Impact of the Growing Part-time Faculty Hires on College Campuses

Overview: A special report titled *Contingent Commitments: Bringing Part-Time Faculty Into Focus* from the Center for Community College Student Engagement (CCCSE) at the University of Austin, Texas illustrates the impact of increasingly hiring part-time faculty on college campuses. This brief summarizes the results on the Part-Time faculty report conducted by CCCSE. Today, part-time faculty far outnumber full-time faculty at most colleges. Readers are highly encouraged to refer to the full report for further detailed information on this topic.

Methodology and sample: The report by CCCSE provided data drawn from more than 70,000 faculty responses to the Community College Faculty Survey of Student Engagement[1] (CCFSSE), between 2009 and 2013. In addition, the report was based on the results of 32 focus groups that included full-time and part-time faculty, staff, and administrators.

Summary of Selected Findings

- In 2009, 987 community colleges in the US hired more than 400,000 faculty members: 70% of them were part-time hires. Between 2003 and 2009, the number of full-time faculty grew by about 2%, compared with a roughly 10% increase for part-time faculty (Knapp, Kelly-Reid, & Ginder, 2010).

- Colleges depend on par-time faculty to educate more than half of the student population, yet many do not provide opportunities to fully integrate these faculty members.

- Part-time faculty are less likely than their full-time colleagues to:
    - Use high-impact educational practices
    - Interact with their peers at the same level in regards to teaching and learning
    - To be included in campus discussions about the types of change needed to improve student learning, academic progress, and college completion
    - Have advanced degrees
    - More teaching experience
    - Have tenure
    - Teach non-developmental education courses

What Can Colleges do to Better Integrate Part-time Faculty?

- **Part-time faculty and student engagement:** Use college resources that support students, connections with students both inside and outside the classroom, and increase use of high-impact educational praxis.
- **Getting started:** Generate a systematic process at hiring, institute expectations, and an orientation to inform them about how each of these affects the role of part-time faculty.
- **Professional development and support**: Provide learning opportunities about effective teaching, mentorship, other intentional connections with colleagues, awareness of and access to college resources that support faculty work and students.
- **Evaluation and incentives:** Implement performance review and feedback, compensation, and appreciation of professional contributions and excellence.
- **Integration into student success initiatives:** Include them in data-informed decision-making to improve student success.
- **Institutional culture:** Establish values and norms regarding students, learning, human diversity, and ways by which the campus community interacts and collaborates with one another.

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1. To learn more about the CCFSSE instrument visit http://www.ccsse.org/CCFSSE/CCFSSE.cfm