97.9
Humanities	28.6	6.9	93.1
Natural sciences and engineering	40.3	4.4	95.6
Social sciences and education	21.1	6.5	93.5
Vocational training	11.2	3.3	96.7
All other programs	18.5	6.8	93.2

*Includes only instructional faculty and staff who held a postsecondary credential.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 45.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges who have held a previous job to their current employment, by the employment status of the most recent previous job held and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Employment status of the most recent previous job held	
		Full time	Part time
Total	**117.6**	**72.7**	**27.3**
Years of experience on current job			
Less than 10 years	97.9	71.4	28.6
10–19 years	16.0	77.6	22.4
20 or more years	3.6	86.7	13.3
Age			
Under 35	18.4	69.3	30.7
35–44	40.9	72.5	27.5
45–54	33.4	71.5	28.5
55–64	16.5	75.6	24.4
65 or older	8.4	80.8	19.3
Primary teaching field			
Business, law, and communications	15.7	82.2	17.8
Health sciences	7.8	74.8	25.2
Humanities	21.9	59.0	41.0
Natural sciences and engineering	32.9	79.2	20.8
Social sciences and education	15.9	70.0	30.0
Vocational training	9.0	84.5	15.5
All other programs	13.4	60.2	39.8

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 46.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges who have held a previous job to their current employment, by the responsibility of the most recent previous job held and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Responsibility of the most recent previous job	
		Teaching	Other responsibility
Total	**117.6**	**39.2**	**60.9**
Years of experience on current job			
Less than 10 years	97.9	38.3	61.7
10–19 years	16.0	43.0	57.0
20 or more years	3.6	44.4	55.6
Age			
Under 35	18.4	31.0	69.0
35–44	40.9	33.1	67.0
45–54	33.4	43.2	56.8
55–64	16.5	47.4	52.6
65 or older	8.4	54.3	45.7
Primary teaching field			
Business, law, and communications	15.7	26.0	74.0
Health sciences	7.8	10.4	89.6
Humanities	21.9	60.7	39.3
Natural sciences and engineering	32.9	39.9	60.1
Social sciences and education	15.9	41.2	58.8
Vocational training	9.0	19.2	80.8
All other programs	13.4	44.9	55.1

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 47.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges who have held a job prior to their current employment, by the sector of the most recent previous job held and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Sector of the most recent previous job				
		Postsecondary institution	Hospital, foundation, or government	Consulting or self-employment	For-profit business	Other
Total	**117.6**	**26.2**	**20.1**	**7.9**	**23.9**	**22.0**
Years of experience on current job						
Less than 10 years	97.9	26.5	20.8	7.7	24.3	20.7
10–19 years	16.0	25.7	15.6	10.1	20.7	27.8
20 or more years	3.6	22.1	19.3	2.8	24.4	31.3
Age						
Under 35	18.4	26.0	20.1	6.9	30.6	16.4
35–44	40.9	22.2	24.9	7.8	25.9	19.3
45–54	33.4	25.4	17.7	9.1	22.1	25.7
55–64	16.5	31.7	16.1	7.8	18.4	26.0
65 or older	8.4	39.0	13.7	5.5	17.0	24.8
Primary teaching field						
Business, law, and communications	15.7	18.1	13.0	14.0	40.2	14.8
Health sciences	7.8	8.4	73.9	3.1	8.0	6.6
Humanities	21.9	36.1	12.9	4.8	15.8	30.4
Natural sciences and engineering	32.9	31.8	12.1	5.6	28.1	22.6
Social sciences and education	15.9	25.4	25.6	7.5	10.8	30.7
Vocational training	9.0	7.2	28.1	8.9	41.0	14.8
All other programs	13.4	31.0	15.0	14.2	21.1	18.7

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 48.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by whether they had employment outside of their colleges and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Only employed at this institution? Yes	No
Total	**159.2**	**20.6**	**79.4**
Years of experience on current job			
Less than 10 years	127.3	20.4	79.6
10–19 years	25.4	19.1	80.9
20 or more years	6.6	29.6	70.4
Age			
Under 35	25.6	15.4	84.6
35–44	53.5	17.0	83.0
45–54	48.2	16.3	83.7
55–64	22.0	30.8	69.2
65 or older	9.8	51.4	48.6
Primary teaching field			
Business, law, and communications	22.7	12.9	87.1
Health sciences	10.4	18.5	81.5
Humanities	28.8	29.8	70.2
Natural sciences and engineering	41.4	21.4	78.6
Social sciences and education	21.3	25.6	74.4
Vocational training	12.6	12.2	87.8
All other programs	20.0	14.9	85.1

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 49.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges who had employment outside of their colleges, by the primary responsibility of the other current job and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Primary responsibility of other current job	
		Teaching	Other
Total	**126.4**	**38.0**	**62.0**
Years of experience on current job			
Less than 10 years	101.3	37.3	62.7
10–19 years	20.5	41.7	58.3
20 or more years	4.6	36.9	63.1
Age			
Under 35	21.6	31.4	68.6
35–44	44.4	34.5	65.5
45–54	40.3	41.0	59.0
55–64	15.3	46.3	53.7
65 or older	4.8	48.0	52.0
Primary teaching field			
Business, law, and communications	19.8	18.7	81.3
Health sciences	8.5	20.7	79.3
Humanities	20.2	63.4	36.6
Natural sciences and engineering	32.5	41.9	58.1
Social sciences and education	15.9	38.3	61.7
Vocational training	11.1	18.2	81.8
All other programs	17.0	44.5	55.5

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 50.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges who had outside employment, by the employment sector of the other current job held and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Sector of other current job				
		Postsecondary institution	Hospital, foundation, or government	Consulting or self-employment	For-profit business	Other
Total	**126.4**	**18.3**	**21.9**	**17.8**	**16.5**	**25.5**
Years of experience on current job						
Less than 10 years	101.3	19.4	23.1	17.7	16.9	23.0
10–19 years	20.5	14.7	16.3	18.1	15.4	35.4
20 or more years	4.6	10.0	21.7	19.2	13.3	35.9
Age						
Under 35	21.6	18.8	20.7	16.6	25.2	18.7
35–44	44.4	15.6	26.1	16.1	17.4	24.8
45–54	40.3	18.1	20.8	17.4	13.7	29.9
55–64	15.3	21.1	18.9	21.8	10.4	27.8
65 or older	4.8	33.0	6.9	30.7	11.8	17.6
Primary teaching field						
Business, law, and communications	19.8	10.4	17.2	28.1	28.0	16.4
Health sciences	8.5	7.1	67.6	11.4	3.9	10.0
Humanities	20.2	33.8	11.4	10.7	8.1	36.0
Natural sciences and engineering	32.5	20.9	15.0	16.4	20.2	27.4
Social sciences and education	15.9	19.1	24.0	16.7	8.2	32.1
Vocational training	11.1	3.7	36.7	12.8	27.8	19.1
All other programs	17.0	17.9	19.2	25.2	12.9	24.7

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 51.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges who had employment outside of their colleges, by the employment status of the other current job and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Employment status of other current job	
		Full time	Part time
Total	**126.4**	**66.7**	**33.3**
Years of experience on current job			
Less than 10 years	101.3	64.5	35.5
10–19 years	20.5	75.8	24.2
20 or more years	4.6	74.8	25.2
Age			
Under 35	21.6	60.1	40.0
35–44	44.4	71.7	28.3
45–54	40.3	69.8	30.2
55–64	15.3	62.8	37.2
65 or older	4.8	36.7	63.3
Primary teaching field			
Business, law, and communications	19.8	84.5	15.5
Health sciences	8.5	73.7	26.3
Humanities	20.2	49.4	50.6
Natural sciences and engineering	32.5	67.6	32.4
Social sciences and education	15.9	65.7	34.4
Vocational training	11.1	79.2	20.8
All other programs	17.0	54.7	45.3

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 52.—Average number of hours worked per week by part-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Average number of hours worked per week
Total	**159.2**	**32.8**
Years of experience on current job		
Less than 10 years	127.3	33.2
10–19 years	25.4	31.3
20 or more years	6.6	31.5
Age		
Under 35	25.6	35.9
35–44	53.5	34.5
45–54	48.2	33.5
55–64	22.0	27.4
65 or older	9.8	24.4
Primary teaching field		
Business, law, and communications	22.7	33.8
Health sciences	10.4	35.3
Humanities	28.8	29.9
Natural sciences and engineering	41.4	32.5
Social sciences and education	21.3	30.5
Vocational training	12.6	37.7
All other programs	20.0	35.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 53.—Average number of hours per week devoted to paid activities at institution by part-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Average number of hours per week devoted to paid
Total	**159.2**	**10.6**
Years of experience on current job		
Less than 10 years	127.3	10.8
10–19 years	25.4	9.5
20 or more years	6.6	11.2
Age		
Under 35	25.6	11.4
35–44	53.5	10.3
45–54	48.2	10.2
55–64	22.0	11.2
65 or older	9.8	10.6
Primary teaching field		
Business, law, and communications	22.7	8.1
Health sciences	10.4	12.1
Humanities	28.8	12.5
Natural sciences and engineering	41.4	10.4
Social sciences and education	21.3	10.5
Vocational training	12.6	10.9
All other programs	20.0	9.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 54.—Average number of hours per week worked in paid activities outside of the college by part-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Average number of hours per week worked in paid activities outside of the college
Total	**83.5**	**31.8**
Years of experience on current job		
Less than 10 years	67.3	31.6
10–19 years	13.0	32.7
20 or more years	3.2	32.2
Age		
Under 35	15.6	30.6
35–44	29.6	32.9
45–54	25.9	33.4
55–64	8.6	29.8
65 or older	3.9	21.6
Primary teaching field		
Business, law, and communications	12.5	38.3
Health sciences	6.1	29.4
Humanities	13.1	25.6
Natural sciences and engineering	21.8	32.3
Social sciences and education	9.8	30.2
Vocational training	7.3	36.2
All other programs	12.3	31.3

*Includes only instructional faculty and staff who had paid outside activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 55.—Average number of classes taught by part-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Average number of credit classes taught
Total	**154.9**	**2.1**
Years of experience on current job		
Less than 10 years	123.8	2.1
10–19 years	24.7	2.1
20 or more years	6.4	2.0
Age		
Under 35	24.2	2.1
35–44	52.4	2.1
45–54	47.1	2.0
55–64	21.7	2.1
65 or older	9.5	2.0
Primary teaching field		
Business, law, and communications	22.4	1.8
Health sciences	9.8	2.7
Humanities	28.4	2.1
Natural sciences and engineering	40.7	1.9
Social sciences and education	20.9	2.2
Vocational training	11.9	1.9
All other programs	19.1	2.3

*Includes only instructional faculty and staff who taught credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 56.—Average number of total classroom credit hours taught by part-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Average number of total classroom credit hours taught
Total	**151.3**	**5.8**
Years of experience on current job		
Less than 10 years	120.9	5.9
10–19 years	24.0	5.7
20 or more years	6.3	5.8
Age		
Under 35	23.4	5.9
35–44	51.2	5.7
45–54	46.2	5.7
55–64	21.1	6.3
65 or older	9.4	5.7
Primary teaching field		
Business, law, and communications	22.4	5.2
Health sciences	9.0	5.9
Humanities	27.9	6.6
Natural sciences and engineering	40.3	5.8
Social sciences and education	20.0	6.1
Vocational training	11.6	5.4
All other programs	18.8	5.5

*Includes only instructional faculty and staff who taught 5 or fewer credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 57.—Average number of hours per week part-time instructional faculty and staff at public 2-year colleges spent teaching credit classes, by selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Average number of hours per week spent teaching credit classes
Total	**151.3**	**7.6**
Years of experience on current job		
Less than 10 years	120.9	7.7
10–19 years	24.0	7.1
20 or more years	6.3	7.6
Age		
Under 35	23.4	8.4
35–44	51.2	7.5
45–54	46.2	7.1
55–64	21.1	7.8
65 or older	9.4	7.4
Primary teaching field		
Business, law, and communications	22.4	6.6
Health sciences	9.0	10.0
Humanities	27.9	7.2
Natural sciences and engineering	40.3	7.1
Social sciences and education	20.0	7.2
Vocational training	11.6	9.2
All other programs	18.8	7.6

*Includes only instructional faculty and staff who taught 5 or fewer credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 58.—Average number of students taught in credit classes by part-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

	Part-time instructional faculty and staff* (1,000s)	Average number of students taught in credit classes
Total	**151.3**	**42.1**
Years of experience on current job		
Less than 10 years	120.9	41.4
10–19 years	24.0	44.3
20 or more years	6.3	47.4
Age		
Under 35	23.4	39.1
35–44	51.2	41.2
45–54	46.2	40.4
55–64	21.1	49.1
65 or older	9.4	47.1
Primary teaching field		
Business, law, and communications	22.4	36.5
Health sciences	9.0	39.1
Humanities	27.9	45.7
Natural sciences and engineering	40.3	41.3
Social sciences and education	20.0	52.7
Vocational training	11.6	36.1
All other programs	18.8	39.6

*Includes only instructional faculty and staff who taught 5 or fewer credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 59.—Average number of total student contact hours per week in credit classes for part-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Average number of total student contact hours per week in credit classes
Total	**151.3**	**174.6**
Years of experience on current job		
Less than 10 years	120.9	173.1
10–19 years	24.0	173.5
20 or more years	6.3	206.8
Age		
Under 35	23.4	165.7
35–44	51.2	174.0
45–54	46.2	162.3
55–64	21.1	201.3
65 or older	9.4	200.1
Primary teaching field		
Business, law, and communications	22.4	153.1
Health sciences	9.0	215.6
Humanities	27.9	167.0
Natural sciences and engineering	40.3	172.9
Social sciences and education	20.0	191.8
Vocational training	11.6	206.8
All other programs	18.8	153.9

*Includes only instructional faculty and staff who taught 5 or fewer credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 60.—Average number of total student credit hours generated by part-time instructional faculty and staff at public 2-year colleges, by selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Average number of total student credit hours generated
Total	**151.3**	**137.8**
Years of experience on current job		
Less than 10 years	120.9	136.3
10–19 years	24.0	140.7
20 or more years	6.3	155.3
Age		
Under 35	23.4	123.5
35–44	51.2	134.2
45–54	46.2	135.2
55–64	21.1	162.1
65 or older	9.4	151.7
Primary teaching field		
Business, law, and communications	22.4	117.7
Health sciences	9.0	132.3
Humanities	27.9	155.7
Natural sciences and engineering	40.3	145.0
Social sciences and education	20.0	161.8
Vocational training	11.6	116.6
All other programs	18.8	112.3

*Includes only instructional faculty and staff who taught 5 or fewer credit classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 61.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by main instructional method used in first credit class and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Main instructional method used in first credit class			
		Lecture	Seminar, discussion, role playing, group projects, or cooperative education	Lab, clinic, apprenticeship, or internship	TV or radio
Total	**151.3**	**65.7**	**19.8**	**14.3**	**0.2**
Years of experience on current job					
Less than 10 years	120.9	65.3	20.2	14.4	0.2
10–19 years	24.0	67.6	19.1	13.0	0.4
20 or more years	6.3	66.5	14.9	18.2	0.5
Age					
Under 35	23.4	63.8	16.5	19.6	0.2
35–44	51.2	66.2	18.7	15.1	0.1
45–54	46.2	63.2	24.1	12.2	0.6
55–64	21.1	73.2	15.4	11.3	0.1
65 or older	9.4	62.9	22.8	14.4	0.0
Primary teaching field					
Business, law, and communications	22.4	76.1	13.2	10.5	0.1
Health sciences	9.0	65.2	7.1	27.8	0.0
Humanities	27.9	54.9	38.6	5.9	0.7
Natural sciences and engineering	40.3	80.9	4.9	14.2	0.0
Social sciences and education	20.0	65.5	26.2	8.1	0.2
Vocational training	11.6	57.2	17.7	25.1	0.0
All other programs	18.8	43.6	31.2	24.7	0.5

*Includes only instructional faculty and staff who taught 5 or fewer credit classes. No significance should be given to whether the class was the respondent's first or second class.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 62.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by main instructional method used in second credit class and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Main instructional method used in second credit class			
		Lecture	Seminar, discussion, role playing, group projects, or cooperative education	Lab, clinic, apprenticeship, or internship	TV or radio
Total	**79.6**	**63.0**	**21.9**	**14.8**	**0.3**
Years of experience on current job					
Less than 10 years	63.6	62.6	22.6	14.5	0.3
10–19 years	12.9	67.0	18.4	14.6	0.0
20 or more years	3.1	53.6	21.7	23.7	1.0
Age					
Under 35	12.2	62.8	16.8	20.1	0.3
35–44	25.9	65.2	21.1	13.7	0.1
45–54	23.8	59.6	24.4	15.5	0.5
55–64	12.8	66.9	19.6	13.2	0.2
65 or older	5.0	58.3	32.3	9.4	0.0
Primary teaching field					
Business, law, and communications	9.1	77.8	11.4	10.6	0.3
Health sciences	3.7	51.7	6.5	41.8	0.0
Humanities	18.0	56.8	37.0	5.3	0.9
Natural sciences and engineering	20.0	78.5	4.5	17.0	0.0
Social sciences and education	12.0	60.0	30.1	9.6	0.3
Vocational training	5.1	47.2	20.7	32.1	0.0
All other programs	11.0	46.8	34.7	18.5	0.0

*Includes only instructional faculty and staff who taught 5 or fewer (but more than 1) credit classes. No significance should be given to whether the class was the respondent's first or second classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 63.—Number and percentage distribution of part-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of multiple-choice mid-term or final examinations in their classes and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Use of multiple-choice mid-terms or finals in: No classes	Some classes	All classes
Total	**154.9**	**39.3**	**25.2**	**35.6**
Years of experience on current job				
Less than 10 years	123.8	39.4	25.5	35.1
10–19 years	24.7	38.5	22.9	38.7
20 or more years	6.4	41.7	27.0	31.3
Age				
Under 35	24.2	37.0	28.6	34.4
35–44	52.4	41.1	24.3	34.6
45–54	47.1	36.3	25.4	38.3
55–64	21.7	44.2	22.7	33.1
65 or older	9.5	38.7	25.9	35.5
Primary teaching field				
Business, law, and communications	22.4	23.0	31.1	45.9
Health sciences	9.8	24.1	21.0	54.9
Humanities	28.4	57.7	18.6	23.7
Natural sciences and engineering	40.7	44.0	26.4	29.7
Social sciences and education	20.9	27.2	23.3	49.4
Vocational training	11.9	19.5	32.6	47.9
All other programs	19.1	51.2	25.1	23.8

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 64.—Number and percentage distribution of part-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of essay mid-term or final examinations in their classes and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Use of essay mid-terms or finals in: No classes	Some classes	All classes
Total	**154.9**	**53.0**	**21.1**	**25.9**
Years of experience on current job				
Less than 10 years	123.8	51.4	21.9	26.7
10–19 years	24.7	59.8	17.8	22.4
20 or more years	6.4	58.9	17.4	23.7
Age				
Under 35	24.2	54.7	19.7	25.6
35–44	52.4	53.2	22.9	23.9
45–54	47.1	53.1	20.5	26.3
55–64	21.7	51.2	16.3	32.5
65 or older	9.5	50.8	29.0	20.3
Primary teaching field				
Business, law, and communications	22.4	53.7	22.8	23.5
Health sciences	9.8	68.0	16.5	15.6
Humanities	28.4	26.8	20.3	52.8
Natural sciences and engineering	40.7	70.6	16.0	13.3
Social sciences and education	20.9	42.0	25.7	32.4
Vocational training	11.9	59.6	24.8	15.5
All other programs	19.1	56.0	27.1	16.9

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 65.—Number and percentage distribution of part-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of term/research papers in their classes and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Use of term/research papers in: No classes	Some classes	All classes
Total	**154.9**	**59.1**	**17.6**	**23.3**
Years of experience on current job				
Less than 10 years	123.8	57.8	17.9	24.4
10–19 years	24.7	64.9	18.0	17.0
20 or more years	6.4	62.5	11.2	26.3
Age				
Under 35	24.2	60.9	18.8	20.4
35–44	52.4	57.6	18.4	24.0
45–54	47.1	58.8	17.2	24.0
55–64	21.7	58.8	16.6	24.6
65 or older	9.5	64.8	15.8	19.4
Primary teaching field				
Business, law, and communications	22.4	60.5	19.0	20.5
Health sciences	9.8	55.7	19.6	24.6
Humanities	28.4	42.4	20.1	37.6
Natural sciences and engineering	40.7	79.6	10.5	9.9
Social sciences and education	20.9	40.4	24.2	35.4
Vocational training	11.9	65.1	15.0	19.9
All other programs	19.1	55.2	22.3	22.5

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 66.—Number and percentage distribution of part-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of multiple drafts of written work in their classes and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Use of multiple drafts of written work in: No classes	Some classes	All classes
Total	**154.9**	**74.7**	**10.8**	**14.6**
Years of experience on current job				
Less than 10 years	123.8	73.0	10.8	16.2
10–19 years	24.7	82.2	10.2	7.6
20 or more years	6.4	81.7	11.7	6.7
Age				
Under 35	24.2	72.1	12.1	15.8
35–44	52.4	75.0	11.0	14.1
45–54	47.1	73.1	10.7	16.2
55–64	21.7	77.7	8.8	13.4
65 or older	9.5	80.6	10.9	8.5
Primary teaching field				
Business, law, and communications	22.4	82.5	9.6	8.0
Health sciences	9.8	85.1	6.5	8.4
Humanities	28.4	36.9	19.4	43.7
Natural sciences and engineering	40.7	89.8	7.2	3.0
Social sciences and education	20.9	77.4	9.1	13.5
Vocational training	11.9	84.9	8.9	6.2
All other programs	19.1	78.5	10.0	11.5

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 67.—Number and percentage distribution of part-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of student presentations in their classes and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Use of student presentations in: No classes	Some classes	All classes
Total	**154.9**	**45.4**	**29.6**	**25.0**
Years of experience on current job				
Less than 10 years	123.8	44.8	29.7	25.5
10–19 years	24.7	49.2	29.4	21.4
20 or more years	6.4	40.4	29.8	29.8
Age				
Under 35	24.2	49.6	25.6	24.9
35–44	52.4	47.4	28.6	24.1
45–54	47.1	41.9	30.7	27.4
55–64	21.7	44.4	30.1	25.6
65 or older	9.5	44.1	38.4	17.5
Primary teaching field				
Business, law, and communications	22.4	43.5	30.9	25.6
Health sciences	9.8	40.9	40.0	19.2
Humanities	28.4	27.2	37.5	35.3
Natural sciences and engineering	40.7	70.3	19.3	10.5
Social sciences and education	20.9	36.3	29.4	34.3
Vocational training	11.9	37.4	35.8	26.8
All other programs	19.1	35.4	31.1	33.6

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 68.—Number and percentage distribution of part-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of student evaluations in their classes and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Use of student evaluations in: No classes	Some classes	All classes
Total	**154.9**	**65.3**	**19.4**	**15.3**
Years of experience on current job				
Less than 10 years	123.8	64.1	19.8	16.2
10–19 years	24.7	69.9	17.8	12.3
20 or more years	6.4	72.6	18.0	9.4
Age				
Under 35	24.2	60.7	19.1	20.2
35–44	52.4	66.4	18.3	15.4
45–54	47.1	63.0	21.5	15.5
55–64	21.7	69.8	17.5	12.7
65 or older	9.5	71.1	20.1	8.8
Primary teaching field				
Business, law, and communications	22.4	68.8	17.3	13.9
Health sciences	9.8	72.0	15.3	12.7
Humanities	28.4	37.3	30.0	32.7
Natural sciences and engineering	40.7	83.5	11.0	5.5
Social sciences and education	20.9	67.5	24.4	8.2
Vocational training	11.9	69.2	19.9	11.0
All other programs	19.1	54.1	21.0	24.9

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 69.—Number and percentage distribution of part-time instructional faculty and staff who taught credit classes at public 2-year colleges, by their use of computer-aided instruction in their classes and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff* (1,000s)	Use of computer-aided instruction in: No classes	Some classes	All classes
Total	**154.9**	**66.6**	**18.3**	**15.1**
Years of experience on current job				
Less than 10 years	123.8	66.7	18.2	15.1
10–19 years	24.7	65.3	18.2	16.5
20 or more years	6.4	68.9	21.2	9.9
Age				
Under 35	24.2	63.3	22.7	14.0
35–44	52.4	66.2	17.6	16.3
45–54	47.1	66.2	17.8	16.1
55–64	21.7	68.5	19.1	12.4
65 or older	9.5	73.8	13.2	13.0
Primary teaching field				
Business, law, and communications	22.4	72.1	13.9	14.0
Health sciences	9.8	67.5	25.3	7.2
Humanities	28.4	68.5	19.1	12.4
Natural sciences and engineering	40.7	59.5	19.9	20.6
Social sciences and education	20.9	71.7	16.7	11.6
Vocational training	11.9	65.2	14.9	19.9
All other programs	19.1	67.8	18.6	13.6

*Includes only instructional faculty and staff who taught credit classes.

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 70.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by whether they had published within the past two years and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Any publications within the past two years? Yes	No
Total	**159.2**	**23.0**	**77.0**
Years of experience on current job			
Less than 10 years	127.3	23.4	76.6
10–19 years	25.4	21.6	78.4
20 or more years	6.6	19.5	80.5
Age			
Under 35	25.6	22.8	77.2
35–44	53.5	24.9	75.1
45–54	48.2	24.6	75.4
55–64	22.0	18.4	81.7
65 or older	9.8	15.5	84.5
Primary teaching field			
Business, law, and communications	22.7	21.9	78.1
Health sciences	10.4	18.2	81.8
Humanities	28.8	25.2	74.8
Natural sciences and engineering	41.4	22.5	77.5
Social sciences and education	21.3	23.0	77.0
Vocational training	12.6	16.8	83.2
All other programs	20.0	28.3	71.7

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 71.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by whether they had presented or exhibited their scholarly work within the past two years and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Any presentations or exhibitions within the past two years? Yes	No
Total	**159.2**	**27.3**	**72.7**
Years of experience on current job			
Less than 10 years	127.3	27.0	73.0
10–19 years	25.4	28.5	71.5
20 or more years	6.6	27.9	72.1
Age			
Under 35	25.6	25.6	74.4
35–44	53.5	32.1	67.9
45–54	48.2	28.0	72.0
55–64	22.0	22.7	77.3
65 or older	9.8	12.8	87.3
Primary teaching field			
Business, law, and communications	22.7	25.9	74.1
Health sciences	10.4	31.4	68.6
Humanities	28.8	24.8	75.2
Natural sciences and engineering	41.4	20.5	79.5
Social sciences and education	21.3	30.8	69.2
Vocational training	12.6	15.0	85.0
All other programs	20.0	49.9	50.1

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 72.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by their opinion about choosing an academic career again and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	"If I had to do it over again, I would choose an academic career"	
		Disagree	Agree
Total	**159.2**	**11.7**	**88.3**
Years of experience on current job			
Less than 10 years	127.3	11.8	88.2
10–19 years	25.4	13.3	86.7
20 or more years	6.6	4.1	95.9
Age			
Under 35	25.6	10.0	90.0
35–44	53.5	12.3	87.7
45–54	48.2	13.9	86.1
55–64	22.0	10.4	89.6
65 or older	9.8	5.4	94.6
Primary teaching field			
Business, law, and communications	22.7	9.5	90.5
Health sciences	10.4	5.6	94.4
Humanities	28.8	12.8	87.2
Natural sciences and engineering	41.4	12.0	88.0
Social sciences and education	21.3	11.3	88.7
Vocational training	12.6	13.6	86.4
All other programs	20.0	15.5	84.5

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 73.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by their opinions concerning advancement opportunities for junior faculty and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Advancement opportunities for junior faculty have:		
		Worsened	Stayed the same	Improved
Total	**159.2**	**31.0**	**51.3**	**17.8**
Years of experience on current job				
Less than 10 years	127.3	31.9	50.5	17.6
10–19 years	25.4	27.2	54.7	18.1
20 or more years	6.6	28.2	52.7	19.1
Age				
Under 35	25.6	32.3	48.3	19.4
35–44	53.5	33.4	51.7	14.9
45–54	48.2	32.6	50.4	17.0
55–64	22.0	25.9	54.9	19.2
65 or older	9.8	18.0	52.5	29.5
Primary teaching field				
Business, law, and communications	22.7	27.3	54.7	18.0
Health sciences	10.4	26.5	56.4	17.1
Humanities	28.8	40.0	45.1	14.9
Natural sciences and engineering	41.4	24.8	58.7	16.6
Social sciences and education	21.3	34.7	45.4	20.0
Vocational training	12.6	20.2	57.9	21.9
All other programs	20.0	39.2	42.2	18.6

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 74.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by the likelihood that they would accept a part-time postsecondary job within three years and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Likelihood of accepting a part-time postsecondary job: Not at all likely	Somewhat likely	Very likely
Total	**159.2**	**61.0**	**26.3**	**12.7**
Years of experience on current job				
Less than 10 years	127.3	58.8	27.7	13.5
10–19 years	25.4	68.7	21.7	9.6
20 or more years	6.6	72.0	17.5	10.6
Age				
Under 35	25.6	57.1	28.4	14.5
35–44	53.5	60.4	25.7	14.0
45–54	48.2	59.8	28.9	11.3
55–64	22.0	64.2	23.7	12.1
65 or older	9.8	72.7	17.6	9.7
Primary teaching field				
Business, law, and communications	22.7	61.0	26.8	12.2
Health sciences	10.4	68.3	23.2	8.5
Humanities	28.8	56.1	29.8	14.1
Natural sciences and engineering	41.4	61.9	26.1	12.0
Social sciences and education	21.3	58.8	27.2	14.0
Vocational training	12.6	62.1	23.1	14.8
All other programs	20.0	63.6	24.8	11.7

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 75.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by the likelihood that they would accept a part-time nonpostsecondary job within three years and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Likelihood of accepting a part-time nonpostsecondary job: Not at all likely	Somewhat likely	Very likely
Total	**159.2**	**71.7**	**21.3**	**7.0**
Years of experience on current job				
Less than 10 years	127.3	70.5	22.4	7.2
10–19 years	25.4	77.5	16.3	6.2
20 or more years	6.6	74.5	20.0	5.6
Age				
Under 35	25.6	64.5	26.5	8.9
35–44	53.5	69.4	22.4	8.3
45–54	48.2	76.3	18.0	5.6
55–64	22.0	70.8	22.4	6.8
65 or older	9.8	83.2	15.2	1.6
Primary teaching field				
Business, law, and communications	22.7	80.2	14.3	5.5
Health sciences	10.4	60.1	30.9	9.0
Humanities	28.8	71.3	21.9	6.8
Natural sciences and engineering	41.4	72.5	21.8	5.7
Social sciences and education	21.3	69.4	21.5	9.1
Vocational training	12.6	66.3	25.7	8.0
All other programs	20.0	72.8	19.6	7.6

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 76.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by the likelihood that they would accept a full-time postsecondary job within three years and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Likelihood of accepting a full-time postsecondary job: Not at all likely	Somewhat likely	Very likely
Total	**159.2**	**59.8**	**21.3**	**18.9**
Years of experience on current job				
Less than 10 years	127.3	57.2	22.1	20.7
10–19 years	25.4	69.2	18.7	12.1
20 or more years	6.6	75.6	13.9	10.5
Age				
Under 35	25.6	50.6	21.2	28.2
35–44	53.5	56.8	23.0	20.2
45–54	48.2	59.8	22.0	18.2
55–64	22.0	67.7	20.1	12.1
65 or older	9.8	82.9	10.8	6.4
Primary teaching field				
Business, law, and communications	22.7	68.1	17.2	14.8
Health sciences	10.4	67.8	19.0	13.2
Humanities	28.8	47.5	26.2	26.3
Natural sciences and engineering	41.4	60.6	19.8	19.6
Social sciences and education	21.3	55.8	23.2	21.1
Vocational training	12.6	68.1	19.3	12.6
All other programs	20.0	60.7	22.0	17.4

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 77.—Number and percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by the likelihood that they would accept a full-time nonpostsecondary job within three years and for selected characteristics: Fall 1992

Selected characteristics	Part-time instructional faculty and staff (1,000s)	Likelihood of accepting a full-time nonpostsecondary job: Not at all likely	Somewhat likely	Very likely
Total	**159.2**	**63.0**	**19.8**	**17.1**
Years of experience on current job				
Less than 10 years	127.3	59.8	21.6	18.6
10–19 years	25.4	75.6	12.9	11.4
20 or more years	6.6	77.3	12.2	10.5
Age				
Under 35	25.6	51.5	20.8	27.7
35–44	53.5	57.1	22.2	20.7
45–54	48.2	65.2	21.0	13.8
55–64	22.0	73.6	16.9	9.5
65 or older	9.8	91.0	5.0	4.0
Primary teaching field				
Business, law, and communications	22.7	67.5	18.6	13.9
Health sciences	10.4	66.2	17.3	16.5
Humanities	28.8	59.6	22.0	18.4
Natural sciences and engineering	41.4	61.7	19.5	18.8
Social sciences and education	21.3	60.2	20.4	19.4
Vocational training	12.6	65.5	18.4	16.1
All other programs	20.0	66.2	19.8	14.1

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

References

Baker, G.A., III, Roueche, J.E., and Gilett-Karem, R. 1990. *Teaching as Leading: Profiles of Excellence in the Open-door College.* Washington, DC: American Association of Community and Junior Colleges.

Bayer, A.E. and Braxton, J.M. 1998. "The Normative Structure of Community College Teaching: A Marker of Professionalism." *Journal of Higher Education*, *69:* 187–205.

Chronister, J.L., Baldwin, R.G., and Conley, V.M. 1997. *Retirement and Other Departure Plans of Instructional Faculty and Staff in Higher Education Institutions*. *1993 National Study of Postsecondary Faculty (NSOPF:93).* Statistical Analysis Report. Washington, DC: National Center for Education Statistics, NCES 98–254.

Clark, B.R. 1997. "Small Worlds, Different Worlds. The Uniqueness and Troubles of American Academic Professions." *Daedalus, 126*(4): 21–42.

Cohen, A.M. and Brawer, F.B. 1989. *The American Community College* (2nd ed.). San Francisco: Jossey-Bass.

Kirshstein, R.J., Matheson, N., Jing, Z. 1997. *Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992. 1993 National Study of Postsecondary Faculty (NSOPF:93).* Statistical Analysis Report. Washington, DC: National Center for Education Statistics, NCES 97–470.

Lombardi, J. 1992. "The Ambiguity of the Part-time Faculty." In A.M. Cohen (Ed*.), Perspectives on the Community College: Essays by John Lombardi* (pp. 51–67). Washington, DC: American Association of Community and Junior Colleges and the American Council on Education. (Reprint of Lombardi J. 1975.)

London, H.B. 1978. *The Culture of a Community College*. New York: Praeger

Palmer, J.C. 1994. "Community College Faculty as Teachers and Scholars: A Review of Research." In G. Baker (Ed.), *Handbook of Community Colleges in America: Its History, Mission, and Management* (pp. 423–435). Westport, CT: Greenwood Press.

Palmer, J. 1992a. "Faculty Professionalism Reconsidered." In K. Kroll (Ed.), *Maintaining Faculty Excellence* (pp. 29–38). (New Directions for Community Colleges, No. 79). San Francisco: Jossey-Bass.

Palmer, J.C. 1992b. "The Scholarly Activity of Community College Faculty: Findings of a National Survey." In Palmer, J.C. and Vaughan, G.B. (Eds.), *Fostering a Climate for Faculty Scholarship at the Community College* (pp. 49–65). Washington, DC: American Association of Community and Junior Colleges.

Richardson, R.C., Jr., Fisk, E., and Okun, M.A. 1983. *Literacy in an Open-access College*. San Francisco: Jossey-Bass.

Roey, S. and Rak, R. 1998. *Fall Staff in Postsecondary Institutions, 1995*. Washington, DC: National Center for Education Statistics, NCES 98–228.

Roueche, J.E., Roueche, S., and Milliron, M. 1995. *Strangers in their Own Land: Part-time Faculty in American Community Colleges*. Washington, DC: American Association of Community Colleges.

Seidman, E. 1985. *In the Words of the Faculty*. San Francisco: Jossey-Bass.

Weis, L. 1985. *Between Two Worlds: Black Students in an Urban Community College.* Boston: Routledge and Kegan Paul.

Appendix A

Technical Notes

Overview

The 1992–93 National Study of Postsecondary Faculty (NSOPF:93) was sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). The study received additional support from the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH). It was conducted by NORC, the National Opinion Research Center at the University of Chicago, under contract to NCES.

The first cycle of NSOPF was conducted in 1987–88 (NSOPF:88). The second cycle of NSOPF, conducted in 1992–93 (NSOPF:93), was limited to surveys of institutions and faculty, but with a substantially expanded sample of 974 public and private nonproprietary higher education institutions and 31,354 faculty. The study was designed to provide a national profile of faculty: their professional backgrounds, responsibilities, workloads, salaries, benefits, and attitudes.

Institution Universe

The definition of the institution universe for NSOPF:93 was identical to the one used in NSOPF:88. It included institutions in the traditional sector of higher education: that is, institutions whose accreditation at the college level is recognized by the U.S. Department of Education, that provide formal instructional programs of at least two years' duration, that are public or private not-for-profit, and that are designed primarily for students who have completed the requirements for a high school diploma or its equivalent.

Faculty Universe

Unlike NSOPF:88, which was limited to faculty whose assignment included instruction, the faculty universe for NSOPF:93 was expanded to include all those who were designated as faculty, whether or not their responsibilities included instruction, and other (non-faculty) personnel with instructional responsibilities. Under this definition, researchers and administrators and other institutional staff who hold faculty positions, but who do not teach, were included in the sample. Instructional staff without faculty status also were included. Teaching assistants were not included in either cycle of NSOPF.

Sample Design

A two-stage stratified clustered probability design was used to select the NSOPF:93 sample. The first-stage NSOPF:93 sampling frame consisted of the 3,256 postsecondary institutions that provided formal instructional programs of at least two years' duration and that were public or private, not-for-profit, drawn from the 1991–92 IPEDS (Integrated Postsecondary Education Data System)[1] Institutional Characteristics

[1] IPEDS is a recurring set of surveys developed and maintained by NCES. Postsecondary education is defined by IPEDS as "the provision of a formal instructional program whose curriculum is designed primarily for students who have completed the requirements for a high school diploma or its equivalent." This definition includes programs whose purpose is academic, vocational and continuing professional education and excludes avocational and adult basic education. IPEDS encompasses all institutional providers of postsecondary education in the United States and its outlying areas. For more information on IPEDS data used in this study, see National Center for Education Statistics, *IPEDS Manual for Users* (Washington, DC: National Center for Education Statistics 1991, NCES 95-724). This manual is also distributed with IPEDS data on CD-ROM.

Survey. The sampling frame was sorted by type and control of institution to create groups of institutions called strata. The selection of institutions occurred independently within each stratum. A modified Carnegie[2] classification system was used to classify institutions. For more details about the sample design, refer to the *1993 National Study of Postsecondary Faculty: Methodology Report* [NCES 97–467].

Data Collection and Response Rates

Prior to data collection, it was first necessary to obtain cooperation from the sampled institutions. Each institution was asked to provide annotated lists of all faculty and instructional staff at their institution. Of the 974 institutions in the total sample, 12 (1.2 percent) were found to be ineligible. Ineligible institutions included those which had closed or which had merged with other institutions, satellite campuses that were not independent units, and institutions that did not grant any degrees or certificates. A total of 817 eligible institutions agreed to participate (i.e., to provide a list of faculty and instructional staff), for a list participation rate of 84.9 percent (83.4 percent, weighted).

Of the 31,354 faculty and instructional staff sampled, 1,590 (5.1 percent) were found to be ineligible, which included staff who were deceased or no longer at the institution, nonfaculty staff who did not have a Fall 1992 teaching assignment, and teaching assistants. A total of 25,780 questionnaires were completed for a response rate of 86.6 percent (84.4 percent, weighted). The overall faculty response rate (institution list participation rate multiplied by the faculty questionnaire response rate) was 73.5 percent (70.4 percent, weighted).

Item nonresponse occurred when a respondent did not answer one or more survey questions. The item nonresponse rates were generally low for the faculty questionnaire, since missing critical (and selected other) items were retrieved by interviewers. For a full description of item nonresponse, see the *1993 National Study of Postsecondary Faculty: Methodology Report* [NCES 97–467].

Data Analysis System

The estimates presented in this report were produced using the NSOPF:93 Data Analysis Systems (DAS). The DAS software makes it possible for users to specify and generate their own tables from the NSOPF:93 data. With the DAS, users can replicate or expand upon the tables presented in this report. If the number of valid cases is too small to produce a reliable estimate (less than 30 cases), the DAS prints the message "low-N" instead of the estimate.

For more information about the NSOPF:93 Data Analysis Systems, consult the NCES DAS Website (WWW.PEDAR-DAS.org) or contact:

Aurora D'Amico
NCES
555 New Jersey Avenue, NW
Washington, DC 20208–5652
(202) 219–1365
aurora_d'amico@ed.gov

[2] See *A Classification of Institutions of Higher Education,* (Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching), 1987.

Sources of Error

The survey estimates provided in the NSOPF:93 analytical reports, published by NCES, are subject to two sources of error: sampling errors and nonsampling errors. Sampling errors occur because the estimates are based on a sample of individuals in the population rather than on the entire population. Sampling errors can be quantified using statistical procedures in which a variance estimate is calculated. In the reports, the variance estimate is the square of the standard error for the mean or proportion (including percent). The standard error measures the variability of the sample estimator in repeated sampling, using the same sample design and sample size. It indicates the variability of a sample estimator that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a mean or proportion would include the true population parameter in about 95 percent of the samples. In general, for large sample sizes (*n* greater than or equal to 30) and for estimates of the mean or the proportion, the intervals described above provide a 95 percent confidence interval. If sample sizes are too small, or if the parameters being estimated are not means or proportions, then these intervals may not correspond to the 95 percent confidence level.

Standard errors for all estimates presented in this report's tables were computed using a technique known as Taylor series approximation. Standard errors for selected characteristics are presented in tables B1–B4 corresponding to estimates produced in tables 3, 35, 41, and 74 of the report. Standard errors for all other estimates presented in this report are available upon request. Specialized computer programs, such as SUDAAN[3] and CENVAR[4] calculate variances with the Taylor-series approximation method.

Comparisons noted in this report are significant at the 0.05 level. The descriptive comparisons were tested in this report using Student's *t* statistic. Differences between estimates are tested against the probability of a Type I error, or significance level. The significance levels were determined by calculating the Student's *t* values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's *t* values may be computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \tag{1}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When estimates are not independent a covariance term must be added to the formula. If the comparison is between the mean of a subgroup and the mean of the total group, the following formula is used:

$$\frac{E_{sub} - E_{tot}}{\sqrt{se_{sub}^2 + se_{tot}^2 - 2p\, se_{sub}^2}} \tag{2}$$

[3] Shah, Babubhai V., Beth G. Barnwell, and Gayle S. Bieler, *SUDAAN User's Manual, Release 6.4* (Research Triangle Park, N.C.: Research Triangle Institute), 1995.
[4] U.S. Bureau of the Census, *CENVAR IMPS Version 3.1* (Washington DC: U.S. Bureau of the Census), 1995.

where p is the proportion of the total group contained in the subgroup.[5]

The general formula when two estimates are compared is:

$$\frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - 2(r)se_1\ se_2}} \tag{3}$$

where r is the correlation between the two estimates.[6] In particular, this formula is used when the percentages add to 100 percent. The estimates, standard errors, and correlations can all be obtained from the DAS.

When multiple pairwise comparisons were made, the acceptable minimum significance level was decreased by means of the Bonferroni adjustment.[7] This adjustment takes into account the increased likelihood, when making multiple comparisons, of finding significant pairwise differences simply by chance. With this adjustment, the significance level being used for each comparison (0.05) is divided by the total number of comparisons being made.

Sample estimates also are subject to bias from nonsampling errors. It is more difficult to measure the magnitude of these errors. They can arise for a variety of reasons: nonresponse, undercoverage, differences in the respondent's interpretation of the meaning of questions, memory effects, misrecording of responses, incorrect editing, coding, and data entry, time effects, or errors in data processing. For example, undercoverage (in which institutions did not provide a complete enumeration of eligible faculty) and listing of ineligible faculty necessitated the "best estimates" correction to the NSOPF:93 faculty population estimates. The "best estimates" correction had a particular affect on the distribution of full- and part-time faculty. For a more detailed discussion of the undercoverage problem, refer to the *1993 National Study of Postsecondary Faculty: Methodology Report* [NCES 97–467]. Whereas general sampling theory can be used, in part, to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure. Measurement of nonsampling errors usually requires the incorporation of a methodological experiment into the survey or the use of external data to assess and verify survey results.

To minimize the potential for nonsampling errors, the faculty and institution questionnaires (as well as the sample design, data collection, and data processing procedures) were field-tested with a national probability sample of 136 postsecondary institutions and 636 faculty members in 1992. To evaluate reliability, a subsample of faculty respondents was re-interviewed. An extensive item nonresponse analysis of the questionnaires was also conducted followed by additional evaluation of the instruments and survey procedures.[8] An item nonresponse analysis was also conducted for the full-scale surveys. See the *1993 National Study of Postsecondary Faculty: Methodology Report* [NCES 97–467] for a detailed description of the item nonresponse analysis.

---

[5] U.S. Department of Education, National Center for Education Statistics, *A Note from the Chief Statistician,* No. 2, 1993.

[6] Ibid.

[7] For an explanation of the Bonferroni adjustment for multiple comparisons, see Miller, Rupert G., *Simultaneous Statistical Inference* (New York: McGraw Hill Co.), 1981 or Dunn, Olive Jean, "Multiple Comparisons Among Means," *Journal of the American Statistical Association 56 (293),* (March, 1961), pp. 52–64.

[8] A complete description of the field test design and results can be found in Abraham, Sameer Y., *et al*., *1992–93 National Study of Postsecondary Faculty: Field Test Report* (Washington, DC: U.S. Department of Education, National Center for Education Statistics [NCES:93–390]), February 1994.

In addition, for the full-scale surveys, a computer-based editing system was used to check data for range errors, logical inconsistencies, and erroneous skip patterns. For erroneous skip patterns, values were logically assigned on the basis of the presence or absence of responses within the skip pattern whenever feasible, given the responses. Missing or inconsistent critical items were retrieved. Some small inconsistencies between different data elements remained in the data files. In these situations, it was impossible to resolve the ambiguity as reported by the respondent. All data were keyed with 100 percent verification of a randomly selected subsample of 10 percent of all questionnaires received.

Variables Included in this Report

Demographic characteristics

- gender (percentage male)
- ethnicity (percentage minority)

Education and employment histories

- percentage with baccalaureate or less as highest academic credential earned
- percentage with doctorate or first professional degree as highest academic credential earned
- percentage for whom the current job is the first job held since earning the highest degree
- percentage indicating that the most recent previous job entailed teaching
- percentage indicating that the most recent previous job entailed responsibilities other than teaching
- percentage indicating that the most recent previous job was held on a part-time basis
- percentage indicating that the most recent previous job was in a postsecondary institution

Current employment

- percentage indicating that they accepted part-time work because full-time work was unavailable (part-time faculty only)
- percentage indicating that they accepted part-time work because they preferred working on a part-time basis (part-time faculty only)
- percentage indicating that they had employment outside of their institutions
- percentage indicating that their outside jobs were in a postsecondary institution
- percentage indicating that their outside jobs were in a setting other than a postsecondary institution
- percentage indicating that their outside jobs entailed teaching
- percentage indicating that their outside jobs entailed responsibilities other than teaching
- percentage indicating that their outside jobs were held on a part-time basis

Workload

- mean total students taught in credit classes
- mean total classes taught
- mean total classroom credit hours taught
- mean total hours per week teaching credit classes

- mean total student contact hours per week in credit classes
- mean total hours per week devoted to paid activities at the institution
- mean total hours per week devoted to paid activity outside of the institution

Main instructional methods used in courses

- percentage who use lecture as main instructional method in the first class
- percentage who use lecture as main instructional method in the second class
- percentage who use lecture as main instructional method in the third class (full-time faculty only)[9]
- percentage who use seminar, discussion, role playing, group projects, or cooperative learning as main instructional method in the first class
- percentage who use seminar, discussion, role playing, group projects, or cooperative learning as main instructional method in the second class
- percentage who use seminar, discussion, role playing, group projects, or cooperative learning as main instructional method in the third class (full-time faculty only)
- percentage who use lab work, clinics, apprenticeships, or internships as the main instructional method in the first class
- percentage who use lab work, clinics, apprenticeships, or internships as the main instructional method in the second class
- percentage who use lab work, clinics, apprenticeships, or internships as the main instructional method in the third class (full-time faculty only)
- percentage who require student presentations in all classes
- percentage who require student presentations in no classes
- percentage who require term/research papers in all classes
- percentage who require term/research papers in no classes
- percentage who require students to evaluate each other's work in all classes
- percentage who require students to evaluate each other's work in no classes
- percentage who have students write multiple drafts of written work in all classes
- percentage who have students write multiple drafts of written work in no classes
- percentage who use multiple choice mid-terms or finals in all classes
- percentage who use multiple choice mid-terms or finals in no classes
- percentage who use essay mid-terms or finals in all classes
- percentage who use essay mid-terms or finals in no classes

[9] Respondents were asked to indicate the main instructional method used in up to five credit classes.

- percentage who use computer-aided instruction in all classes
- percentage who use computer-aided instruction in no classes

Non-teaching professional activities

- percentage of faculty and staff with at least one recent publication (within the past two years)
- percentage of faculty and staff with at least one recent presentation or exhibition (within the past two years)

Attitudes toward career opportunities

- percentage indicating that career opportunities for junior faculty have worsened
- percentage indicating that they would select an academic career again

Potential career changes

- percentage indicating that it is "not at all likely" that they would accept a full-time nonpostsecondary job in the next three years
- percentage indicating that it is "very likely" that they would accept a full-time nonpostsecondary job in the next three years
- percentage indicating that it is "not at all likely" that they would accept a full-time postsecondary job in the next three years
- percentage indicating that it is "very likely" that they would accept a full-time postsecondary job in the next three years
- percentage indicating that it is "not at all likely" that they would accept a part-time nonpostsecondary job in the next three years
- percentage indicating that it is "very likely" that they would accept a part-time nonpostsecondary job in the next three years
- percentage indicating that it is "not at all likely" that they would accept a part-time postsecondary job in the next three years
- percentage indicating that it is "very likely" that they would accept a part-time postsecondary job in the next three years

Appendix B

Standard Error Tables

Table B1.—Standard errors for table 3, percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by highest educational credential attained and for selected characteristics: Fall 1992

Selected characteristics	Highest credential attained		
	Bachelor's or less*	Master's degree	Ph.D. or first professional
Total	**1.29**	**1.18**	**1.17**
Years of experience on current job			
Less than 10 years	1.59	1.59	1.53
10–19 years	2.05	2.06	1.43
20 or more years	1.21	2.18	2.03
Age			
Under 35	3.87	3.93	2.37
35–44	2.08	1.95	1.46
45–54	1.25	1.45	1.49
55–64	1.97	2.24	2.08
65 or older	5.74	6.17	6.08
Primary teaching field			
Business, law, and communications	1.97	2.68	2.50
Health sciences	2.93	3.15	1.09
Humanities	0.39	2.39	2.39
Natural sciences and engineering	2.43	2.37	2.00
Social sciences and education	1.42	3.25	3.06
Vocational training	3.60	3.31	1.58
All other programs	3.14	3.32	1.77

*Includes only instructional faculty and staff who held a postsecondary credential.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table B2.—Standard errors for table 35, percentage distribution of full-time instructional faculty and staff at public 2-year colleges, by the likelihood that they would accept a part-time postsecondary job within three years and for selected characteristics: Fall 1992

Selected characteristics	Likelihood of accepting a part-time postsecondary job: Not at all likely	Somewhat likely	Very likely
Total	**0.73**	**0.70**	**0.36**
Years of experience on current job			
Less than 10 years	1.09	1.02	0.55
10–19 years	1.19	1.08	0.61
20 or more years	1.34	1.25	0.69
Age			
Under 35	4.71	4.48	2.15
35–44	1.21	1.02	0.66
45–54	1.20	1.17	0.52
55–64	1.61	1.32	0.91
65 or older	3.68	3.06	2.55
Primary teaching field			
Business, law, and communications	2.32	1.89	1.61
Health sciences	1.93	1.88	0.79
Humanities	1.46	1.39	0.74
Natural sciences and engineering	1.63	1.52	0.72
Social sciences and education	2.63	2.25	1.21
Vocational training	1.84	1.44	1.29
All other programs	1.94	1.57	1.02

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table B3.—Standard errors for table 41, percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by highest educational credential attained and for selected characteristics: Fall 1992

Selected characteristics	Highest credential attained		
	Bachelor's or less*	Master's degree	Ph.D. or first professional
Total	**1.49**	**1.44**	**0.86**
Years of experience on current job			
Less than 10 years	1.64	1.62	0.93
10–19 years	2.66	2.54	2.28
20 or more years	4.34	5.21	4.30
Age			
Under 35	3.63	3.54	1.06
35–44	2.25	2.22	1.37
45–54	1.94	2.29	1.91
55–64	2.96	3.48	3.00
65 or older	3.81	4.95	3.82
Primary teaching field			
Business, law, and communications	3.12	3.53	2.95
Health sciences	5.00	4.43	3.20
Humanities	1.27	1.74	1.55
Natural sciences and engineering	2.47	2.83	1.60
Social sciences and education	2.14	2.74	2.24
Vocational training	3.24	3.13	0.76
All other programs	3.88	3.67	1.77

*Includes only instructional faculty and staff who held a postsecondary credential.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table B4.—Standard errors for table 74, percentage distribution of part-time instructional faculty and staff at public 2-year colleges, by the likelihood that they will accept a part-time postsecondary job within three years and for selected characteristics: Fall 1992

	Likelihood of accepting a part-time postsecondary job:		
	Not at all likely	Somewhat likely	Very likely
Total	**1.32**	**1.12**	**0.88**
Years of experience on current job			
Less than 10 years	1.42	1.26	1.07
10–19 years	2.91	2.31	1.50
20 or more years	5.00	4.33	3.45
Age			
Under 35	2.97	2.66	2.28
35–44	2.21	1.61	1.31
45–54	1.74	1.76	1.15
55–64	3.24	3.20	1.75
65 or older	3.84	3.21	2.63
Primary teaching field			
Business, law, and communications	3.04	2.71	1.88
Health sciences	4.21	3.78	2.47
Humanities	2.25	2.02	1.70
Natural sciences and engineering	2.99	3.11	1.74
Social sciences and education	2.90	2.80	2.14
Vocational training	3.63	3.02	2.81
All other programs	2.95	2.88	1.91

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).