



# Research on the Use of PT Faculty

## IMPACT OF PART-TIME FACULTY ON STUDENT SUCCESS An Annotated Bibliography from the Professional Literature

- Benjamin, Ernst (ed.). *Contingent Instructional Staff in Undergraduate Learning*. A Special Issue of *New Directions for Higher Education*. Issue 123, Fall 2003. *"This volume seeks to foster a dialogue, long overdue, among those who believe that the academy has failed to give adequate respect and support to undergraduate instruction and those who believe that the academy has failed to give adequate support and respect to the selection and terms and conditions of employment of undergraduate instructors."* A collection of essays exploring different dimensions of the quality issue related to staffing and student success.
- Bettinger, Eric and Bridget Terry Long. "Do College Instructors Matter? The Effects of Adjuncts and Graduate Assistants on Students' Interests and Success." National Bureau of Economic Research, NBER Working Paper Series. Working Paper 10370. March 2004. <<http://www.nber.org/papers/w10370>>. *Large-scale study of performance of students in four-year public institutions in Ohio. Finds evidence that type of instructor affects student's tendency to take further courses in the discipline. Finds that adjuncts and graduate assistants have a negative effect in the humanities core but may have a positive effect in the technical and professional fields.*
- Burgess, Larry A. and Carl Samuels. "Impact of Full-Time versus Part-Time Instructor Status on College Student Retention and Academic Performance in Sequential Courses." *Community College Journal of Research and Practice*. Vol. 23, 1999. 487-98. *Results indicate that for either developmental or regular courses, college students who take the first course in a sequence from a part-time instructor, and who take the second course in the sequence from a full-time instructor seem underprepared for the second course. Those who start with a full-timer do significantly better. This raises many negative implications for the high use of part-time instructors at many colleges.*
- Ehrenberg, Ronald G. and Liang Zhang. "Do Tenured and Tenure-Track Faculty Matter?" National Bureau of Economic Research, NBER Working Paper Series. Working Paper 10695. August 2004. <<http://www.nber.org/papers/w10695>>. *Examines graduation and persistence rates in 4-year colleges and universities. Finds that schools using higher levels of contingent faculty--particularly at public colleges and universities--experience reduced graduation rates.*





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Jacoby, Daniel. "Effects of Part-Time Faculty Employment on Community College Graduation Rates." *The Journal of Higher Education*. Vol. 77 (Nov./Dec. 2006), 1081-1103. *Finds that community college graduation rates decrease as the proportion of part-time faculty employed increases. After controlling for a number of different factors, finds that "the dangers in expanding part-time faculty appear to outweigh any benefits."*

Kezim, Boualem, Susan E. Pariseau, and Frances Quinn. "Is Grade Inflation Related to Faculty Status?" *Journal for Education in Business*. Vol. 80 Issue 6, Jul/Aug2005, 358-363. *A study of grades in Business courses reveals clear differences between courses taught by part-time faculty and those taught by full-time tenured or tenure-track faculty. Those taught by the part-timers are significantly higher. Concludes that the increasing use of part-time faculty is exacerbating the danger of grade inflation in higher education.*

McArthur, R.C. "A Comparison of Grading Patterns Between Full- and Part-Time Humanities Faculty: A Preliminary Study." *Community College Review*. 27:3. 1999. *Study concludes that community college students are substantially more likely to get a grade of "A" from an adjunct professor than from a full-time professor. Suggests that this is probably due to lack of secure position for adjunct professors, who are consequently more dependent on favorable student evaluations.*

Sonner, B.S. "A is for 'Adjunct': Examining Grade Inflation in Higher Education." *Journal of Education for Business*. Vol. 76, Issue 1, 2000. 5-11. *The results of a two-year study of grades in a Midwestern college reveal that students in classes taught by adjunct faculty receive higher grades than those taught by full-time faculty. Attributes the difference to the contingent nature of the part-timers and their greater dependence on the results of student evaluations. Suggests that inflation by part-timers puts pressure on full-timers to inflate as well.*

Umbach, Paul and Matthew R. Wawrzynski. "Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement." *Research in Higher Education*. Vol. 46 Issue 2, Mar2005. 153-184. *Uses the National Survey of Student Engagement (NSSE) and a parallel survey of faculty at those institutions. Finds that "faculty behaviors and attitudes affect students profoundly, which suggests that faculty members may play the single-most important role in student learning."*

