



# Oregon Faculty Statistics

## Part-Time Faculty in the Oregon University System

### Comment from the Office of the Chancellor

On March 15, 2005, the OUS Office of the Chancellor provided the following written response to a request by Senator Richard Devlin, Chair of the Ways and Means Subcommittee on Education:

**Request:** What percent of faculty are part-time and what effect does that have on the quality of academic programs?

**Response:** As the number of regular rank faculty has declined over the past 10 years, the percentage of part-time faculty has increased to meet teaching needs, growing from 22.7% of OUS instructional faculty in 1993-94, to 32.1% in 2003-04. This creates challenges for OUS campuses for stability, capacity for student advising and mentoring, and scholarly collaboration among faculty. In addition, with the loss of state support, there is more pressure for faculty to generate research funds. In some cases, this means a re-balancing of teaching responsibilities and, as a result, more adjunct and part-time faculty to help cover the teaching load.





### Summary – Key Points

1. At least a **third of all faculty searches** undertaken in recent years in OUS universities have ended in **failure** (position not filled) or with a **diminished** result (not filled with the first-choice candidate). At some campuses, the proportion is approaching half of all searches.
2. Available data on failed and diminished searches **understate the problem**, especially since potential finalists frequently self-select out of the pool once they learn about the salary level, or never enter the pool after making inquiries about the salary level, historical salaries paid, and trends for the campus.
3. Although overall retention rates may appear to be stable, the **detailed data reveal worrisome trends** :
  - A disproportionate **loss of senior faculty**, beyond what would be expected through retirement.
  - Increasing losses of **mid-career faculty at the peak of their productivity** and accomplishment.
4. The data reported here **do not capture faculty at risk** of leaving or the consequences of current losses for future retention. Recent departures at UO's College of Education are an example of the snowball effect of the loss of a key faculty member.
5. The difficulties facing OUS universities in recruiting and retaining faculty in a competitive market are the result of:
  - **Low salaries** compared to those offered by most other universities
  - **Inability to provide support** in the form of equipment, labs, and graduate assistants
  - **Dim prospects for future resources** to carry out their academic work
  - **Increasing workload and frustration** at not being able to provide the needed level of advising and guidance to students
  - Lack of resources (available at competing universities) to address "**trailing spouse**" issues
6. The result is that the number of **regular rank faculty has decreased by 10%** over the past 10 years. Meanwhile, **enrollment has increased by 30% or nearly 20,000** students.
7. As enrollment growth has outpaced instructional capacity, particularly after the large number of faculty retirements in 2002-03, OUS universities have **turned to part-time and adjunct** faculty to meet teaching needs.
8. Since part-time and adjunct faculty chiefly provide classroom instruction, the growing numbers of students have placed a greater burden on the shrinking pool of **regular rank faculty who are the principal providers of non-classroom instruction**, including:
  - Student advising
  - Thesis and student research guidance
  - Mentoring
  - Extracurricular student projects
  - Program, curriculum, and course development
9. OUS universities are facing a set of interconnected issues involving **increasing losses of senior and mid-career faculty**, the **inability to replace them** because of diminished resources now and dim prospects for the future, **growing student demand**, and **increasing frustration** on the part of both students and faculty.

**Table 4**  
**Part-Time and Adjunct Faculty, Fall 2004**

Institution	Headcount	% of Total	FTE	% of Total
Eastern Oregon University	43	32%	18	16%
Oregon Institute of Technology	84	40%	37	21%
Oregon State University	317	33%	210	30%
Portland State University	589	52%	148	21%
Southern Oregon University	118	38%	43	19%
University of Oregon	359	32%	233	26%
Western Oregon University	158	53%	82	37%
Total	1,668	40%	771	25%

Source: OUS university provosts and OUS Institutional Research.



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Date: April 26, 2005

To: Senator Devlin, Chair  
Members of Ways and Means Subcommittee on Education

From: Cam Preus-Brady, Commissioner

Re: PERS, healthcare and adjunct faculty

On April 15<sup>th</sup>, the Department of Community Colleges and Workforce Development received your memo requesting information on PERS, healthcare and adjunct (a.k.a. adjunct) community college faculty. The following responses address your information request. All 17 community colleges responded.

The community colleges' responses reflect state statute, Oregon Administrative Rules and local board policies. Additionally, 13 of the 17 community colleges also operate within the context of collective bargaining agreements.

### **Definitions**

#### **1A. What is your college's definition of adjunct faculty?**

Broadly, all colleges use the term adjunct faculty for those employees who are not included in the full-time (salaried) or classified staff units, and are non-management. Adjunct faculty work is often identified as hourly paid counselors, librarians, cooperative work experience coordinators, and teaching staff who teach reimbursable (lower division collegiate, professional technical, adult basic skills, English as a Second Language, and workforce, occupational, safety courses) and non-reimbursable self-improvement courses.

#### **1B. What would it take to establish a consistent definition at all 17 community colleges?**

As mentioned above, community colleges are consistent in their overall definitions. The variations exist when adjunct faculty are organized either as part of a recognized labor organization (OEA/NEA, AFT) or as independent. Oregon's community colleges do not have a statewide bargaining agreement. As locally bargained contracts they are, therefore, within the purview of the local community college boards.



## Courses taught

### 2. What percentage of courses is taught by full-time faculty versus adjunct faculty at your college?

Community colleges responded with full-time/adjunct ratio for credit or all courses (credit and non-credit combined).

	Credit course						Credit and Non-credit (combined)					
	Course sections taught %		Credit course taught %		Student FTE taught %		Course sections taught %		Credit course taught %		Student FTE taught %	
	Full-time	Adjunct	Full-time	Adjunct	Full-time	Adjunct	Full-time	Adjunct	Full-time	Adjunct	Full-time	Adjunct
BMCC	55	45	62	38	68	32	38	62	50.4	49.6	64	36
Central	60	40			57	43						
Chem	53.6	43.8										
Clack					66.6	33.3						
Clatsop											38	62
CGCC					17.4	82.6					13.4	86.6
KCC											25	75
Lane	58.6	41.4										
LBCC			62	38					52	48		
MHCC											54	46
OCCC	38	62										
PCC											45.6	54.4
RCC											54	46
SWOCC											80	20
TBCC	25	75									14	86
TVCC	69	31	70	30								
UCC							51	49	55	45		

Colleges were given the option to report by course, credit or FTE.