

Report of the ADE Ad Hoc Committee on Staffing

Executive Summary

FOR two decades and more, higher education has confronted an environment characterized by increasing student enrollments and static or decreasing levels of funding. In consequence institutions have restricted or redistributed appointments of tenure-track faculty members and met the need for additional teachers by using less expensive part-time and temporary faculty appointments or (where there are graduate programs) graduate student teaching assistantships. Because almost every enrolled undergraduate takes at least one English course, such changes in the mix of faculty appointments mean that enrollment increases in the institution translate directly and immediately into staffing dilemmas for English departments. Information collected by the ADE in 1997 indicates that, in relation to the numbers of undergraduates needing to be taught, the professorial faculty in English is now so small that in research universities its members have at best a token presence in first-year writing courses. Even in baccalaureate colleges, English department professorial-rank faculty members were able to teach only half the sections of first-year writing in academic year 1996–97.

The Composition of the Faculty and Instructional Staff in English, 1996–97

A survey the ADE conducted of a stratified sample of 123 English departments in four-year colleges and universities provided the following information about the makeup of the faculty and instructional staff in four-year English departments during the academic year 1996–97.

	<i>Percentage of Faculty</i>	<i>Percentage of Instructional Staff</i>
Professorial-rank faculty members	54	40
Full-time non-tenure-track faculty members	10	8
Part-time faculty members	36	27
Graduate student teaching assistants	–	25

Average Percentage of Undergraduate Course Sections Taught

In different types of institutions, the categories of instructional staff teach different percentages of the undergraduate course sections offered.

<i>Percentage of Undergraduate Course Sections Taught</i>	<i>All Departments</i>	<i>Departments with Graduate Student TAs</i>	<i>Departments without Graduate Student TAs</i>
Professorial-rank faculty members	61	41	69
Full-time non-tenure-track faculty members	11	11	10
Part-time faculty members	21	20	21
Graduate student teaching assistants	7	28	–

Staffing of Undergraduate Courses in Baccalaureate-, Master's-, and Doctorate-Granting Institutions

In the deployment of instructional staff across various parts of the undergraduate curriculum, doctorate-granting institutions differ strikingly from baccalaureate- and master's-granting institutions. Faculty members holding tenure and tenure-track appointments in baccalaureate- and master's-granting institutions teach substantial percentages of first-year writing and introductory literature course sections. In doctorate-granting institutions such faculty members have a restricted teaching presence in introductory literature courses and almost no teaching presence in the first-year writing course. The absence of professorial-rank faculty members from the first-year writing course in doctorate-granting institutions marks a divide between them and other types of institutions and departments.

The distinctive staffing pattern of departments in doctorate-granting institutions follows partly from their responsibilities to staff graduate as well as undergraduate courses. But it also reflects the disparate, and much larger,

scale first-year writing assumes in doctorate-granting institutions. On average, departments in doctorate-granting institutions that responded to the ADE survey were responsible for staffing 168 sections of first-year writing, and those 168 sections made up 42% of all undergraduate course sections these departments taught. The departments had an average of 38 faculty members holding professorial-rank in 1996–97. Departments in baccalaureate-granting institutions were responsible for staffing 31 sections of first-year writing, which represented 33% of all the undergraduate course sections these departments taught, and had an average of 11 professorial-rank faculty members.

The Use of Full- and Part-Time Adjunct Faculty Members

The percentage of faculty members holding full- and part-time non-tenure-track appointments remains roughly the same across all types of institutions and departments, whether or not they have graduate students and whether or not they make use of graduate students as teaching assistants. Part-time and full-time adjunct faculty members are not temporary supplements for professorial-rank faculty members but are structurally required in addition to permanent faculty members for institutions to offer all the course sections they regularly need to offer in the undergraduate curriculum. Adjunct faculty members are crucial to the delivery of instruction and institutional functioning at every level.

The Use of Graduate Student Teaching Assistants

The departments in doctorate-granting institutions responding to the ADE survey all make use of graduate student teaching assistants. In 1996–97, teaching assistants taught 36% of all undergraduate course sections in these departments—61% of the first-year writing sections, 30% of the lower-division literature sections, and 3% of the upper-division literature sections. Writing courses account for over 80% of graduate assistants' teaching assignments: sections of first-year writing and other writing courses made up 71% and 11%, respectively, of the teaching they did. Their remaining assignments are for sections of lower-division literature (17%) and (rarely) an upper-division literature course (2%).

As the number of graduate student TAs increases, the share of the undergraduate curriculum taught by members of the professorial-rank faculty decreases. In PhD-granting departments with more than 50 TAs, professorial-rank faculty members taught only 31% of all undergraduate course sections in 1996–97, and TAs taught 47% of undergradu-

ate course sections, almost all in first-year writing. Upper-level literature courses, over 80% of which are taught by professorial-rank faculty members, account for 17% of PhD-granting departments' undergraduate course offerings. Sections of the first-year writing course, more than half of which are taught by graduate students, account for 26% of such departments' undergraduate curricula.

Conclusions

These employment and staffing practices contribute to a circle of perverse incentives in the culture and work environment of contemporary higher education. As better-compensated tenure-track lines grow scarcer and more valuable, departments protect probationary faculty members from departmental and institutional service so that those faculty members can focus a greater share of effort on the specialized research and publication that, more and more, become crucial for positive tenure decisions. Graduate students competing for scarce tenure-track positions feel ever-stronger incentives to present and publish as many conference papers as possible, whether or not so early and single-minded a focus on publication is the best preparation for doing the actual work of a faculty member once a position is gained. At the same time, for a large and growing segment of recent PhDs, poorly paid part- and full-time adjunct positions serve as post-doctoral or bridge appointments while they search for tenure-track appointments. Evidence documenting recent trends in PhD production, PhD placement, and staffing of undergraduate courses indicates that the opportunity costs and sheer human waste associated with graduate education have increased dramatically since 1988 and are approaching an unacceptably high level that forbodes serious difficulties for higher education.

The institutionalization of a multitiered faculty sharply divided in its levels of compensation and security of employment, in its quality and conditions of work, and in its reward for teaching or research, contributes to a negative work environment in academic departments that threatens the communication of basic intellectual and academic values. Put at risk is the capacity of the academic profession to renew itself and pass on to the future the ideal of the scholar-teacher—the faculty member who, while pursuing new knowledge, takes active responsibility for the institution, the department, and all parts of the curriculum. The adjunct faculty, while growing markedly in size, continues to labor under contractual and compensation arrangements that are grossly inappropriate, especially considering the contribution its members make to the delivery of undergraduate instruction. The professorial-rank faculty, while its members are more adequately compensated and supported, has, in comparison to the size of the

student body, shrunk to the point that its ability to perform its several service, teaching, and scholarly functions is compromised. Institutions' increasing use of part-time and full-time adjunct appointments, particularly over the past decade, forms one piece in a pattern of systematic underinvestment in the human resource of the faculty.

Recommendations

1. The ADE endorses the "Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty," along with that statement's "Action Agenda and General Policies and Guidelines for Good Practices."

Created by a coalition of representatives from eight disciplinary associations, the American Association of University Professors, and the Community College Humanities Association, the statement and action agenda articulate a set of shared understandings and commonly agreed-on starting points for future discussions and initiatives on issues of staffing in higher education.

2. The ADE endorses the recommendations of the "Final Report of the MLA Committee on Professional Employment" relating to funding and employment of graduate students:

- that all full-time doctoral students have full funding (ideally a combination of fellowships and teaching or research assistantships for at least five years, with fellowship support in the first and last years)
- that remuneration of graduate student employees should recognize the professional nature of the service they render and should, at a minimum, be sufficient to support study without the need for additional employment or loans
- that when teaching, graduate students should have primary responsibility for no more than one course each term and that teaching should never be so onerous as to interfere with the timely completion of the dissertation (40)

3. In the light of our findings about how graduate students' teaching experience is concentrated in first-year writing, the ADE further recommends

- that graduate programs, to serve both their graduate students and the departments where they will one day become faculty members, should seek ways to give graduate students a broadened range of supervised teaching experiences, including deliberate and sustained attention to the teaching of literature as well as the teaching of writing.

4. The ADE calls on institutions to recognize in contractual and compensation policies that adjunct full-time

and part-time faculty members have become an indispensable part of the delivery of undergraduate instruction across American higher education.

The depressed salaries, per-course structure of compensation, and semester-by-semester contractual arrangements usual for these appointments reflect an assumption of impermanence that has long since become inappropriate. The contractual and compensation structures for part-time appointments should be changed to reflect the actual use institutions make of part-time faculty members to provide for ongoing instructional needs.

5. The ADE calls on institutions to halt and if possible reverse the conversion of tenure-track lines to full-time and part-time adjunct appointments.

Even granting the continuing necessity of a corps of faculty members holding part-time appointments, the ADE staffing survey provides considerable evidence that departments of all sizes and types do not have sufficient numbers of professorial-rank faculty members to allow them to participate substantially in all the parts of the curriculum for which they have nominal responsibility. As a practical matter, every faculty member holding professorial rank generally cannot teach lower-division or writing courses every term. But the professorial faculty must be of sufficient size to permit a critical mass of the faculty to exercise direct responsibility for every part of the curriculum, including lower-division and writing courses.

6. The ADE calls on departments, especially in PhD-granting institutions, to adopt staffing policies that ensure that professorial-rank faculty members teach as well as design and evaluate courses at all levels of undergraduate education.

The committee is convinced that intervening in the conversion of tenure-track appointments to adjunct appointments necessarily requires increased levels of direct involvement by professorial faculty members in lower-division teaching. Lower-division courses, and especially writing courses, are where the adjuncts are. Reclaiming tenure-track lines inescapably means reclaiming the lower-division sector of the curriculum as one where members of the professorial-rank faculty can, do, and must teach. The committee calls on all faculty members holding professorial rank to recommit themselves to teaching in all parts of the curriculum.

7. While the means for accomplishing such a recommitment must respect institutional differences and will rightly vary from one institutional setting to another, the ADE recommends that departments give strong consideration to the following three options for changes in course load, class size, and programmatic emphasis:

- Institute variable course loads depending on the research or teaching emphasis chosen by particular faculty members in particular teaching years. Variable

course loads may contain incentives for faculty members to teach in first-year writing or in introductory literature courses.

- Reconsider the department's limits on class sizes and its menu of small and large courses. For example, many PhD-granting departments have found that it usefully serves several ends simultaneously to have full-time tenured faculty members (often senior full professors) teach lower-level introductory courses in large lectures with discussion sections staffed by teaching assistants. Freshmen and sophomores have the opportunity to hear and meet a senior faculty member; teaching assistants are supervised and observed by the senior faculty member; teaching assistants learn the techniques of lecturing and the logistics of a large course as well as the approaches needed to make specialized knowledge comprehensible and to evaluate undergraduate students appropriately in such educational settings.
- Shrink the graduate program by reducing admissions and, in proportion, by reducing the number of semi-

nars offered. As fewer graduate students are admitted, the faculty time and effort that are released can be reallocated to teaching in the undergraduate curriculum.

The ADE recognizes that these strategies will be variably applicable in different institutional settings.

Members of the ad hoc committee

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Report of the ADE Ad Hoc Committee on Staffing

The following report was approved by the ADE Executive Committee at its December 1998 meeting. Members of the ad hoc committee: Marcia Dalbey, Eastern Michigan University; David Laurence, ADE; Adalaide Morris, University of Iowa; Stephen Olsen, ADE; James Papp, ADE; Barry V. Qualls, Rutgers University, New Brunswick; Philip Smith, University of Pittsburgh, Pittsburgh (chair); Eric Sundquist, Northwestern University.

THE ADE Executive Committee appointed the ad hoc committee on staffing in March 1996. Reports that institutions were once again increasing their use of part-time and non-tenure-track appointments raised anew long-standing concerns about institutions' staffing practices. Of particular concern were the extensive use made of part-time and adjunct faculty members and graduate students, especially in the teaching of introductory courses; the limitations such employment practices place on tenure-track career opportunities for PhDs in our field; and the longer-term damage to institutions and the profession that can ensue from staffing and employment practices developed primarily for the short-term advantages they were perceived to offer. The committee was charged with examining and making recommendations about English department staffing practices in four-year colleges and universities. The committee met four times, once in the fall of 1996, twice (spring and fall) in 1997, and once in the summer of 1998.

I. The Problems of Institutional Staffing Practices

This report describes how undergraduate courses in United States four-year college and university English de-

partments are currently staffed. It is based on information the ADE gathered in the summer of 1997, reflecting practice during the academic year 1996–97. These data indicate how departments staff their undergraduate programs by relying on a multitiered structure of professorial-rank—that is, tenured and tenure-track—faculty members, full- and part-time adjunct instructors, and, where they are available, graduate student teaching assistants. This multitiered staffing structure forms a key institutional expression of dilemmas with which administrators have been coping for some time and about which members of the postsecondary English community have been intensely concerned. What priority should general undergraduate education have in institutional budgets? Who should teach—and whom can institutions afford to have teach—introductory courses, especially the many sections of required first-year writing courses that English departments offer? What is the proper role of graduate students as teachers and of teaching assistantships as support for those pursuing advanced degrees? What can and should be done about the use that institutions and departments make of generally poorly paid instructors holding part-time appointments?

At the outset of this report we wish to emphasize how the reality of current staffing practice has become a deeply entrenched, if uneasy, set of accommodations to long-standing institutional constraints. For two decades and more, higher education has confronted an environment characterized by increasing student enrollments and static or decreasing levels of funding. As one consequence, institutions and departments have turned to part-time and temporary faculty appointments to meet the need for additional teachers. Over the eighteen-year period from 1975 to 1993, the total number of students enrolled in higher education grew by 28% (table 1). Over the same eighteen years, the number of regular professorial-rank faculty members grew by 11%, while the number of part-time faculty members grew by 97%. Taken together, these data indicate that, relative to the size of the student body,

Table 1
Student Enrollments and Numbers of Regular and Part-Time Faculty Members in 1975 and 1993

	1975	1993	Percentage Change
Number of students enrolled	11,184,859	14,304,803	28%
Number of regular faculty members	354,000	393,702	11%
Number of part-time faculty members	188,000	369,768	97%
Size of regular faculty/size of student body	0.032	0.028	-13%

Sources: Snyder 176 (table 169); Benjamin, "Declining Faculty" 726 (table 3).

the size of higher education's regular professorial-rank faculty actually shrank by 13% between 1975 and 1993.

Because English departments typically teach almost every enrolled undergraduate, the trends represented in table 1 put inexorable pressure on their staffing. According to the MLA's most recent survey of English programs, 95% of the 526 institutions in the nationally representative sample require all arts and sciences students to take at least one composition course. Moreover, because writing instruction is intensive, courses are organized in small sections that allow instructors to provide individualized attention to students and their writing. According to the MLA survey, the average maximum size of class sections in first-year writing courses is 23.6 students, and the 50% of English departments surrounding the mean staff between 15 and 95 first-year writing class sections annually (Huber 35, 50 [table 21], 45 [table 13]).

Under the conditions of instruction outlined in the preceding paragraph, enrollment increases in the institution translate directly and immediately into staffing dilemmas for English departments. The strains become especially acute in large, state-supported research universities, which characteristically provide undergraduate education on a mass scale while requiring members of their faculties to sustain strong commitments to advanced research and graduate education. In 1988 Christopher Clausen, then head of the English department at Pennsylvania State University, vividly described the staffing bind that increases in student enrollments create for a department in such a setting without corresponding increases in the size of the regular faculty.

The Pennsylvania State University teaches over 67,000 students on twenty-two campuses throughout Pennsylvania. Between 1970 and 1986 the number of students increased by 33%. In the same period, the number of regular faculty members increased by 3.4%, almost exactly 10% of what would have been required to maintain the previous ratio of faculty members to students. In the English department on the main campus, the situation was far more dramatic. In 1970 the department had some 70 tenure-track positions. In the fall of 1985 it had 55, of which 7 were unfilled; it also had about 80 teaching assistants, who each taught two or three sections a year. The number of English majors was smaller than it had been fifteen years earlier, but the number of students in the two required composition courses was far larger. In 1985–86, for the first time, that number exceeded 10,000. How did the department manage to teach so many students with so small a faculty? Well may you ask. (5)

Members of the higher education English community will recognize the circumstances Clausen depicted a decade ago as all too typical. In the research university, as the ADE's 1996–97 survey shows, the result has been that the regular faculty is now so small in relation to the undergraduate student body that members of the professorial-rank

faculty have only a token presence in first-year writing courses. Even in baccalaureate colleges, long notable for their commitment to undergraduate teaching, the ADE staffing survey suggests that the regular faculty is able to staff only half the sections of first-year writing, on average.

The realities of institutional budgets, student enrollments, and faculty size reviewed in the preceding paragraphs supply the largest explanatory context for English departments' current staffing practices. Recognition of this context provides an important corrective to one tendency that has marked the discussion of institutions' increasing use of part-time appointments and the exploitative conditions under which part-time faculty members teach. Too often the "part-time problem" is misdiagnosed not as a symptom of systemic trends and conditions of funding in higher education but as an indication of the failure of professorial-rank faculty members and their institutions to value undergraduate teaching.

Current practice is held in place as a tightly integrated system of interests and incentives. Because staffing patterns are symptomatic of underlying systemic trends and constraints, no aspect of current practice can be altered without challenging arrangements in which institutions and full- and part-time faculty members alike have over time acquired deep investments. We who are members of the professorial faculty, especially in research universities, must acknowledge how choices we make contribute to the problem and to the crisis. As fiscal constraints have reduced departments' ability to hire additional faculty members and to replace those who have retired or resigned, part-time teachers have become increasingly familiar presences in our departments, especially in first-year writing courses. Professorial faculty members in PhD-granting schools find themselves distanced, even absent, from the teaching and supervision of and interaction with first-year students and with those who teach them. This absence of the faculty from the entry levels of undergraduate education ensures that humanities professors are remote, even invisible, in the lives of too many first- and second-year students. In a major research university even some English majors may rarely have significant contact with a professorial-rank faculty member before the junior year.

Is it then surprising that the public perceives teaching to be a lesser part of faculty members' work than it ought to be? The assumption of many outside and some inside the academy is that creating publishable research and teaching graduate students and advanced undergraduates are all that interest faculty members in research universities—an assumption that grows out of choices about staffing that institutional constraints have in great part imposed on departments. How damaging are the consequences of this state of affairs for the academic profession and institutions of higher education? If inside our community we object strenuously to hiring freezes and institutions' increased re-

liance on part-time faculty members, we less often address the reasons, beyond the budgetary, for the problems or attempt to delineate their character, scope, and detrimental effects systematically. The lack of systematic analysis is important because in the judgment of many informed and responsible administrators, the staffing practices described in this report have not ranked very high on the list of problems facing higher education. Indeed, far from sharing our community's assumption that reliance on part-time instructors defines a problem, some administrators regard these practices as indispensable to solving what they regard as higher education's real difficulties. In the committee's view, the burden lies on members of our community to explain how the staffing practices to which we have long objected damage institutions and programs in ways that should be given greater weight than the solutions others believe these same practices provide.

This report is submitted as a contribution to that explanation. The staffing practices it brings to light have far-reaching ramifications

- for the continuance of the scholar-teacher as an ideal that informs institutional values and practices
- for the employment opportunities of members of the field and the economic stability of the profession
- for the quality and integrity of academic programs and departments and the colleges and universities that house them
- for the educational opportunities that institutions are able to make available to undergraduates, especially in their first two years of study

In drafting this report the committee has made two assumptions. First, the committee assumes that higher education properly has a double mission to promote both undergraduate education and continuing scholarly research. Faculty members working in all parts of higher education have important obligations to both teaching and scholarship. Preserving the ideal of the faculty member as both scholar and teacher should remain a fundamental value for American higher education. Sustaining and strengthening the faculty's capacity to perform both its teaching and its scholarly functions should continue as primary ends informing institutional policy, departmental decision making, and faculty members' work.

Second, the committee assumes that higher education in the United States forms a single system based on common intellectual and educational values, even as we affirm the strength that system derives from its uniquely decentralized character and diversity of institutional types and missions. The distribution of faculty members' work and time in a baccalaureate or two-year college properly differs from that in a research university. Nonetheless, these differences in degree do not mark differ-

ences in kind. Undergraduate study rests on identical commitments to scholarship and teaching wherever such study is offered, whether in a two-year college, a baccalaureate college, or a research university, and the ideal of the scholar-teacher applies as forcefully in one type of institution as in the others. Something is amiss, therefore, if structural conditions in baccalaureate or two-year colleges leave faculty members without appropriate opportunities to pursue research and scholarship, just as something is amiss if structural conditions in research universities remove faculty members from active, direct involvement in teaching all parts of the curriculum.

Finally, we note that the committee's charge and hence its report are directed to staffing in four-year institutions. This limitation of scope should in no way be taken to imply a lack of concern about issues of staffing as they affect two-year colleges. However, since more than 60% of faculty members in two-year colleges have part-time appointments (United States, table A-4c), the ADE Executive Committee judged that consideration of the issues and practical options for conditions of employment in two-year institutions requires separate treatment.

While our report addresses staffing practices in all four-year English departments—baccalaureate colleges, regional universities, and nationally prominent research institutions—we believe that the patterns of current practice the ADE survey brought to our attention raise special issues for faculties in PhD-granting institutions and departments. One key dimension of the current situation is the share of instruction in different sectors of the curriculum that professorial-rank faculty members now provide. Figure 1 shows the percentages of sections in first-year writing, lower-division literature, and upper-division literature taught by professorial-rank faculty members in the doctorate-granting, master's-level, and baccalaureate institutions responding to the ADE survey. Limitation on the use of professorial-rank faculty members occurs most generally in first-year writing courses, although in PhD-granting institutions it extends in a significant way to lower-division literature courses as well.

The absence of professorial-rank faculty members from the first-year writing course is particularly striking in PhD-granting institutions. Outside of doctorate-granting institutions, professorial-rank faculty members maintain a significant, although still reduced, direct teaching role in first-year writing courses. The absence of professorial-rank faculty members from the first-year writing course in doctorate-granting institutions marks a divide between them and other types of institutions and departments.

The information we have reviewed indicates clearly how faculties in every type of institution—including doctorate-granting institutions—are overstretched in meeting their varied curricular responsibilities to general education courses, undergraduate majors, and (where there are

graduate programs) graduate students. The committee does not recommend any mechanical reallocation of faculty workload to lower-division teaching and here explicitly states its strong opposition to measures that would degrade departments' scholarly functions or weaken their capacities to support advanced study. The committee nevertheless believes that progress on the key systemic issues that have bedeviled the profession—especially the rationing of professorial-rank positions and institutions' growing use of poorly paid part-time faculty members—hinges on a recapturing of the lower-division curriculum in doctorate institutions by a critical mass of professorial-rank faculty members. Intelligently planned and thoughtfully implemented, the return of an appropriate representation of professorial-rank faculty members in doctorate institutions to lower-division teaching can benefit departments, the profession, and higher education as a whole.

The committee's analysis suggests an action agenda directed toward three goals:

1. A smaller adjunct faculty with improved compensation and contractual arrangements
2. A professorial faculty large enough to be invested in teaching at all levels of the curriculum, including—in PhD-granting departments especially—the lower division

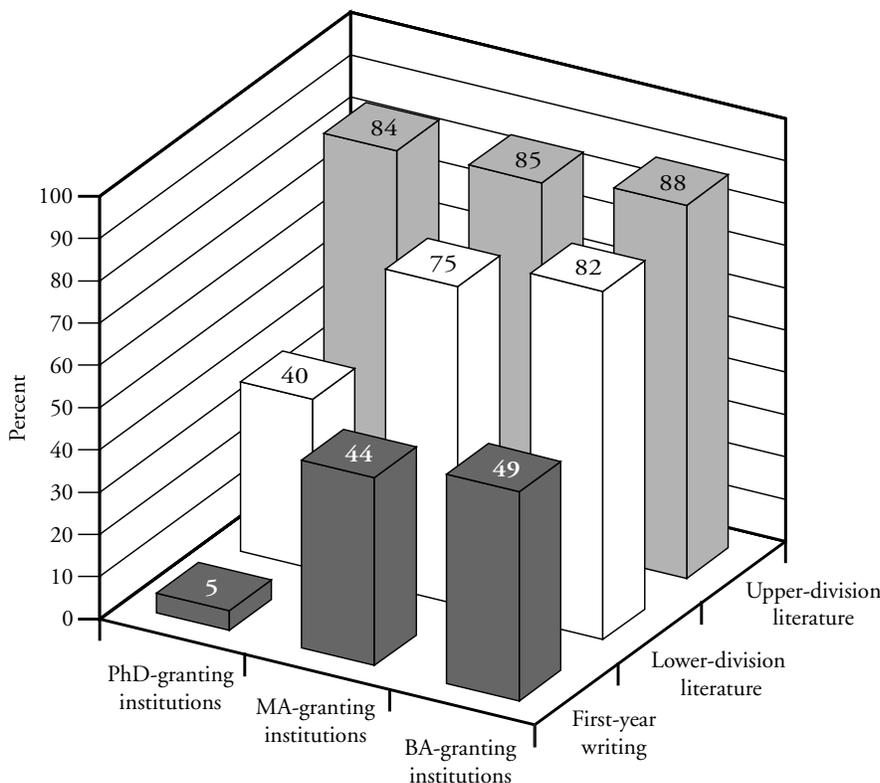
3. A smaller graduate student population with increased fellowship support and less responsibility for teaching

We believe that these reforms, and any institutional changes entailed by them, are essential to the long-term health of the profession.

II. Staffing in English Departments: Systematic Data from the Academic Year 1996–97

In July and August of 1996, in preparation for the ad hoc committee's first meeting, the ADE conducted an informal poll of chairs who had attended one of the 1996 ADE summer seminars. Chairs from 86 departments responded, and with these results the ADE staff developed a set of illustrations of departments' staffing practices in undergraduate courses in the fall semester of 1995, which the committee discussed at its meeting in October 1996. In May 1997, in a more systematic inquiry, questionnaires were sent to chairs of 144 four-year English departments included in a stratified sample chosen from among departments participating in at least one ADE Summer Seminar between 1992 and 1996. Three characteristics were considered in developing the sample strata: institutional type, institutional size, and source of funding. Combining them gave rise to the following sample subgroups:

Fig. 1
Percentage of Undergraduate Course Sections Taught by Professorial-Rank Faculty Members, by Type of Institution and Course



1. Doctorate-granting institutions that are
 - privately funded
 - publicly funded
2. Master's-level institutions with
 - 2,000 or fewer full-time equivalent (FTE) students in fall 1992
 - 2,001–5,000 FTE students in fall 1992
 - 5,001 or more FTE students in fall 1992
3. Baccalaureate institutions

The number of departments surveyed in each subgroup was determined by the representation of each subgroup among all four-year English departments in the United States. Departments in the two subgroups for doctorate-granting institutions were oversampled to ensure that adequate numbers would be included in the final group of respondents.

The 144 departments were asked to provide information about staffing in undergraduate courses during the academic year 1996–97. One hundred twenty-three departments completed questionnaires, a response rate of 85%. These respondents represent approximately one-tenth of all four-year English departments in the United States. Responses were weighted in terms of the same characteristics used in sample selection—institutional type, size, and source of funding.

This survey and analysis provided the ad hoc committee with comparative information about the numbers of different categories of instructional staff that departments use and the percentage of course sections in different areas of the curriculum that these different categories of instructional staff teach. One caution should be kept in mind. The small size of the sample and the limited number of variables used to establish representativeness mean that the findings are best regarded as indicative rather than definitive.

Here follow seven key findings from the ADE's survey of four-year English departments' staffing practices in the academic year 1996–97.

Finding 1. Supplementing the use of professorial-rank faculty members with the use of faculty members who hold part-time and full-time non-tenure-track appointments can no longer be regarded as a stopgap measure to deal with temporary needs. Rather, these faculty members are an indispensable part of the delivery of instruction in English.

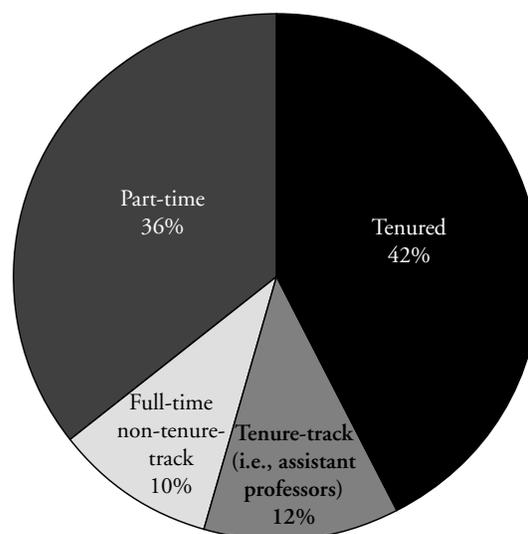
The survey confirmed the widespread use of part-time and full-time adjunct faculty members among English departments in all the four-year institutional types and sizes surveyed. Specifically, the data provided by the 123 departments in the ADE sample suggest that part-timers constituted an estimated 36% of all faculty members teaching in United States four-year English departments in 1996–97 (fig. 2). Full-time non-tenure-track faculty members make up an estimated additional 10% of all faculty members. The 36% figure is higher than the 30% that the United States Department of Education gives as the percentage of part-timers among all faculty members in four-year institutions in fall 1993 (United States, table A-4c).

While the ADE data do not provide information about changes in the composition of the faculty over time, they do align with figures reported in longitudinal studies of the two-decades-long nationwide rise in reliance on part-time faculty members throughout United States higher education (including two-year institutions): in 1970, part-timers accounted for 22% of all faculty members; in 1993, the figure was 40% (Snyder 220). In the 1970s the growth of adjunct and part-time staffing was justified as a transient measure designed to meet what were supposed to be temporary needs as higher education negotiated the transition from the extraordinary

enrollment increases of the baby boom generation to the lower enrollments analysts projected for the generation of the baby bust. Of course, the projected enrollment declines never occurred. Twenty years later, with increased numbers and percentages of part-time and full-time adjunct teachers everywhere in United States higher education, it is clear that the use of these appointments has long since evolved into something altogether different from a stopgap measure to deal with temporary needs. Rather, adjunct faculty members are integral members of English departments and crucial to the delivery of instruction and institutional functioning at every level.

The findings from the ADE survey also show that the average number of faculty members in all groups (professorial-rank, full-time adjunct, and part-time) increases as the size of the student body increases. Furthermore the percentage of part-timers per department remains roughly the same whether or not departments have graduate students and whether or not they make use of graduate students as teaching assistants. Across departments without graduate students, those with graduate students but no teaching assistants, and those with both graduate students and teaching assistants, the average percentage of part-time faculty members per department varies by a modest 4%, from 30% to 34%. (Per-department averages differ from the estimated percentage of part-timers among all faculty members in four-year English departments in the United States, presented in figure 2. The latter percentage is calculated from the sum of all faculty members in the four-year English departments in the ADE sample; the per-department average is calculated from the percentage of part-timers in each

Fig. 2
Estimated Percentages of Faculty Members in Different Categories, Four-Year English Departments, 1996–97



department.) These findings suggest that part-time and full-time adjunct faculty members are not temporary supplements for professorial-rank faculty members but are structurally required in addition to permanent faculty members for institutions to offer all the necessary course sections in various parts of the undergraduate curriculum.

Finding 2. By head count, those holding professorial-rank positions in four-year English departments constitute less than half of the total instructional staff.

The term *faculty members*, used above, includes only those individuals who hold either professorial-rank faculty positions or temporary non-professorial-rank appointments as either full- or part-time adjuncts. It does not include graduate students serving as teaching assistants. This report uses the term *instructional staff* to refer to the corps of all those, including TAs, who taught undergraduate course sections during the academic year 1996–97. The ADE findings suggest that by head count TAs make up 25% of the instructional staff in four-year English departments (fig. 3). Together, part-time faculty members and graduate student TAs make up what can be termed the corps of non-full-time instructors in English departments. When the part-time faculty group (27% of the total) is added to the TA group, it appears that approximately half (52%) of the instructional staff teaching in the four-year English departments in the ADE sample are non-full-time instructors.

Professorial-rank faculty members make up only two-fifths (40%) of the total number of instructors in the ADE sample. Full-time instruction comes from tenured faculty members (31% of all English instructional staff in these four-year institutions), tenure-track faculty members

(9% of all instructional staff), and full-time non-tenure-track faculty members (8% of all instructional staff).

Of the people engaged in teaching English in the four-year institutions responding to the survey, 60% by head count are graduate student TAs or faculty members holding part-time or full-time adjunct appointments.

Finding 3. While representing just over two-fifths of the instructional staff by head count, professorial-rank faculty members taught, on average per department, just over three-fifths of all undergraduate course sections the departments in our sample offered in academic year 1996–97. Part-time faculty members taught two-fifths of all course sections; TAs taught less than one-tenth of all undergraduate course sections.

Head counts, of course, do not indicate the relative share of teaching the different categories of instructional staff provide in different sectors of the undergraduate curriculum and in different institutional settings and types of departments. In academic year 1996–97, on average per department, professorial-rank faculty members taught 61% of all undergraduate course sections the responding departments offered (fig. 4). Full-time non-tenure-track faculty members taught 11% of all undergraduate course sections; part-time faculty members taught 21% of all undergraduate course sections; and TAs taught 7% of all undergraduate course sections.

Whereas the ADE figures suggest that TAs make up 25% of all instructional staff nationally by head count, the figures likewise indicate that on average, per department, TAs teach 7% of the undergraduate course sections. (We hasten to acknowledge that the two per-

Fig. 3
Estimated Percentages of Different Categories of Instructional Staff in Four-Year English Departments, 1996–97

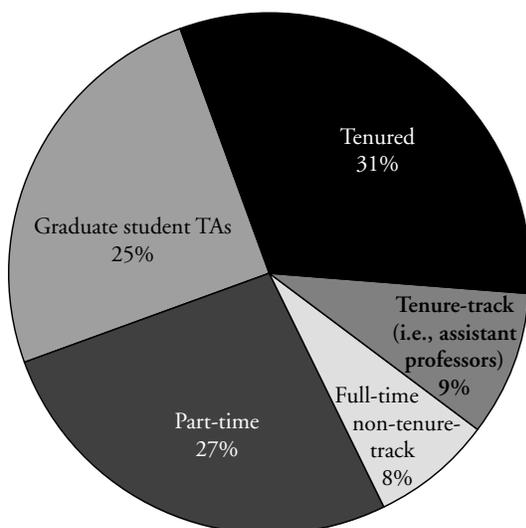
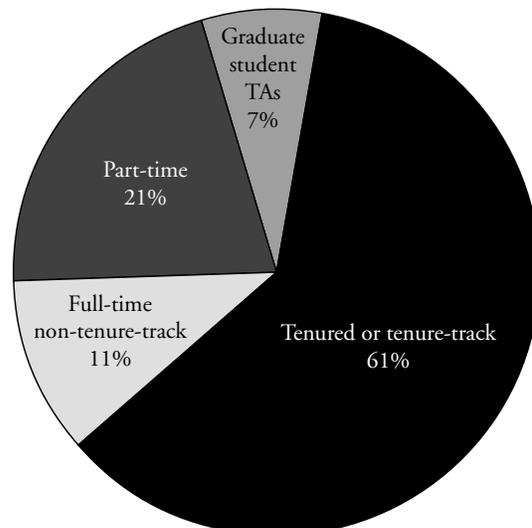


Fig. 4
Average Percentage per Department of All Undergraduate Course Sections Taught by Various Categories of Instructional Staff, All Respondents, 1996–97



centages are not strictly equivalent in basis: the 25% figure is based on a simple total of all instructional staff counted in the sample, while the 7% figure is derived from per-department averages.)

Finding 4. In the subset of departments that use TAs, the proportion of undergraduate course sections taught by professorial-rank faculty members falls to two-fifths and that taught by TAs rises to a quarter. The shares taught by part-time and full-time non-tenure-track faculty members remain virtually the same.

In departments that make use of teaching assistants, TAs taught 28% of all undergraduate course sections; part-time faculty members, 20%; full-time non-tenure-track faculty members, 11%; and professorial-rank faculty members, 41% (fig. 5). Eight of every 10 sections TAs taught and 6 of every 10 sections part-time faculty members taught, on average, were sections of first-year writing. By contrast, between 6 and 7 of every 10 sections professorial-rank faculty members in these departments taught were sections of upper-division courses.

The pattern is substantially different in the departments without graduate students and therefore without TAs (fig. 6). In such departments professorial-rank faculty members on average taught 69% of all undergraduate course sections while full-time and part-time non-tenure-track faculty members taught 10% and 21% of the course sections, respectively. And while the pattern holds whereby most of the sections taught by professorial-rank faculty members are sections of upper-division courses and most of the sections taught by part- and full-time non-tenure-track faculty members are sections of first-

year writing, a key difference emerges: in departments without graduate students the presence of professorial-rank faculty members in first-year writing is almost equal to that of part- and full-time non-tenure-track faculty members. In departments without graduate students, professorial-rank faculty members taught 14 sections of first-year writing, on average, and part- and full-time non-tenure-track faculty members taught 16 sections. The comparable figures for departments with teaching assistants (and concomitantly graduate teaching responsibilities) are professorial-rank faculty members, 12 sections; part- and full-time non-tenure-track faculty members, 58 sections; TAs, 75 sections.

Finding 5. The differential staffing patterns in departments with and without TAs point to a significant boundary between departments where graduate education takes place and those where the faculty's effort is directed chiefly toward undergraduate education.

In their disparities, the figures suggest how distinctive is the relation of the professorial-rank faculty to lower-division courses, especially first-year writing, in institutions and departments with doctoral programs, even while the figures suggest as well how similar is the role part-time and full-time non-tenure-track faculty members assume in departments across all institutional categories. These differing staffing patterns also bear on the controversial question of whether it confuses or clarifies the staffing issue to see the situations of TAs and part-time faculty members separately or together.

Interpreting these disparities requires seeing the relations of scale among the several sectors of the undergraduate

Fig. 5
Average Percentage per Department of All Undergraduate Course Sections Taught by Various Categories of Instructional Staff, Departments with TAs, 1996–97

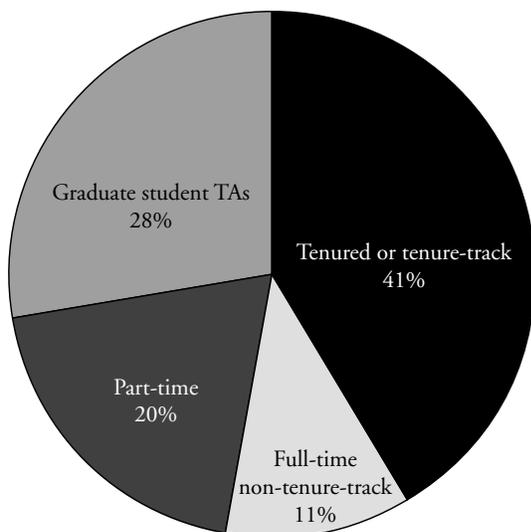
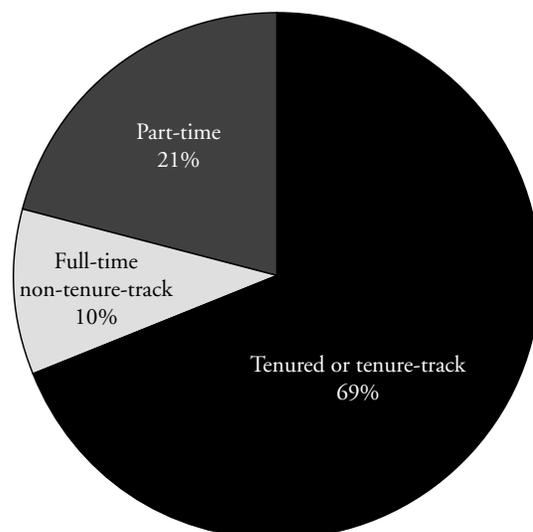


Fig. 6
Average Percentage per Department of Undergraduate Course Sections Taught by Various Categories of Instructional Staff, Departments without Graduate Students, 1996–97



curriculum, the share of the total undergraduate curriculum the different sectors claim, and the contribution the different categories of instructional staff make within those sectors and in the undergraduate curriculum as a whole. This complex of relations is the subject of figures 7 through 12, which convey graphically the curricular and staffing situations of departments in PhD-granting, BA-granting, and MA-granting institutions. Figure 7, for example, shows that sections of first-year writing made up 42% of all undergraduate course sections English departments in PhD-granting institutions taught in 1996–97; sections of upper-division literature courses made up 24% of the undergraduate curriculum. Professorial-rank faculty members taught 34% of the undergraduate course sections in these departments, and the share of first-year writing sections and upper-division literature sections taught by professorial-rank faculty members amounted to 2% and 20%, respectively, of all the undergraduate course sections these departments taught in 1996–97 (fig. 8). TAs taught 36% of the undergraduate course sections in departments in PhD-granting institutions, and the sections of first-year writing taught by graduate student TAs in these departments represented 25% of all undergraduate course sections these departments taught (fig. 8). (Figures 9, 10, 11, and 12 illustrate the comparable information for departments in BA- and MA-granting institutions.)

Finding 6. The problem of staffing first-year writing courses forms the core, though not the entirety, of the

staffing problem generally. Intervening in staffing issues such as the increasing use of part-time appointments necessarily means considering changes in the way first-year writing courses are staffed and in the nature of the courses themselves.

In PhD-granting departments in the sample—all of which make use of graduate students as teaching assistants—professorial-rank faculty members taught only 4% of the sections of first-year writing these departments offered in 1996–97, while TAs taught 63% of such sections, part-timers taught 19%, and full-time non-tenure-track faculty members taught 14%, on average.

In BA-granting departments professorial-rank faculty members taught 50% of the first-year writing sections; part-timers taught 38% of the sections; and full-time non-tenure-track faculty members taught the remaining 12%, on average (these departments, of course, do not have TAs). Departments where the MA is the highest degree granted fall in the middle. Professorial-rank faculty members taught 36% of the first-year writing sections that the MA-granting departments in the ADE sample offered in 1996–97; part-timers, 42%; full-time non-tenure-track faculty members, 11%; and TAs, 11%, on average. (Not all these departments report using graduate students as teaching assistants.)

Finding 7. In PhD-granting departments, professorial-rank faculty members teach, on average, one-third of all undergraduate course sections, and the chances of an un-

Fig. 7
Average Percentage of the Undergraduate Curriculum Claimed by Different Course Types and Taught by Different Categories of Instructional Staff, Departments in PhD-Granting Institutions, 1996–97

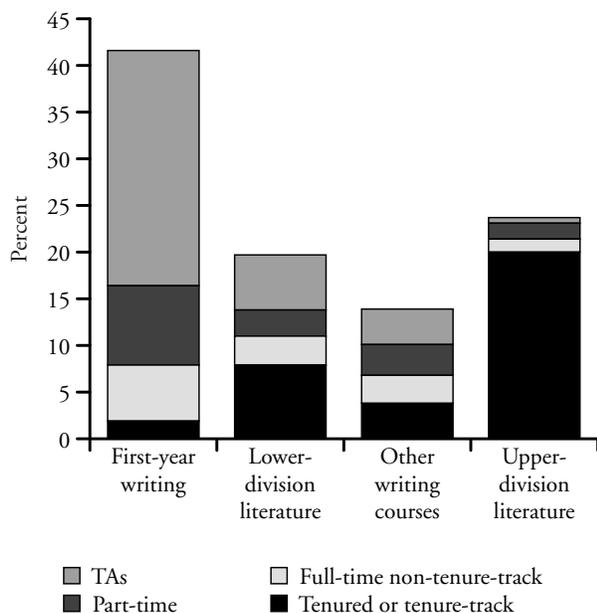
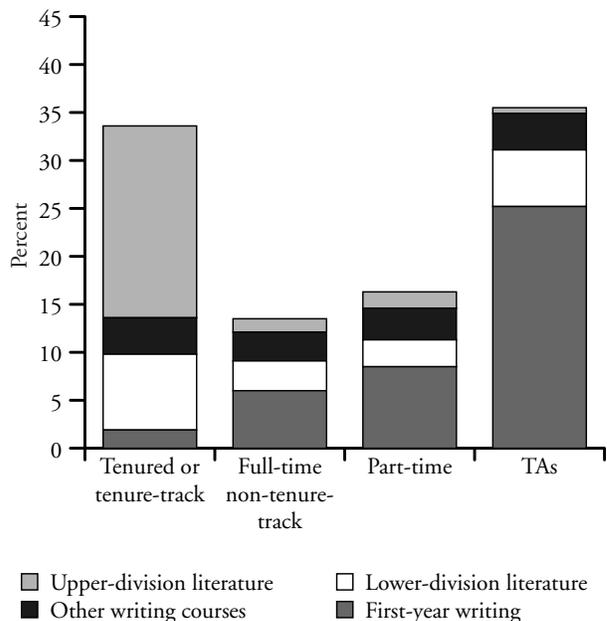


Fig. 8
Average Percentage of the Undergraduate Curriculum Taught, by Category of Instructional Staff and Course Type, Departments in PhD-Granting Institutions, 1996–97



dergraduate encountering such a faculty member in a first-year writing course are 1 in 20.

In assessing these findings, it is of course crucial to acknowledge that the sheer numbers of students that PhD-granting institutions must teach can make figures appear condemning that are in fact simply a result of the size of these universities. PhD-granting departments rely on teaching assistants and part-time faculty members in great measure because they lack, or are denied, the resources to hire larger numbers of professorial-rank faculty members. Thus, the average percentage of undergraduate instruction provided by full-time professorial-rank faculty members is considerably lower in the doctorate-granting departments in the sample than in the MA- or BA-granting departments. In departments with TAs, it decreases as the number of TAs increases. In PhD-granting departments with more than fifty TAs, professorial-rank faculty members taught only 31% of all undergraduate sections in 1996–97, and TAs taught 47% of undergraduate course sections, almost all in first-year writing. In the PhD-granting departments, professorial-rank faculty members teach most sections of the undergraduate literature courses but almost no sections of the first-year writing course. The ADE figures show that upper-level literature courses taught by professorial-rank faculty members account for 17% of a PhD-granting department's undergraduate course offerings, on average. First-year writing courses taught by TAs (usually more than half of

all the first-year writing sections offered) account, on average, for 26% of a department's undergraduate offerings.

The differences among kinds of departments in the average percentage of undergraduate instruction taught by full-time professorial-rank faculty members are most pronounced in comparing BA-granting and PhD-granting institutions. Table 2 summarizes findings comparing the staffing patterns in PhD- and BA-granting institutions. Major aspects of these findings are presented graphically in figures 13 and 14, which show staffing of the undergraduate curriculum as an array of sixteen and twelve columns, respectively, for departments in PhD- and BA-granting institutions. Each column indicates the percentage of *all* undergraduate course sections that were taught by each category of instructor in each of the four major course categories—first-year writing, lower-division literature, other writing courses, and upper-division literature.

One additional striking point is not apparent in the figures: the aggregate undergraduate course load per department is greater in larger universities. PhD-granting

Fig. 9
Average Percentage of the Undergraduate Curriculum Claimed by Different Course Types and Taught by Different Categories of Instructional Staff, Departments in BA-Granting Institutions, 1996–97

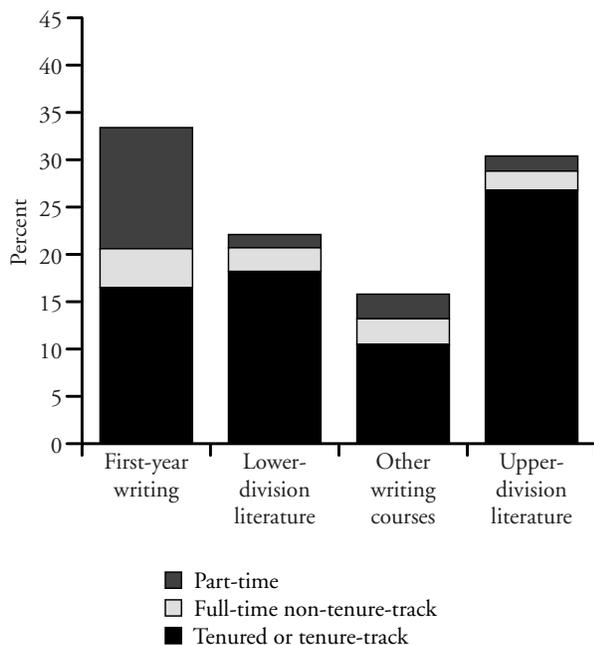
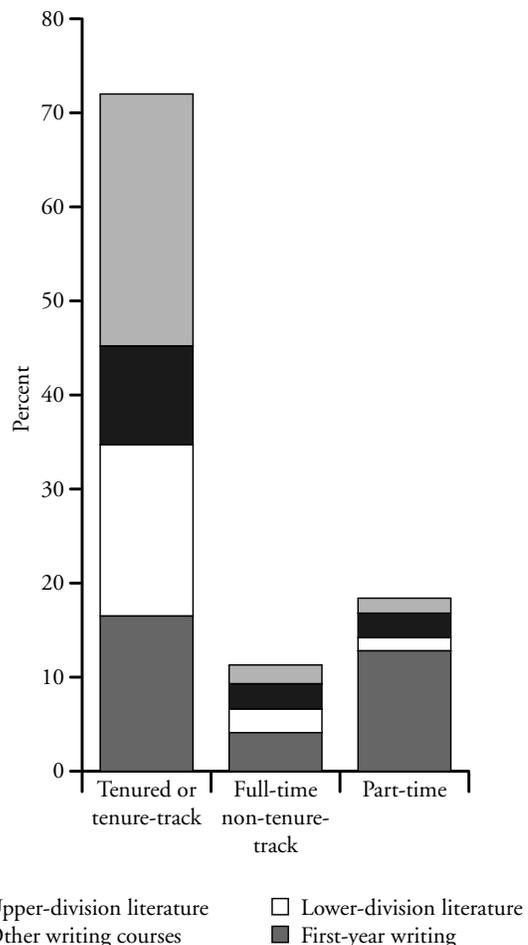


Fig. 10
Average Percentage of the Undergraduate Curriculum Taught, by Category of Instructional Staff and Course Type, Departments in BA-Granting Institutions, 1996–97



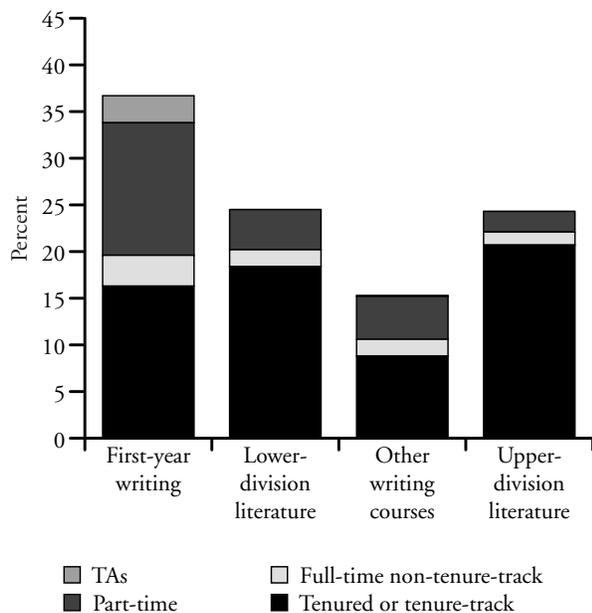
English departments teach, on average, 4.4 times as many undergraduate course sections per year as do BA-granting departments (372 vs. 85), but they have only 3.3 times as many professorial-rank faculty members.

Two questions follow: How can English department faculties, particularly those in PhD-granting departments, modify their staffing practices and teaching assignments to intervene in these troubling institutional dynamics and reverse their damaging consequences? And what are the chief obstacles to change that must be addressed and overcome before such actions can become realistic choices that departments and faculty members will make, administrators will encourage, and public leaders will support?

III. The Use of Adjunct Faculty Appointments from an Institutional Point of View

This section reviews some of the reasons part-time employment has proved advantageous not only to institutions of higher education and their administrators but also to full-time faculty members holding professorial-rank appointments, to students, and to many part-timers and adjuncts themselves. The committee assumes that any attempt to alter current staffing arrangements must acknowledge the substantial benefits that each of these stakeholders attaches to adjunct faculty appointments. Severally and together, their interests make the practice integral to the structure of contemporary higher education.

Fig. 11
Average Percentage of the Undergraduate Curriculum Claimed by Different Course Types and Taught by Different Categories of Instructional Staff, Departments in MA-Granting Institutions, 1996–97



For institutions, the preeminent benefit of part-time employment is clearly fiscal. Most institutions are currently under severe pressure to curtail expenses; part-time staffing provides the largest amount of classroom instruction at the lowest cost per student credit hour. When institutions must meet spiraling expenses for new technology, libraries, laboratories, and the repair of an aging infrastructure; when tuition and fees make the prospect of paying for a child's college education a major parental anxiety; when policy makers and legislators express increasing skepticism about the efficiency of institutions of higher education, few colleges and universities have either the luxury or the resources to rapidly and substantially reduce reliance on part-time instructional staff. As noted in the 21 January 1998 report of the National Commission on the Cost of Higher Education, in spite of widespread belief to the contrary, faculty salaries have not been significant as a factor behind the tuition increases that have become such a focus of public concern. Indeed, the report points out, much of the cost control that institutions have exercised has been exacted from the faculty: "In an effort to control costs, institutions have hired more part-time and non-tenured faculty [members] and increased

Fig. 12
Average Percentage of the Undergraduate Curriculum Taught, by Category of Instructional Staff and Course Type, Departments in MA-Granting Institutions, 1996–97

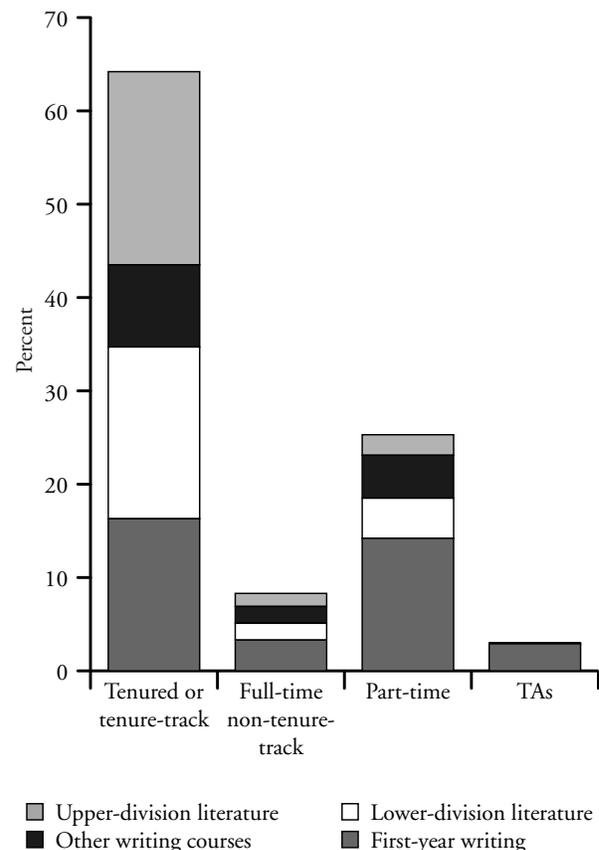


Table 2
Comparative Patterns in the Use of Instructional Staff in the Undergraduate Curriculum, English Departments in PhD- and BA-Granting Institutions, 1996–97

English Departments in PhD-Granting Institutions	English Departments in BA-Granting Institutions
Professorial-rank faculty members taught an average of 34% of the undergraduate course sections in 1996–97.	Professorial-rank faculty members taught an average of 71% of the undergraduate course sections in 1996–97.
Part-time faculty members taught an average of 16% of the undergraduate course sections.	Part-time faculty members taught an average of 18% of the undergraduate course sections.
Full-time non-tenure-track faculty members taught 14% of the undergraduate course sections.	Full-time non-tenure-track faculty members taught 11% of the undergraduate course sections.
Graduate student teaching assistants taught 36% of the undergraduate course sections.	Not applicable
First-year writing sections made up 42% of all undergraduate course sections.	First-year writing sections made up 33% of all undergraduate course sections.
Sections of lower-division literature courses made up 20% of all undergraduate course sections.	Sections of lower-division literature courses made up 22% of all undergraduate course sections.
Upper-division literature courses made up 24% of all undergraduate course sections.	Upper-division literature courses made up 30% of all undergraduate course sections.
Professorial-rank faculty members taught 85% of the upper-division literature sections, 40% of the lower-division literature sections, and 5% of the first-year writing sections.	Professorial-rank faculty members taught 88% of the upper-division literature sections, 82% of the lower-division literature sections, and 49% of the first-year writing sections.
Part-time faculty members taught 20% of the first-year writing sections, 14% of the lower-division literature sections, and 2% of the upper-division literature sections.	Part-time faculty members taught 38% of the first-year writing sections, 6% of the lower-division literature sections, and 5% of the upper-division literature sections.
Full-time non-tenure-track faculty members taught 14% of the first-year writing sections, 16% of the lower-division literature sections, and 6% of the upper-division literature sections.	Full-time non-tenure-track faculty members taught 12% of the first-year writing sections, 17% of the lower-division literature sections, and 7% of the upper-division literature sections.
Graduate student teaching assistants taught 61% of the first-year writing sections, 30% of the lower-division literature sections, and 3% of the upper-division literature sections.	Not applicable
First-year writing sections made up 6% of the undergraduate teaching tenured or tenure-track faculty members did, 44% of the teaching full-time non-tenure-track faculty members did, 52% of the teaching part-time faculty members did, and 71% of the teaching graduate student teaching assistants did.	First-year writing sections made up 23% of the undergraduate teaching tenured or tenure-track faculty members did, 36% of the teaching full-time non-tenure-track faculty members did, and 70% of the teaching part-time faculty members did.
Lower-division literature sections made up 24% of the undergraduate teaching tenured or tenure-track faculty members did, 23% of the teaching full-time non-tenure-track faculty members did, 17% of the teaching part-time faculty members did, and 17% of the teaching graduate student teaching assistants did.	Lower-division literature sections made up 25% of the undergraduate teaching tenured or tenure-track faculty members did, 22% of the teaching full-time non-tenure-track faculty members did, and 7% of the teaching part-time faculty members did.
Upper-division literature sections made up 60% of the undergraduate teaching tenured or tenure-track faculty members did, 10% of the teaching full-time non-tenure-track faculty members did, 11% of the teaching part-time faculty members did, and 2% of the teaching graduate student teaching assistants did.	Upper-division literature sections made up 37% of the undergraduate teaching tenured or tenure-track faculty members did, 18% of the teaching full-time non-tenure-track faculty members did, and 9% of the teaching part-time faculty members did.

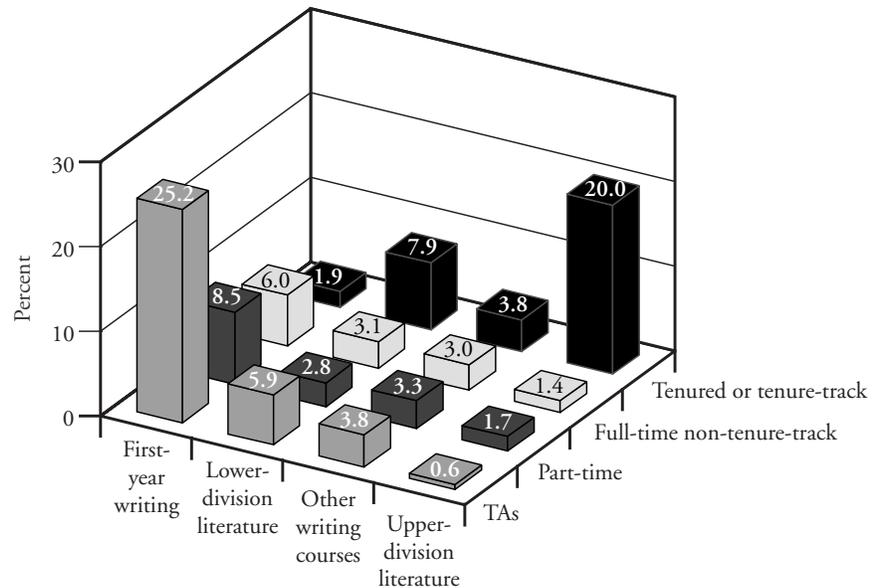
the number of hours faculty [members] spend in the classroom” (National Commission).

A second benefit of part-time faculty members for departmental and college administrators is staffing flexibility. In sharp contrast to tenured faculty members, part-time faculty members can be deployed at short notice to shrink or expand staff size in response to fluctuations in enrollment, shifts in student interest, and research opportunities available to professorial-rank faculty members. These practices do little short-term damage to the quality of course-by-course teaching, since good teachers can be retained at low salaries and (too often) without the additional investment in infrastructure—offices, telephones, photocopying and computer equipment, secretarial support—required for professorial faculty appointments.

A third benefit is that part-time faculty members allow institutions and departments to maintain the small size of course sections in instructional programs where intensive attention to student practice is necessary. The part-time faculty is practically a *sine qua non* for small classes and/or close attention to student progress in writing. The presence of adjunct faculty members allows English departments to protect small class sizes that otherwise would be prohibitively expensive and that sustain composition and other writing-intensive courses as well as discussion-based, non-lecture formats for a sizable number of upper-division courses. In large universities with three hundred or more sections of composition each year, the possibility of not using part-time faculty members is simply non-existent. Because part-timers teach a large share of composition classes, they free full-time faculty members for instruction in courses needed by undergraduate English majors and, at research institutions, graduate students. The only way professorial-rank faculty members in many four-year colleges, and indeed in the majority of public research universities, could teach substantially more writing courses would be to scale back, or even eliminate, the English major and become purely a service department.

Students also benefit from the presence of part-time faculty members. Although part-timers are much less likely to hold doctoral degrees than their full-time colleagues are, available evidence supports the assertion that they are by and large skilled and resourceful teachers. As

Fig. 13
Average Percentage of the Undergraduate Curriculum Taught by Different Categories of Instructional Staff in Different Course Types, Departments in PhD-Granting Institutions, 1996–97

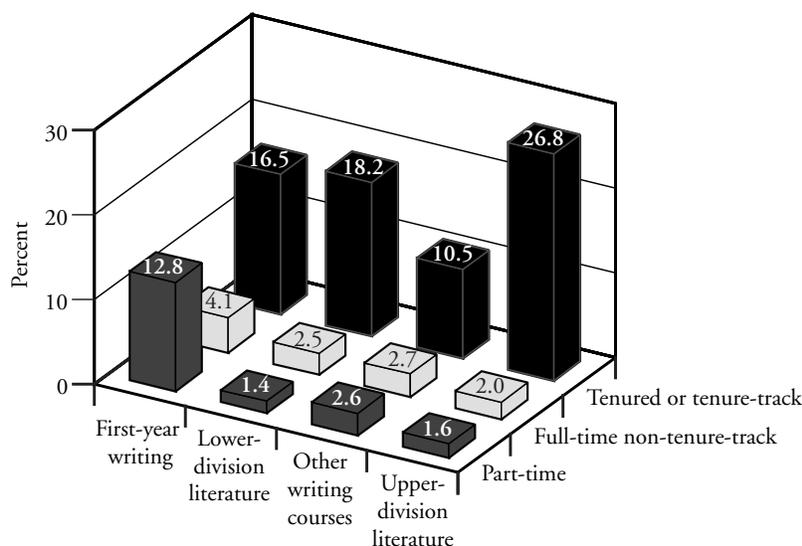


Note: The figures at the top of each column indicate the percentage of the entire undergraduate curriculum the column represents.

David Leslie emphasizes, “Part-time faculty [members] constitute an exceptionally rich talent pool for most colleges and universities.” Many part-timers have excellent professional credentials and broad experience in lower-division teaching; others bring to a department an area of expertise and/or real-world experience that would be difficult to duplicate through appointment of professorial-rank faculty members in such fields as journalism, creative writing, and textual editing.

Finally, there are benefits for part-timers themselves. In the current academic labor market where the supply of would-be academics greatly exceeds the demand, the reserve pool of labor from which part-timers are drawn includes PhDs who have been unable to get full-time academic employment in addition to a far larger pool of individuals holding MA degrees. (Data from the Department of Education and compiled by Ernst Benjamin of the AAUP indicate that for every PhD with a part-time appointment in four-year English departments there are nearly four part-timers who do not have the doctorate; the great majority of such part-timers working in English departments hold MA degrees [“Variations” 48, table].) Among these PhDs and MAs may be found many highly qualified individuals who prefer a part-time appointment because it allows them to devote a significant portion of their time to creative endeavors. Others are experienced individuals employed full-time in administration, journalism, or educational testing who wish to keep a hand in

Fig. 14
Average Percentage of the Undergraduate Curriculum Taught by Different Categories of Instructional Staff in Different Course Types, Departments in BA-Granting Institutions, 1996-97



Note: The figures at the top of each column indicate the percentage of the entire undergraduate curriculum the column represents.

the college classroom. For some of these individuals, the attraction to part-time teaching is personal rather than economic: they are individuals who enjoy the intellectual stimulation of a college classroom and an academic environment and who do not depend on their teaching appointment as the main source of financial support or health and retirement benefits. Part-time appointments also provide institutions a way to offer alternatives for individuals whose priorities put family obligations and involvements ahead of the intense demands of a traditional tenure-track academic career. Finally, part-time appointments allow a significant number of humanists who have left the academy for alternative careers to maintain contact with the classroom and the scholarly community.

IV. The Treatment of Adjunct Faculty Members in the English Studies Community

The ADE has been on record in opposition to institutions' growing reliance on part-time appointments since 1981, when the "ADE Statement on the Use of Part-Time and Full-Time Adjunct Faculty Members" was first drafted. In the interval since 1981 members of the English studies community, frustrated by the lack of clear and rapid progress in reversing or slowing the adverse employment trends the ADE statement addresses, have on occasion criticized the statement and similar statements by other professional organizations. Looking back from

the vantage point of 1998, the ad hoc committee acknowledges that the causes underlying employment trends in the academy have indeed proved intractable. In attempting to understand why efforts to oppose these trends have met with such limited success, the committee found it helpful to give sustained, self-critical attention to the striking disjunction in perspective evident between members of our community who regard the current situation as an intolerable institutional scandal and others in the academy, particularly administrators, who regard it as the most tolerable institutional solution they can imagine.

The argument against the growing use of part-time appointments has generally lodged two indictments: that the remuneration and employment conditions offered those who hold these appointments are exploitative and that the practice of using part-time appointments compromises the quality of programs and students' educations. Unfortunately, neither part of this argument has appeared especially persuasive when viewed from an institutional perspective. Many administrators, however, are now beginning to consider the possibility that recent trends in staffing are bringing some serious institutional problems in their wake. In the committee's view, the chances for positive change will increase if different parts of our own community can reach some broadly shared understandings about key elements of a case strong enough to persuade administrators to modify institutional policies.

To date, however, the most prominent effect of statements advancing the argument against adjunct appointments from the standpoint of quality has been a disagreement between members of the professorial-rank and adjunct faculties over who teaches better and who cares more about teaching, and implicitly over the value of research versus teaching. Instead of working toward some agreed-on sets of understandings that would allow the community and its professional organizations to speak in a united way for improvements in institutional staffing policies and the working conditions they have created, different parts of our community have spoken against one another in ways that have assisted the interests perpetuating the very conditions and policies the ADE community has found most objectionable.

The argument against adjunct appointments from the standpoint of exploitative wages and working conditions has generally fallen short because fiscal realities leave institutions with part-time employment as their only immediate solution. Many administrators are so hemmed in by fiscal constraints that they have ceased to address the matter in significant ways. One university president states the reason succinctly: “For the cost of salary and fringe benefits paid to an average tenure-track faculty member who teaches four or five courses a year, the university can staff perhaps 15 class sections with adjunct faculty [members]” (Adamany).

Low pay is clearly a hardship for individuals who choose to accept part-time positions. But in the light of what is known about the diverse situations of people who choose part-time academic employment, for just how large a segment of the entire group is such employment a hardship? David W. Leslie, professor of education at the College of William and Mary, shows that a narrow majority of those holding part-time appointments do so by preference (52% to 48%). Leslie also notes that few part-timers (he cites the figure 10%) report household incomes under \$25,000, while over half (52.2%) report household incomes greater than \$55,000. The hardship seems to fall on those who become trapped in part-time employment beyond the point where this type of position serves their needs.

Our problem as a community remains, then, one of creating a sufficiently powerful answer to the fundamental question: Given the available information about the actual preferences and situations of part-timers as a total population, why should an institution pay more for the services part-time faculty members provide, even granting the reality of economic hardship of some individuals, especially at a time when institutions are under increasing fiscal pressure? How does the economic hardship of the individuals define a serious institutional problem as well as a problem for the individuals?

“Because the quality of students’ education suffers,” has been our community’s reply. Here, as noted above, what has most weakened the case the ADE and others have tried to make is severe division within the profession itself. An exchange in the *MLA Newsletter* illustrates how the argument about part-time appointments and program quality unfolds. Someone, often a person holding professorial rank, calls on individuals as members of the profession, and on the ADE and the MLA as organizations, to “publicly and repeatedly expose the deleterious effects on the quality of programs triggered by the excessive use of part-time instructors” (Swan). The author continues:

We should use our rhetorical skills to focus on the complicity of all relevant parties, whether they are cognizant of the effects of their roles or not, in the degradation of American higher education.

This call to action is then rejoined by a counterstatement from a person holding a part-time appointment. Where the full-time professor is concerned about the absence of part-time people from full roles as scholars-teachers in the life of the academy, the part-timer hears in these words the suggestion that the teaching done by part-time faculty members somehow undermines a student’s education and is even of lesser quality than that done by faculty members who hold professorial-rank positions:

Above all, I take exception to the implication that I’m helping degrade American higher education. I make every effort to reach my students, to prepare interesting and instructive class activities, and to give students copious feedback on their work (more, I may add, than most full-time instructors that I’ve known give).
(Szumsky)

Thus a discussion about the situation universities and colleges have created becomes an internecine battle between “two nations,” one with professorial-rank positions, the other destined to part-time wages and little or no institutional support. When this writer attests that “at most prestigious institutions, we’re filling gaps left by pampered tenured professors who are busy most of the day doing research for their impending books” (Szumsky), he asserts his worth as a teacher in order to challenge his supposed denigrator. But in doing so he likewise appears to demonize scholarship and portrays professors as happily removed from those they are presumably hired to teach.

The recent “Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty” notes, “Considered single course section by section, part-time faculty members provide instruction equivalent in quality to that of full-time faculty members, at least according to the available measures of such quality” (21). If the teaching that part-time faculty members do is on the whole equal to or even better than what professorial-rank faculty members do or would do in the same courses, what is the problem? Why should current practice not be regarded as a positive benefit to students and the institutions they attend?

Clearly, part-time faculty members’ value to institutions in great measure resides in the low cost with which their services can be purchased. The most thoughtful versions of the argument for educational quality attempt to shift the focus from the classroom performance of individual teachers to matters like the substandard working conditions under which those who hold part-time faculty appointments often labor and the adverse long-term consequences these conditions produce for programs and the instructors who teach in them. The ad hoc committee reaffirms the ADE’s statement that people who (for example) lack offices, telephones, access to computer and photocopying equipment, or the services of library or secretarial staff are not in a position to provide teaching and education of a

quality equivalent to that provided by people who have these essentials. The committee also believes that the ADE shows respect for colleagues who hold part-time appointments, not the reverse, by making such a statement.

The ad hoc committee concludes that as a community we have reason to reconsider this pattern in our own collective conduct and the damaging effect it has had on organizational efforts to alter the staffing and employment practices that most trouble us. The committee calls on all members of the academic community, those who occupy part-time or full-time adjunct appointments and those who have professorial-rank and administrative positions, to recognize the imperative to address the problem of current staffing arrangements in a more systemic way than we have yet done.

V. Current Staffing Practice as an Institutional Problem

Hidden within many of the apparent short-term advantages of current staffing practice are serious short-term and long-term costs to institutions and programs, faculty members and students:

- the management, training, and supervision burden on the permanent faculty and departmental administration to maintain a cohort of temporary faculty members employed for limited assignments and with frequent turnover
- the loss to undergraduate students of consistent advising and mentoring by faculty members not only familiar with the institution but also likely to be available later, both in student's college years and after
- the separation of professorial-rank faculty members from involvement in a large sector of their department's teaching mission
- the communication to graduate and undergraduate students who will be future college and university teachers not of the scholar-teacher ideal but of a two-tiered system valuing teaching and scholarship in a mutually exclusionary way
- resentment on the part of adjunct faculty members, with the diminution of collegiality in departments and institutions

As the ADE, the AAUP, and others have pointed out in their guidelines for treatment of adjunct faculty members, those faculty members should be provided with the tools necessary to do their work. At minimum, they need office space, mailboxes, secretarial support, and access to supplies and materials. The lack of these necessities puts them and their students at an obvious disadvantage. Increasingly, moreover, they need computers if they are to perform their teaching functions as effectively as professorial-rank faculty

members do. Increasing numbers of courses use e-mail, computer conferencing, or other computer-intensive techniques. Increasing numbers of students are automatically given computer accounts and expect to use computers in their classes. Adjunct faculty members, if they are to teach effectively, must have computer access. Such access is costly, and training faculty members to teach with computers is expensive, both in money and in time.

The proper supervision, evaluation, and personnel management of adjunct faculty members constitute other hidden costs that increase, obviously, with the number of adjuncts employed. Hiring, equipping, training, and dismissing adjuncts, who may teach only one or two courses or who may teach for only a year or two, are inefficient but necessary tasks if the students taught by adjuncts are to receive the same caliber of instruction as those taught by professorial-rank faculty members. If evaluation of teaching and of programs is to be taken seriously, adjuncts must be evaluated as carefully as other faculty members. Although the method of assessment will vary among institutions, it will inevitably involve time commitments from professorial-rank faculty members in the form of class visits, portfolio evaluations, and the like.

The costs are not merely financial. Students and ultimately institutions suffer in other ways as well. Part- and full-time adjuncts and TAs normally teach the most contact-intensive courses, such as first-year writing or lower-level literature courses, where they encounter large numbers of freshmen and sophomores. Students naturally rely for advising and mentoring on these adjunct teachers and TAs, who occupy positions that leave them unfamiliar with institutional resources, histories, protocols, and curricular requirements and options and who are often no longer at the institution when a student may later need a letter of recommendation. The stable presence of tenured faculty members represents a significant resource for students and for institutions. Excessive reliance on adjuncts negatively affects institutional public relations on such sensitive subjects as retention and graduation rates and ultimately student recruitment.

Heavy reliance on adjuncts for instruction in freshman and sophomore courses also means that permanent faculty members are too often removed from responsibility for and participation in the lower-level curriculum. Because of the expectations of their graduate students and the necessity of serving large numbers of majors, PhD-granting departments believe that their most practical option is to assign members of the professorial faculty mainly to upper-level and graduate courses. When adjunct appointments replace professorial lines, members of the professorial-rank faculty are spread more and more thinly over lower-level undergraduate courses and often teach fewer of the general education courses so important to the liberal arts education of undergraduates. For newer

faculty members, the pressures for job security seem clearly to dictate a focus on their research and on teaching graduate and upper-level undergraduate courses in their areas of specialization. Probationary faculty members quickly absorb the message that tenure is gained by securing a national reputation through research and publication, not through a strong institutional focus at all levels of a university's work.

The cumulative effect of these emergent institutional pressures, employment patterns, and staffing practices is a marked shift in the culture and work environment of higher education. Graduate students competing for tenure-track positions that grow ever scarcer feel strong incentives to model their conduct on that of their faculty mentors. Believing that the way to win a career position is to pursue specialized research and present and publish as many conference papers as possible, they direct their efforts to these activities, whether or not such an orientation is the best preparation for actually doing the job once it is gained—and there is mounting testimony that it is not. As John Guillory has observed, in a depressed academic job market the pursuit of success turns graduate education into a preprofessional paper race that “telescopes professional careers into the time period of graduate school and conflates graduate education with self-marketing, as though getting a [tenure-track] job were somehow the culmination of a successful career” rather than the inauguration of one (4). Many newly hired assistant professors consequently find themselves shocked to discover what the work of being a faculty member actually involves, especially in the context of liberal arts colleges and comprehensive institutions. Many experience considerable bewilderment, disillusionment, and frustration at the profession in general and at the institutions that hired them.

For a large and growing segment of the part-time labor pool, part-time teaching has become an interim and highly problematic solution to longer-term employment difficulties in English and the other academic professions. Part-time and full-time adjunct positions have come to serve the profession as postdoctoral or bridging appointments, where recent PhDs who have not succeeded in gaining permanent positions eke out an existence while mounting another academic or other job search. Some of these adjuncts do go on to successful careers, whether in professorial-rank appointments or in positions outside the academy. Often, however, those who leave academia for other professions, and even those who do not leave, carry with them lasting legacies of bitterness. Others become trapped indefinitely in poorly paid part-time appointments that offer them no benefits and no decent employment future. The opportunity costs and sheer human waste associated with graduate education have increased dramatically since 1988, as institutions have once again reduced their investments in tenure-track lines and increased their reliance on tempo-

rary and part-time appointments. The committee believes that, taken together, evidence documenting recent trends in PhD production, PhD placement, and staffing of undergraduate courses indicates that these costs have reached or are approaching an unacceptably high level that forebodes serious difficulties for higher education.

In this work environment of two nations, everyone suffers. Adjuncts, as their numbers grow, become an increasingly powerful force who express their anger and alienation through damning the scholarly environment that is, or had been, their career goal. Students suffer the effects of a temporary and badly supported teaching faculty. Parents complain that their children have little access to professorial-rank faculty members. Members of the professorial faculty find themselves expected to handle teaching, governance and committee service, and public outreach in addition to ever-increasing research expectations. And legislators wonder, with potentially damaging results, how professorial-rank faculty members spend their time.

The institutionalization of a multitiered teaching force brought about by extended, broadscale use of part-time appointments and graduate student teaching assistantships thus plays a significant role in the emergence of an academic workplace increasingly hostile to the web of interpersonal relationships on which a department's, and ultimately an institution's, effectiveness hinges. Collegial discussion and decision making, never less than difficult under any circumstances, turn negative in an economy of scarcity. The institutionalization of negative working environments in academic departments threatens the communication of basic intellectual and academic values, particularly in the context of graduate education. The formation of graduate students' professional ambitions and characters is influenced by institutions' current staffing practices, whether through the work graduate students perform as TAs or the work, working conditions, and compensation they see divided differentially between adjunct and professorial-rank faculty members. Put at risk is the capacity of the academic profession to renew itself and pass on to the future the character of the scholar-teacher—the faculty member who, while pursuing new knowledge, takes active responsibility for the institution, the department, and all parts of the curriculum.

Institutions' increasing use of part-time and full-time adjunct appointments, particularly over the past decade, forms one piece in a pattern of systematic underinvestment in the human resource of the faculty. There has been underinvestment in both the adjunct and the professorial faculties. The part-time and full-time adjunct faculty, while growing markedly in size, continues to labor under contractual and compensation arrangements that are grossly inappropriate, considering the contribution the members of this faculty actually make, semester after semester, to the delivery of ongoing undergraduate instructional needs. The professorial-rank faculty, while

its members are more adequately compensated and supported as individuals, has, especially in comparison to the size of the student body, shrunk to the point where its ability to perform its several service, teaching, and scholarly functions is compromised.

VI. Conclusions

The ADE survey documents two facts of our present institutional life:

1. In all types and sizes of institutions, four-year English departments are limited in their capacity to staff the full range of their curricular responsibilities using professorial-rank faculty members. The number of students that must be taught and the number of course sections that must be staffed are simply too large in relation to the numbers of professorial-rank faculty members available. In no type of institution or department is the professorial-rank faculty able to staff more than a bare majority of first-year writing course sections. The broadscale use of teaching assistants and part-time and full-time adjunct faculty members in English departments thus stems directly from the necessity of staffing the large number of course sections in first-year writing and lower-division literature that English departments offer.

2. In all types and sizes of institutions, non-tenure-track instructors are now indispensable to the delivery of instruction, especially in introductory courses that are foundational to undergraduate education. In some large institutions, the enrollment and staffing demands of first-year writing are so large that, even if members of the professorial-rank faculty taught no other course, the department would still need to supplement its instructional staff with adjunct faculty members and graduate student teaching assistants. In PhD-granting departments, institutions' rationing of tenure-track positions and increasing reliance on less expensive types of instructional appointments have over time led to a situation where the direct instructional role of professorial-rank faculty members in the first-year writing course has been reduced almost to zero.

The democratization of higher education in the United States has attracted an increasing percentage of each cohort reaching college age to enroll in colleges and universities. Given the almost universal requirement of one or two semesters of first-year writing for all undergraduates and the desire to keep classes small, large numbers of course sections must be provided. Ranking second to first-year writing in numbers of sections that departments offer are lower-division literature courses, which often satisfy general education requirements. These are followed by upper-division literature courses. Since professorial-rank faculty members teach almost all sections of the upper-level literature courses and many sections of the lower-division literature courses, the number of these sec-

tions that departments offer can be large only if the number of professorial-rank faculty members is also large. In contrast, a large institutional enrollment of undergraduate students is by itself sufficient to oblige an English department to offer large numbers of first-year writing sections.

As the professorial-rank faculty shrinks in size in comparison to student enrollments, departments' capacity to have regular, professorial-rank faculty members participate directly in the teaching of introductory courses is likewise reduced. In departments responsible for doctoral education, the competing demands of introductory, major, and graduate programs assume a scale so large that first-year writing—which accounts for up to 42% of these English departments' undergraduate course offerings, on average—has fallen entirely out of the regular faculty's active participatory purview. Thus the work of those who hold professorial-rank appointments is being divided from the work of those who frequently teach the foundational courses of an undergraduate education. Tellingly, the divide has become most rigid and pronounced in prestigious research-oriented university settings so important to the formation of professional character and aspiration for both individuals and institutions. Among the major concerns of this report are the consequences of such a divide for institutional culture, both within the educational environments of the departments and institutions where graduate education takes place and across the larger system of higher education in which those departments and the PhDs they educate play so prominent a role.

Certain institutional characteristics may seem intractable in regard to their influence on English department staffing. For example, large PhD-granting institutions have very high numbers of undergraduates required to enroll in first-year writing, large numbers of undergraduates who use English courses to satisfy distribution requirements, and comparably high numbers of English majors who need to enroll in upper-level literature courses to satisfy major requirements. Most tenure-track faculty members reason that their responsibilities to teach majors, students in lower-level literature courses, and graduate students outweigh their responsibility to first-year students in writing courses. Thus graduate student TAs and part-time faculty members are assigned to teach the largest percentage of first-year writers. But the impoverished job opportunities for PhDs over the past several years testify eloquently and painfully to the ill consequences of this reasoning and the resultant practices. PhDs who cannot find tenure-track jobs join the even larger group of MAs available to fill part-time and full-time adjunct appointments, at depressed salaries, with limited or no benefits or job security and (beyond the first two or three years) with reduced possibilities of obtaining career positions as scholar-teachers holding professorial rank.

In its findings about the numbers of faculty members that departments have in the various categories of rank, the

ADE survey illuminates a notable feature of current academic employment. Part-time faculty members tend to outnumber faculty members holding junior professorial-rank (that is, tenure-track assistant professor) positions and are used by almost all departments. Full-time non-tenure-track faculty members, while less numerous than part-timers and used by fewer departments, are generally present in numbers equal to those holding junior faculty appointments. Tenure-track assistant professor positions have become both more scarce and, at research institutions, more protected than they were at one time: that is, they are often awarded to exceptionally well-prepared candidates with the expectation that a normal trajectory will result in tenure. As faculty culture has adapted to changing institutional employment practices, junior faculty members at research institutions are often insulated from the prospect of denial of tenure by the award of lower teaching loads, research terms, summer grants, and other perquisites.

Two corollaries result: part-time and full-time adjunct faculty members are relied on to fulfill the lower-level teaching responsibilities that those junior faculty members and their senior colleagues no longer cover, and “two nations” of the profession are created, those with opportunities for professional advancement through the time for extensive research and writing and those who must teach large course loads at all levels and cannot devote time to research and writing.

The underlying problem is not part-time staffing, which is merely a symptom, but a systemic withdrawal of institutional responsibility for introductory undergraduate education. As a decision-making body in the institution, the professorial-rank faculty has been complicit in this withdrawal. The study of language and its effective uses has been the cornerstone of American English departments; indeed, they have achieved their size and significance through institutions’ long assumption that it is the responsibility of the English faculty to provide undergraduates the foundations of the sophisticated literacy they will need for life. The more the professorial faculty withdraws to mainly upper-level and graduate teaching, the more it resigns to others—adjunct faculty members and teaching assistants—responsibility for the writing courses and the introductory-level literature courses that satisfy so many requirements of a liberal arts education. By this choice—in part institutionally directed, in part willingly embraced—the professorial faculty undermines one of the strongest rationales for the centrality of English departments to the goals and ideals of American colleges and universities.

The system-wide visibility and influence of research universities make their staffing practices particularly significant. Because of the leadership role research universities play, it is difficult to see how any effort to stem or reverse the trend toward adjunct appointments and to improve the job market for PhDs cannot call for professorial-rank faculty members in research universities to be more

directly involved in the parts of the curriculum where part-time and full-time adjuncts and TAs now teach. If university administrators—and the legislatures and boards that fund institutions—are to be persuaded to enlarge the number of tenure-track positions in English, those who now hold professorial-rank positions need to demonstrate their own conviction that proper staffing of lower-division courses originates in their teaching as well as supervisory presence in these courses.

The responsibility necessarily falls heaviest on those who hold professorial-rank appointments in PhD-granting institutions. These institutions have the largest faculties and teach the greatest numbers of students. The patterns prevailing in them create benchmarks of expectation and aspiration as well as conduct for the entire system. Even more to the point, perhaps, professorial-rank faculty members in every type of institution but those involved in doctoral education are already heavily and directly involved in lower-division teaching. Hopes for an enlargement of professorial-rank English faculties across the system rest primarily on action taken in its most visible and influential sector.

Taking steps that will reinstate the professorial-rank faculty in research universities into appropriate instructional and supervisory roles at all levels of the curriculum cannot occur without challenging, and to some degree upsetting, arrangements in which professorial and adjunct faculty members alike have established interests. In the light of this reality, the ad hoc committee believes that the best chances for progress lie in a coalition approach that will gather support for positive change from a broad consensus of professorial-rank faculty members, members of the adjunct instructional staff, and administrators across as wide a range of academic disciplines and programs as possible.

VII. Recommendations

1. The ADE endorses the “Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty,” along with that statement’s “Action Agenda” and “General Policies and Guidelines for Good Practices.”

Created by a coalition of representatives from eight disciplinary associations, the American Association of University Professors, and the Community College Humanities Association, the statement and action agenda articulate a set of shared understandings and commonly agreed-on starting points for future discussions and initiatives on issues of staffing in higher education. The committee values particularly the cogency of the conference statement’s evaluation of the educational environment that has produced the recommendations:

Recognizing our common interest will not be easy, because the variety of institutional and disciplinary situations precludes

simple diagnoses. A cooperative effort is necessary to identify solutions appropriate to particular fields and institutions. We believe that those concerned about the quality of education must act together now to ensure that the use of part-time and adjunct appointments (most often utilized to achieve monetary savings and other short-term goals) does not risk imposing far more serious costs on students and their families. The threats to student access to faculty, cohesive curricular development and implementation, the intellectual community, and faculty governance—the fundamental bases for educational quality—require our immediate attention. (19)

2. The ADE endorses the recommendations of the “Final Report of the MLA Committee on Professional Employment” relating to funding and employment of graduate students:

- that all full-time doctoral students have full funding (ideally a combination of fellowships and teaching or research assistantships for at least five years, with fellowship support in the first and last years)
- that remuneration of graduate student employees should recognize the professional nature of the services they render and should, at a minimum, be sufficient to support study without the need for additional employment or loans
- that when teaching, graduate students should have primary responsibility for no more than one course each term and that teaching should never be so onerous as to interfere with the timely completion of the dissertation (40)

3. In the light of our findings about how graduate students’ teaching experience is concentrated in first-year writing, the ADE further recommends

- that graduate programs, to serve both their graduate students and the departments where they will one day become faculty members, should seek ways to give graduate students a broadened range of supervised teaching experiences, including deliberate and sustained attention to the teaching of literature as well as the teaching of writing.

The four recommendations contained in articles 2 and 3 lie at the heart of any effort to improve the educational climate of graduate study and restore the overall employment of PhDs to a level that well serves the profession, higher education, the public, and graduate students themselves. We note in passing one relevant finding of a 1993–94 survey of English PhD programs that the MLA conducted. The survey found that TA stipends do not vary by the number of class sections the TAs teach; in departments where TAs teach one section per term the average stipend is virtually the same as the average stipend in departments where TAs teach two sections per term—

\$8,778 versus \$8,602 (“MLA Survey”). The notion that reducing TA stipends necessarily follows from any effort to reduce their teaching loads is not borne out by established practice in the field. What matters is the level of support institutions and departments choose to afford the students they welcome into their graduate programs.

4. The ADE calls on institutions to recognize in contractual and compensation policies that adjunct full-time and part-time faculty members have become an indispensable part of the delivery of undergraduate instruction across American higher education.

The depressed salaries, per-course structure of compensation, and semester-by-semester contractual arrangements usual for these appointments reflect an assumption of impermanence that has long since become inappropriate. The contractual and compensation structures for part-time appointments should be changed to reflect the actual use institutions make of part-time faculty members to provide for ongoing instructional needs.

5. The ADE calls on institutions to halt and if possible reverse the conversion of tenure-track lines to full-time and part-time adjunct appointments.

Even granting the continuing necessity of a corps of faculty members holding part-time appointments, the ADE staffing survey provides considerable evidence that departments of all sizes and types do not have sufficient numbers of professorial-rank faculty members to allow them to participate substantially in all the parts of the curriculum for which they have nominal responsibility. As a practical matter, every faculty member holding professorial rank generally cannot teach lower-division or writing courses every term. But the professorial faculty must be of sufficient size to permit a critical mass of the faculty to exercise direct responsibility for every part of the curriculum, including lower-division and writing courses.

6. The ADE calls on departments, especially in PhD-granting institutions, to adopt staffing policies that ensure that professorial-rank faculty members teach as well as design and evaluate courses at all levels of undergraduate education.

The committee is convinced that intervening in the conversion of tenure-track appointments to adjunct appointments necessarily requires increased levels of direct involvement by professorial faculty members in lower-division teaching. Lower-division courses, and especially writing courses, are where the adjuncts are. Reclaiming tenure-track lines inescapably means reclaiming the lower-division sector of the curriculum as one where members of the professorial-rank faculty can, do, and must teach. The committee asks all faculty members holding professorial rank to recommit themselves to teaching in all parts of the curriculum.

7. While the means for accomplishing such a recommitment must respect institutional differences and will rightly vary from one institutional setting to another, the

ADE recommends that departments give strong consideration to the following three options for changes in course load, class size, and programmatic emphasis:

- Institute variable course loads depending on the research or teaching emphasis chosen by particular faculty members in particular teaching years. Variable course loads may contain incentives for faculty members to teach in first-year writing or in introductory literature courses.
- Reconsider the department's limits on class sizes and its menu of small and large courses. For example, many PhD-granting departments have found that it usefully serves several ends simultaneously to have full-time tenured faculty members (often senior full professors) teach lower-level introductory courses in large lectures with discussion sections staffed by teaching assistants. Freshmen and sophomores have the opportunity to hear and meet a senior faculty member; teaching assistants are supervised and observed by the senior faculty member; teaching assistants learn the techniques of lecturing and the logistics of a large course as well as the approaches needed to make specialized knowledge comprehensible and to evaluate undergraduate students appropriately in such educational settings.
- Shrink the graduate program by reducing admissions and, in proportion, by reducing the number of seminars offered. As fewer graduate students are admitted, the faculty time and effort that are released can be reallocated to teaching in the undergraduate curriculum.

The ADE recognizes that these strategies will be variably applicable in different institutional settings.

The work of the ad hoc committee has been to describe current staffing practices accurately and to apply our best judgment to articulating the consequences that follow from these practices. We believe that the reality we confront has reached a state of crisis. We know that only as a community working together can we convince decision makers, in institutions and in state legislatures, that the overreliance on an adjunct instructional staff is undermining the values of liberal education that have distinguished American higher education from its beginnings. These values—of scholar-teachers committed to every aspect of the academic communities they serve, of collegial interaction, student advising, and faculty governance—will not thrive in institutions where the human resources of the faculty are not primary and are not continually renewed. Nor will they thrive in institutions where the professorial faculty is not involved at every level of curricular and instructional supervision. The double commitment to teaching and research that has been a foundation of the faculty's strength in American higher education finds

little sustenance in a world of “two nations,” one teaching the majority of its students and receiving few rewards and little respect, the other pressured into—or choosing—exile from much of the curriculum and struggling to survive in an environment increasingly uncertain about the value of humanistic scholarship.

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