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ACADEMIC DEVELOPMENT NEEDS OF PART-TIME TEACHERS IN HIGHER EDUCATION : ARE THEY BEING MET?

Part-time teachers in higher education form a diverse group, and one that is increasing as employment patterns change. These individuals are often under-supported, with no systematic access to training or development.

A survey was administered to part-time teachers at one University exploring the group demographics and how they perceived their opportunities for academic development. The invisibility of this group was made explicit, as the majority of the information provided by Human Resources was not up-to-date. Only **340/816** email addresses provided were current. Teaching hours worked by this group (**n=78**) varied from **5-260** per academic year.

The respondents were asked whether they were interested in professional development. **88%** indicated that they wanted to continue to develop professionally.

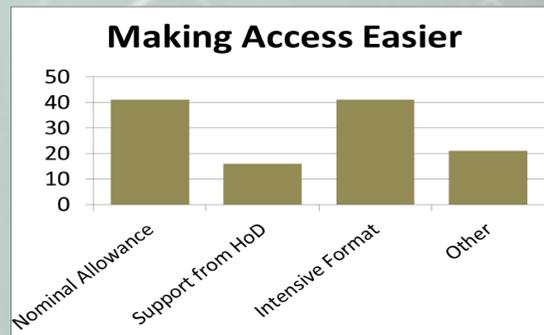
"Of course, development is always a good thing"

However, **60%** were unaware of any opportunities to do so, or were unable to access provision.

"I would but I don't know what the options are"

There are implications for how programmes of professional and academic development should be re-modelled and targeted, to ensure that they are open to and accessible by part-time teachers in addition to full-time academic staff.

"It would be useful if there was more support from the Department and University for part-time lecturers to encourage professional development."



In addition, it raises concerns over the processes by which part-time teachers are recruited, contacted and supported to ensure that they are aware of the development opportunities open to them.

"I still feel quite isolated and disposable!"

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