Chill

How Reliance on Part-time Faculty in Community Colleges “Cools-out” Student and Faculty Success

Dan Jacoby
UW Harry Bridges Chair in Labor Studies
“A major problem of democratic society is inconsistency between encouragement to achieve and the realities of limited opportunity (p. 569)”

“While some students of low promise are successful, for large numbers failure is inevitable and *structured*. The denial is delayed, taking place within the college instead of at the edge of the system (p. 571).”
Distribution of 2004 First-Time Freshman Class

Source: Digest of Education Statistics NCES 2003- Table 179
Degree Goals of CC Students

Source: NCES 2003 151
Public Community College Aspiration and Achievement

Source: NCES 2003 151
Comparison of Public Postsecondary Achievement by School of First Entry Six Years Later

Source: NCES 2003 151
Scholarship and Image
Expenditures Per Student at Public Institutions, 2000-2001

Digest of Education Statistics (2005) Table 341
Change in Composition of Higher Education Faculty 1975-2003

Source: AAUP Report
Faculty Employment 2003
2- and 4-Year Public Institutions

Source: Calculated from Digest of Educational Statistics Table 230
http://nces.ed.gov/programs/digest/d05/tables/dt05_230.asp
Part-Time Job Conditions

- Typically hired by course
- Paid by contact hour or by course
- 50% desire full-time work
- Rights of rehire limited
- Just-in-time faculty
- Unemployment
Manifestations of the Part-Time System

Faculty Morale
- Job Insecurity
- Satisfaction
- Pay
- Benefits
- Second-Class Snub
- Facilities

Student Learning
- Office hours
- Evaluations
- Grades
- Advising
- Coordination
- Techniques
Chilling out faculty expectations

- Do community college faculty experience a parallel process to student “cooling out?”

- Have community colleges become the site at which faculty expectations to achieve tenure-track jobs are “cooled out?”

- If so, do the two processes reinforce one another?
WILL TEACH FOR FOOD

ACADEMIC LABOUR IN CRISIS

Cary Nelson

Bulletin of the Bulletin
My Research: Does Reliance On Part-time Faculty Reduce Graduation Rates?

- More than 1,100 public community colleges
Graduation Rates: What Do They Measure?

- First-year, Full-time students
- Community colleges are increasingly part-time
- Many non-degree students
- Degree not sole purpose
- Transfer to four-year institutions
### Data

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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1 Five cases were identified in with improbably high degree ratios greater than 1.00. Most lacked complete data and were automatically eliminated from regression analysis. In one case, there were enough part-time students to make it possible for the school to actually achieve its 1.03 degree ratio with respect to FTE students. One case, with degree ratio of 1.62 was eliminated from subsequent analysis because the number of degrees granted is recorded to be higher than the number of students (part and full-time).

2 12 cases were identified with 100% GRADATES. While suspicious, such rates are not impossible. Upon inspection, 7 of these schools involved had total enrollments less than 150 students. Because such rates are not impossible, they were retained for subsequent analysis where sufficient data was available.
Hypotheses and Results

Graduation rates rise with:

- Faculty resources
- Lower part-time faculty ratios
- Less financial aid
- Lower minority populations
- Lower tuitions
- Lower unemployment rates
- Fewer part-time and non-degree students
Effects of Part-time Faculty Employment on Community College Graduate Rates

Journal of Higher Education 77:6, 2006

<table>
<thead>
<tr>
<th>Community Colleges Grouped by their Part-time Faculty Percent</th>
<th>THIRD WORST (77.1%)</th>
<th>MIDDLE THIRD (67.1%)</th>
<th>BEST THIRD (39.1%)</th>
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<tbody>
<tr>
<td>GRADUATION RATES</td>
<td>22.1%</td>
<td>26.3%</td>
<td>28.9%</td>
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<tr>
<td>GRADUATION PLUS TRANSFER PERCENTAGE</td>
<td>36.1%</td>
<td>41.6%</td>
<td>43.5%</td>
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</table>

N=1004
## Preliminary Replication for 2003

Community Colleges Grouped by their Part-time Faculty Ratio

<table>
<thead>
<tr>
<th></th>
<th>THIRD WORST</th>
<th>MIDDLE THIRD</th>
<th>BEST THIRD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADUATION RATES</strong></td>
<td>21.5%</td>
<td>25.5%</td>
<td>30.6%</td>
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<tr>
<td><strong>GRADUATION + TRANSFER PERCENTAGE</strong></td>
<td>36%</td>
<td>41%</td>
<td>45%</td>
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</table>
For an organization and its agents one dilemma of a cooling-out role is that it must be kept reasonably away from public scrutiny and not clearly perceived or understood by prospective clientele. Should it become obvious, the organization’s ability to perform it would be impaired. If high-school seniors and their families were to define the junior college as a place which diverts college-bound students, a probable consequence would be a turning-away from the junior college and increased pressure to the four-year colleges and universities.

Burton Clark
Resistance and Malfunction

The part-time faculty movement?
Organized labor and the staffing crisis
Conclusion

• Reliance upon inexpensive contingent faculty employment reduces student success and undermines the professional aspirations of faculty

• If community colleges are not to be institutions tasked with the functions of “cooling out” student and faculty aspirations:

  Substantive change requires
  a) financing   b) faculty hiring