

**KSU'S CHANGE IN  
PART-TIME FACULTY USE  
FROM  
FALL 2002 to FALL 2003**

**An Analysis Prepared by the  
Center for Institutional Effectiveness**

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## HIGHLIGHTS OF THE ANALYSIS

- **The large infusion of new full-time faculty positions at KSU to accommodate the double-digit growth rates in enrollment from Fall 2002 and for Fall 2003 was the major factor in reducing the proportion of sections taught and credit hours generated by part-time faculty this fall.**
- **The percentage of sections taught by part-time faculty dropped from nearly a third (31%) to a little more than a fourth (28%) from Fall 2002 to Fall 2003, as did the total credit hours generated (from 31% to 26%).**
- **Even though reliance on part-time faculty dropped five percentage points (in terms of proportionality), the number of part-time faculty employed to teach at KSU in Fall 2003 and the number of sections they taught both increased 16% from Fall 2002, and their sections yielded a 7% growth in total credit hours.**
- **In contrast, the proportional reliance on full-time faculty was greater this fall because the number of faculty with full-time employment status at KSU rose 16%, the number of sections taught by those faculty grew 31%, and their sections yielded a 35% increase in total credit hours.**
- **Since many of the new full-time faculty positions at KSU were master's level faculty teaching in the lower division, a similar reduction occurred in the proportion of General Education course sections and credit hours generated that were attributable to part-time faculty members.**
- **The percentage of General Education sections taught by part-time faculty dropped from 46% in Fall 2002 to 41% in Fall 2003, and the proportion of credit hours generated from part-time instruction in General Education declined from 40% to 35%.**
- **Despite the lower reliance on part-time faculty in General Education (in terms of proportionality), the number of part-time faculty employed to teach General Education courses increased 21%, the number of sections they taught grew 14%, and the credit hours generated rose 11%.**
- **In contrast, reliance on full-time faculty was greater because the number of full-time faculty teaching General Education courses grew by 26%, and the number of sections they taught and credit hours they generated both increased 37%.**