

Adjunct Faculty and Quality of Education

David Rives
AFT-Oregon/
AFT Higher Education
Program and Policy Council

DavidR@aft-oregon.org



A Union of Professionals

Learning outcomes

- Few studies about learning outcomes related to instructors
- Lack of data for accountable differences between adjunct and regular instructors
- No difference in test scores for students (Bolge, 1995)



Student persistence

- Some studies point to lower rates of student persistence and degree completion between adjuncts and regular instructors (Jacoby, 2006)
- Students of adjuncts took more subsequent courses in a subject area (Bettinger & Long, 2010)



Damage to Profession

- Lack of academic freedom
- Little or no participation in faculty governance (Benjamin, 2002)
- Lack of job reliability (Grusin & Reed, 1994)
- Lack of professional evaluation and development (Benjamin, 2002)



Disservice to Students

- Student persistence
- Reduction in graduation rates (Jacoby, 2006)
- No time nor motivation to mentor students outside of class (Benjamin, 2002; Jacoby, 2006)
- Pressure to get positive student evaluations (McArthur, 1999)
- Differing interpretations of policy (e.g., integrity and cheating) by adjunct and regular faculty (Hudd, Apgar, Bronson, & Lee, 2009)



Deskilling

- Defined by Braverman (1974)
 - Skills are stripped from jobs
 - Usually manual, not mental labor
 - Jobs become fragmented
 - Important tool for creating a contingent workforce



Reasons for deskilling

- Non-skilled industries/Industries with contingent workers
 - Hi tech
 - Fast food
 - Assembly
 - Health care
- More flexibility for administrators
- Workers easier to control
- Cheaper labor costs



What's missing?

- Instruction
- Student advising
- Curriculum development
- Research and publishing
- Institutional development
- Advancement of the profession



Bibliography

- Benjamin, Ernst. (2002). "How Over-Reliance Upon Contingent Appointments Diminishes Faculty Involvement in Student Learning." *Peer Review*, 5(1): 4-10.
- Bettinger, E. & Long, B.T. (Retrieved August 2, 2010). "Does Cheaper Mean Better? The Impact of Using Adjunct Instructors on Student Outcomes," *Review of Economics and Statistics* <http://gseacademic.harvard.edu/~longbr/Bettinger%20Long%200-%20Impact%20of%20Adjunct%20Instructors%209-08.pdf>
- Bolge, Robert. (1995). "Examination of Student Learning as a Function of Instructor Status (Full-Time versus Part-Time) at Mercer Community College." *ERIC*, ED 382 241.
- Grusin, Eleanor & Reed, Barbara. (1994). "The Role of Part-time Faculty In the Quality of Instruction." *Journalism Educator*, 48(4), 15-26.



Bibliography (continued)

- Hudd, Suzanne; Apgar, Caroline; Bronson, Eric; Lee, Renee. (2009). "Creating a Campus Culture of Integrity: Comparing the Perspectives of Full- and Part-time Faculty." *The Journal of Higher Education*, 80 (2), 146-177.
- Jacoby, Daniel. (2006). "The Effects of Part-Time Faculty Employment on Community College Graduation Rates." *Journal of Higher Education*, 77(6), 1081-1103.
- McArthur, Ronald. (1999). A comparison of Grading Patterns between Full- and Part-time Humanities Faculty: A Preliminary Study. *Community College Review*, 27, 65-77.
- Rhoades, Gary. (1996). "Reorganizing the Faculty Workforce for Flexibility: Part-Time Professional Labor." *Journal of Higher Education*, 67.

