

Education in the Balance: A Report on the Academic Workforce in English

Report of the 2007 ADE Ad Hoc Committee on Staffing

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I. History

1997 ADE Survey on Staffing

In 1996, the ADE Executive Committee appointed the Ad Hoc Committee on Staffing to survey the “composition of the faculty and instructional staff in English, 1996–97” (“Report”). The survey came in response to substantial concerns about the increased use of part-time and full-time non-tenure-track labor and the consequences of such employment practices for undergraduate education and for the future of tenured and tenure-track positions in English.

The 1997 survey canvassed a stratified sample of 123 English departments in four-year colleges and universities. While the committee’s report, published in 1999, included data (and recommendations) on the use of graduate student teaching assistants (TAs), the findings that circulated most widely were those that pointed to the relative size of the tenured and tenure-track faculty in relation to the non-tenure-track faculty. In the most general terms, the findings were as follows:

- *Instructional staff.* In 1996–97, tenured and tenure-track faculty members made up only 40% of the instructional staff in four-year English departments.
- *Undergraduate course sections.* In 1996–97, 61% of undergraduate course sections in English were taught by tenured and tenure-track faculty members; in departments with graduate student TAs, the number dropped to 41%.

These numbers established a kind of impromptu baseline, although certainly not an indication of best practices.

2007 ADE Survey on Staffing

In 2006, the ADE Executive Committee appointed a second ad hoc committee to prepare a report on staffing and to note significant areas of change. The new committee intended to use the 1997 survey, as well as the MLA’s 1999 staffing survey (Laurence, “1999 MLA Survey”), as models and the 1997 and 1999 data as baselines for assessing change. Although comparisons across the three studies are difficult, this report presents what longitudinal comparisons can be developed and suggests a standardized survey form that can be replicated across time.

We recommend that there be a regular survey and update on staffing practices in English and other modern language departments at least every ten years, so that changes in staffing patterns and the categories of faculty employment can be tracked and reported. Reports about the composition and characteristics of the faculty in English and other modern languages should also be developed from the National Study of Postsecondary Faculty (NSOPF) as further studies in the NSOPF series become available.

II. Current Context

To put the 2007 ADE survey findings in wider institutional context, we begin by presenting data from two surveys conducted by the US Department of Education—the Fall Staff Survey, a component of the Integrated Postsecondary Data System (IPEDS) that institutions are required to complete in odd-numbered years, and the National Study of Postsecondary Faculty (NSOPF), a survey of a representative sample of faculty members that has been administered at five-year intervals since 1988, most recently in 2004.

The Fall Staff Survey provides a detailed accounting—by gender and race—of all higher education employees counted on institutional payrolls as of 1 November of the given survey year. Employees with faculty status are separated as full-time or part-time; since the mid-1990s, counts for full-time faculty members have been further broken out by rank and tenure status. The Fall Staff Survey series also counts graduate assistants. It does not, however, provide information by academic department or field.

The National Study of Postsecondary Faculty (NSOPF) canvasses a representative sample of faculty members employed by public and private not-for-profit, Title IV–participating institutions in the fifty states and the District of Columbia. Using the online data analysis application maintained by the National Center for Education Statistics in the US Department of Education (<http://nces.ed.gov/dasol/>), analysts can estimate, by principal teaching field, the number and distribution of full- and part-time faculty members in different employment and tenure categories. Unlike the Fall Staff Survey, the NSOPF is a sample survey and not a census; its sample of faculty members is drawn from a less comprehensive institutional universe than that covered in the Fall Staff Survey. Nonetheless, the NSOPF data are systematic and national, and we have used the NSOPF data sets to estimate the faculty population in English and its distribution across different types of institutions and tenure and employment categories.¹

Staffing Patterns in United States Postsecondary Education: Data on Student Enrollments and the Faculty Population, 1995 and 2005

The Department of Education released the 2005 Fall Staff Survey data file in March 2007 (*2005 Fall Staff Survey*). The 2005 survey counts a total of 1,291,158 full- and part-time faculty members employed by 3,971 US institutions of higher education that have programs of study of two or more years and offer an associate's degree or higher. (Please note: data from the Fall Staff Surveys represent institutions, not departments or disciplines.)

Figure 1 shows the change in the number of faculty members in different contract categories across all postsecondary institutions canvassed in the Fall Staff Surveys for 1995 (*Fall Staff*) and 2005. Data from the two surveys show that between 1995 and 2005 the number of tenured and tenure-track faculty members in US postsecondary education remained almost unchanged, while the number of non-tenure-track faculty members, both full-time and part-time, increased dramatically. These data about changes in the number and especially the mix of full- and part-time, tenure-line (tenured and tenure-track) and non-tenure-line faculty appointments should be considered in relation to the growth in student enrollments in higher education that occurred over the same period. Figure 2 shows the trend lines for undergraduate enrollment

and total enrollment in postsecondary institutions, from 1975 to 2005. Between fall 1995 and fall 2005, student enrollments in degree-granting postsecondary institutions grew by more than 3,225,000 (22.6%), from 14,261,781 to 17,487,475 (*Digest*, table 175 and table 190). Table 1 shows the enrollment numbers on which figure 2 is based, adding information about the breakdown of full- and part-time students.

Given what is essentially zero population growth in the tenure-line faculty, increases in student enrollments are being accommodated by increases in the non-tenure-track faculty. Although across higher education, tenure lines have not been eliminated in favor of non-tenure-track positions, in the context of a student population and a non-tenure-track faculty that continue to increase, a tenure-line faculty that never grows becomes a diminished, and diminishing, segment of the faculty. As a result, tenure-line faculty members become an intellectual and educational resource rationed out in scarcer portions to an ever larger student body. The overall trend is visible in figure 3, which shows the percentage of faculty members in each of the major tenure and employment statuses in 1995 and in 2005. Over the ten-year period, the proportion of the faculty made up of tenure-line faculty members fell 10.1 percentage points, or 23.9%, from 42.3% to 32.2%.

Figures 4 through 7 provide numbers for each of the different Carnegie institutional types. (For each survey year, the Carnegie category reflects the classification to which institutions were assigned in the IPEDS for that year.) The notable similarity in the four graphs indicates the uniform pattern of change in each Carnegie institutional type. (Please note: The different Carnegie institutional types employ widely differing numbers of faculty members, and the scale on each y-axis varies accordingly—from 300,000 for associate’s institutions to 45,000 for baccalaureate institutions.)

The data from the Fall Staff Surveys suggest a trend that the members of the ad hoc committee had been informally tracking over the last decade—the creation of a significant number of full-time non-tenure-track positions, often referred to as lectureships, sometimes as professorships of practice. For departments and department chairs, these positions have improved the working conditions of those who were once part-time faculty members; for deans and provosts, the full-time positions are part of a larger argument about a division of resources between a teaching faculty (largely off the tenure track and outside the tenure system, located in the lower division) and a research faculty (almost exclusively tenured or tenure-track and charged with the preparation of majors and graduate students).

The slight increase in the number of tenured and tenure-track faculty members between 1995 and 2005 is negligible when compared with the dramatic expansion of the non-tenure-track ranks. Consequently, the percentage share of tenure-line faculty members has declined; even in four-year colleges and universities, the tenure-line faculty no longer holds the majority position that it had, however tenuously, in 1995 (fig. 8).

Staffing Patterns in English: The National Study of Postsecondary Faculty (NSOPF), 1993 and 2004

We turn now to a Department of Education data set that allows us to look specifically at staffing patterns in English. The National Study of Postsecondary Faculty (NSOPF) surveys more than 26,000 faculty members in all fields in US colleges and universities. Those canvassed by the NSOPF form a nationally representative sample of full- and part-time faculty members in degree-granting public and private not-for-profit institutions that are located in the fifty states and the District of Columbia and that participate in the student aid programs authorized under Title IV of the Higher Education Act. The NSOPF allows researchers access to systematic data about faculty members in specific teaching fields. Analysis of the NSOPF data thus provides a way to estimate the size of the population of faculty

members in English and the distribution of that population in different employment and tenure categories. The survey was administered in 1993 and 2004, and respondents provided information about 1992 and 2003. We chose to look at these two surveys in the NSOPF series because the ten-year period roughly corresponded with the other decade (1995–2005) in our study.

Table 2 presents the estimated size of the faculty population in English in the academic years 1992–93 and 2003–04, the percentage of faculty members in each employment category, and the numerical and percentage change between the 1993 and 2004 surveys (*1993 NSOPF*; *2004 NSOPF*). The estimated number of full-time tenured or tenure-track faculty members in English across all institutions declined by 10.7%, from 29,100 to 26,000, while the number estimated to be employed in full-time non-tenure-track positions rose by 10.5%, from 11,400 to 12,600. The number estimated to be employed in part-time positions—over half of all faculty members in English in both survey years—remained almost unchanged, although the percentage rose from 51.8% to 53.1% because of the decline in the tenured and tenure-track faculty population. (Please note: The estimates presented here include teachers both with and without formal faculty status. On the 2004 NSOPF, 96.7% of those in full-time positions in English reported having faculty status, as did 86.8% of those in part-time positions. On the 1993 NSOPF, in English, formal faculty status was reported by 96.3% of those in full-time positions but only by 69.1% of those in part-time positions.) Figure 9 presents the estimates from table 2 in graphical form.

Figure 10 shows the distribution of faculty members in English by employment status across types of institutions. Readers who hold positions in four-year institutions may be surprised by the large population of faculty members (across contract categories) teaching in two-year institutions. (We suspect that few graduate students are aware of the world of post-secondary education represented in this figure.) The number of full-time tenure-track faculty members in the two-year colleges is almost twice that in the baccalaureate colleges. Indeed, the entire baccalaureate college faculty population in English is outnumbered by the population of tenured and tenure-track faculty members teaching English in two-year colleges.

According to the 2004 NSOPF, only 32% of faculty members in English, across all institutions, hold tenured or tenure-track positions. Comparison of the 1993 and 2004 surveys documents a decline over the decade in the percentage share of tenured and tenure-track faculty members in the English faculty. This comparison also suggests that, as tenured faculty members in English leave or retire, institutions are not fully replacing them with tenure-track faculty members.

There has been considerable interest in the distribution of men and women faculty members into the different tenure and employment categories. Figure 11 displays the estimates from the 1993 and 2004 NSOPFs for the three major faculty categories—tenured and tenure-track, full-time non-tenure-track, and part-time—broken out by gender. Figure 12 shows the percentage splits between men and women for each faculty category for the 2004 NSOPF. Although the overall faculty population in English was stable from 1993 to 2004, both the number and the percentage of women holding tenured or tenure-track appointments increased; women held 45.0% of the tenured and tenure-track appointments in the 1993 NSOPF and advanced to hold 53.5% in the 2004 NSOPF. But this percentage gain for women was less a consequence of an increase in the number of women than of a decrease in the number of men in the tenure-line faculty. The NSOPF estimates suggest a loss of 3,900 men from tenure-line appointments and an offsetting gain of only 800 women—for a net loss of 3,100 (10.7%), from an estimated 29,100 to 26,000 tenure-line faculty members. Women continue to represent more than 60% of the faculty in non-tenure-track positions, both full- and part-time. But the percentage of women in full-time non-tenure-track appointments

declined between the two NSOPF years—from 66.7% to 62.7%. Both the number of men and the number of women holding full-time non-tenure-track appointments increased, but three times more men than women were added to the full-time non-tenure-track ranks—900 men compared with 300 women. The number of part-time positions in English remained almost unchanged, but the number of men employed part-time increased slightly, while the number of women employed part-time decreased slightly.

Findings from the 2004 NSOPF also suggest how the distribution of men and women in English in different tenure and employment categories varies by Carnegie institutional type. Carnegie Doctoral/Research institutions have the highest percentage—55.9%—of men in tenure-line positions. Women make up the majority of non-tenure-track faculty members across all types of institutions, although the percentage of women in full- and part-time non-tenure-track positions is lowest in Carnegie Doctoral/Research institutions—57.4% and 53.7%, respectively. The percentage of women holding tenure-line appointments in English increases as one moves from Carnegie Doctoral/Research institutions (44.1%) to Carnegie Master’s institutions (47.1%) to Carnegie Baccalaureate institutions (57.6%) to Carnegie Associate’s institutions (65.5%). Appendix 1 contains a series of charts displaying these breakdowns from the 2004 NSOPF.

How do changes in staffing patterns in English compare with trends in other teaching fields? Figure 13 presents information about the faculty population in twenty-two teaching fields, broken out by tenure status, as estimated in the 2004 NSOPF. Table 3 shows change in the different tenure and employment categories for nineteen of these academic disciplines as represented in the 1993 and 2004 NSOPF data. English has a far larger population than most other teaching fields (84,100 in 1992–93 and 82,400 in 2003–04), but it is one of only two fields whose total faculty population did not grow, and in fact declined slightly, between the two NSOPF years (the other field is law). Looking inside the overall totals, with only three exceptions, the arts and science fields show growth across all tenure and employment categories and especially in full-time non-tenure-track and part-time positions. Only English, history, and sociology show declines in any employment category, and only for English do the declines in any one employment category outpace the growth in others. While the number of part-time faculty members remained almost unchanged for English, the NSOPF data suggest how the use of part-time faculty members expanded in other fields.

Faculty Contract Categories and Degree Qualifications

Figure 14 presents findings from the 2004 NSOPF to show the percentage of faculty members in English who hold the doctorate, master’s, MFA, or other degree as their highest degree, by category of faculty appointment and Carnegie classification of institution. The data summarized in figure 14 indicate that across all three categories of four-year institutions, from 40% to 50% or more of full-time non-tenure-track faculty members hold a master’s degree as their highest degree; a significant additional percentage hold the MFA. The 2004 NSOPF tells us that non-tenure-track positions are also a significant employment destination for graduates of master’s programs.

The data summarized in figure 14 caught the committee by surprise. We had assumed that most full-time non-tenure-track faculty members would hold the doctorate. A master’s degree seems to be the qualifying degree for teaching off the tenure track (and teaching in the lower division). This finding should cause us to reconsider the role of the MA in English and the minimum level of preparation we assume to be appropriate for lower-division teaching. The MFA, which is usually considered a terminal degree, is far more prevalent in non-tenure-track positions. In general, it appears that an MA or an MFA is accepted across all institutional sectors, four-year as well as two-year, as an appropriate degree qualification for teaching the lower division.

It is interesting to place the data in figure 14 in relation to findings from the MLA's 2004 survey of hiring departments about the prior employment situations and year of highest degree completion that departments reported for the candidates that they hired as full-time tenure-track assistant professors (Laurence, "Report"). Findings are shown in figures 15 and 16.

The data from the MLA's 2004 survey of hiring departments show that 34% of the tenure-track hires departments made in the 2003–04 academic year came to their positions immediately out of graduate school; 50% came from full-time appointments at another institution (31% from non-tenure-track and 19% from tenure-track appointments). Data about when hired candidates received their degrees suggest that as many as 26% of the employment class of 2004 had been out of graduate school for more than three years. These findings confirm the now conventional anecdotal wisdom that most PhD recipients in English take a number of years to obtain a stable, tenure-track position; the experience of today's new PhDs is likely to be one of a discontinuous movement from graduate school to regular, long-term employment.²

III. Findings from the 2007 ADE Survey of Staffing Patterns in English

We now turn to the staffing data that the ADE gathered through its 2007 survey of US member English departments. The ADE Executive Committee reviewed and made final suggestions about the questionnaire for the 2007 ADE survey of staffing at its meeting in December 2006 at the MLA convention in Philadelphia. Data collection took place between late January and late March of 2007. Among the current membership, 609 English departments in four-year US institutions were invited to complete questionnaires, of which 206 (33.8%) responded. Responses were received from 82 departments in Carnegie Doctoral/Research institutions, 82 departments in Carnegie Master's institutions, and 42 departments in Carnegie Baccalaureate institutions, representing 39.8%, 39.8%, and 20.4% of the 206 respondents, respectively.³

The relationships among the ADE US membership, the 206 ADE survey respondents, and the IPEDS universe of 1,528 four-year not-for-profit institutions are summarized in tables 4 and 5. In comparison with the distribution of US English departments in the ADE membership as a whole, departments in Carnegie Doctoral/Research institutions are slightly overrepresented among survey respondents, and departments in Carnegie Baccalaureate institutions are slightly underrepresented. Among the 609 departments invited to respond, 215 (35.3%) are in Carnegie Doctoral/Research institutions, 260 (42.7%) in Carnegie Master's institutions, and 134 (22.0%) are in Carnegie Baccalaureate institutions.

Given the numerical imbalances evident in tables 4 and 5, the 2007 ADE survey findings are most useful for gaining insight about conditions within the different types of institutions considered separately. For example, data from the survey can help us answer questions about the percentage distribution in Carnegie Doctoral/Research institutions of faculty members holding tenure-line and non-tenure-line appointments but would be misleading for answering questions about what percentage of all tenure-line faculty members are employed in Carnegie Doctoral/Research or Carnegie Baccalaureate institutions.

Findings from the 2007 ADE survey offer a set of illustrations useful for casting light on English department staffing patterns and practices in a given institutional sector. We should point out, however, that data from the nationally representative NSOPF sample suggest some of the limitations in the ADE survey. The ADE respondents report higher percentages of tenured and tenure-track faculty

members than derive from analysis of the 2004 NSOPF data set, most likely because these ADE-member departments have greater tenured and tenure-track faculty resources available than do most US English departments.⁴

Distribution of Employment Categories across Courses and across the Faculty and Instructional Staff in English

Figures 17a, 17b, 17c, and 17d show the percentage distribution, by head count, of faculty members and graduate student TAs in departments that responded to the ADE survey and the percentage of course sections taught by different categories of teachers. Findings are separated by Carnegie institutional category. A parallel set of charts, presenting findings broken out for departments in public and private institutions, can be found in appendix 2. All findings refer to the 2006 fall semester.

The leftmost vertical column in figures 17b, 17c, and 17d shows the percentage distribution of teachers according to their different contract categories: 31.2% of the instructional staff in Carnegie Doctoral/Research institutions, for example, are full-time tenured or tenure-track faculty members, 11.8% are full-time non-tenure-track, 20.4% are part-time, and 36.6% are graduate student TAs. The remaining four columns show the percentage of first-year writing courses, lower-division undergraduate courses, upper-division undergraduate courses, and graduate courses taught by teachers in different employment categories.

The committee believes that figures 17a–17d provide a crucial measure of an institution’s investment in graduate students, in undergraduate students, and in general education students. The charts show departments’ substantial reliance on non-tenure-track faculty members across all types of institutions. Most tenured and tenure-track faculty members’ efforts are concentrated in teaching the upper-division undergraduate and the graduate curricula. Most non-tenure-track faculty members are concentrated in the lower division. But the ADE survey reveals that non-tenure-track faculty members teach a significant percentage of upper-division undergraduate courses: at least 22% in departments in Carnegie Baccalaureate and Master’s institutions to as much as 36% in departments in Carnegie Doctoral/Research institutions. It is crucial for departments to keep track of how faculty members in various contract categories are employed across the undergraduate curriculum, in both general education courses and courses for the major. Our report is, we hope, a step in maintaining this vigilance and asking the key questions for a multitiered faculty.

First-Year Writing and the Distribution of Contract Categories

In the last decade, an increasing number of institutions have placed responsibility for first-year writing courses in units outside the English department. In an effort to examine the effect of such a decision on the organization of the faculty in English, the 2007 ADE survey asked departments to indicate whether they are wholly responsible for staffing first-year writing or whether first-year writing is located in a separate unit outside the department. Table 6 indicates the distribution of full-time tenured or tenure-track faculty members, non-tenure-track faculty members, part-time faculty members, and graduate student TAs by location of the first-year writing course. These data suggest how significant first-year writing courses are as a factor in staffing.

Where first-year writing is located in a separate unit outside the English department, the percentage of the instructional staff that are tenured or on the tenure track rises to 56.0% from the 32.7% reported by departments that are wholly responsible for administering first-year writing.

The number of departments in institutions where first-year writing is located in a separate unit is small, however: only 22 (11.7%) of the 188 responding departments that answered this question report that first-year writing is located in a separate unit. First-year writing programs located outside English departments tend to be in Carnegie Doctoral/Research institutions (16.9%); only 8.3% of respondents from Carnegie Master's institutions and 7.7% of respondents from Carnegie Baccalaureate institutions reported separate first-year writing programs.

English departments that are wholly responsible for first-year writing tend to be in public institutions (83.8%) and in Carnegie Master's institutions (81.9%). Private institutions and Carnegie Baccalaureate institutions (which are similar in size by student enrollment) appear to be more likely to use alternative structures in or approaches to first-year writing (or a writing-focused freshman experience), such as first-year seminars.

Who's Teaching English? The Bird's-Eye View

The bars in figures 18 through 20 show the percentage of the entire departmental curriculum taught by instructors in different employment categories, organized by Carnegie institutional categories. The charts provide the bird's-eye view of staffing in English. As above, findings refer to the 2006 fall semester.

Reading the bars from left to right, you are comparing the distribution of teachers in different employment categories within each course type; you can see, for example, that departments in Carnegie Doctoral/Research institutions have given responsibility for lower-division undergraduate courses (other than first-year writing) almost equally to tenured and tenure-track faculty members, non-tenure-track faculty members, and TAs. In departments in Carnegie Master's and Baccalaureate institutions, however, tenured and tenure-track faculty members teach far higher percentages of the lower-division undergraduate course sections than do their colleagues in the other employment categories.

Reading the bars from front to back, you are comparing the assignment of teachers within each employment category to different course types; you can see, for example, that tenured and tenure-track faculty members at Carnegie Doctoral/Research institutions bear little responsibility for first-year writing when compared with their colleagues at Carnegie Master's or Baccalaureate institutions. In fact, in Carnegie Baccalaureate institutions, tenure-line faculty members teach almost the same percentage of the department's curriculum in first-year writing courses as in upper-division undergraduate courses.

Perhaps the most surprising finding is the relatively high percentage of the upper-division undergraduate courses taught by non-tenure-track faculty members across all three institutional types. English departments do sometimes hire journalists, artists, actors, technical writers, and members of the legal profession for upper-division undergraduate courses in literature, composition, film, and writing. But the numbers here suggest that there are not enough tenured or tenure-track faculty members to cover upper-division undergraduate courses. Or, perhaps, for tenured or tenure-track faculty members to maintain their involvement in the lower division, department chairs have had to turn to non-tenure-track faculty members to teach courses for majors—even a very small percentage of courses for graduate students.

IV. Employment Categories and the Hiring Calendar

Hiring, retaining, promoting—these personnel actions organize a departmental calendar and occupy much of the attention of an English department across a given academic year. Front and center are the hiring, retaining, and promoting of tenured and tenure-track faculty members. There is, however, another full and sometimes complicated set of personnel decisions that remains behind the scenes in most departments: the hiring, retaining, and promoting of the substantial number of non-tenure-track faculty members.

We used the survey as an opportunity to inquire about the number of faculty positions in each employment category that departments filled for the start of the 2006 fall term. The findings offer insight into the relations of scale between hiring for tenured and tenure-track positions and hiring for non-tenure-track positions, which has until now gone undocumented.

Table 7 shows the total number and percentage of faculty members hired by departments in each employment category, the number of departments, and the average number of hires in each employment category per department. Departments included in table 7 are limited to those that reported hiring at least one faculty member. On average, depending on type and size of institution, departments hired between 5.7 and 14.0 faculty members. Appointments to part-time positions constituted from 60% to more than 70% of all faculty appointments; full-time non-tenure-track appointments accounted for 17% to 25%.

These figures show that, of all the faculty members hired by departments, no more than one in seven was hired to a tenure-track position.

In assessing these figures, readers should note that the questionnaire asked departments to count all hiring activity, including hiring of those who may have taught in a previous semester but who were rehired for fall 2006. That is, the survey was designed to document the substantial transactional costs departments incur when they hire and rehire the same faculty members to adjunct positions semester after semester.

V. Tracking Change: ADE and MLA Findings from 1997, 1999, and 2007

We had two previous in-house surveys to use as points of comparison: the 1997 ADE staffing survey (“Report”) and the 1999 MLA staffing survey (Laurence, “1999 MLA Survey”). Questions and categories for the 2007 ADE survey were for the most part taken from the 1999 MLA staffing survey. Data from the 1997 ADE survey are not retrievable for analysis with the software tools the MLA currently uses, whereas the data system for the 2007 survey was designed to include data from the 1999 MLA study, making direct comparisons possible.

The 2007 ADE Staffing Survey and the 1997 ADE Staffing Survey

Although data from the 1997 ADE study are not directly available, findings from that study can be examined against those from the 2007 study. The 2007 ADE survey maps only inexactly onto the terms of the 1997 ADE study. Despite the disparities, some basic comparisons are possible along the committee’s primary areas of concern: the percentage of tenured and tenure-track faculty members in the total instructional staff and the percentage of tenured and tenure-track faculty members across the course sections of the English curriculum. Table 8, table 9, and figure 21 present the comparisons.

The data for the two surveys show substantial declines in the percentage of tenured and tenure-track faculty members in upper- and lower-division undergraduate courses across the three institutional categories. There are declines as well in tenured and tenure-track faculty members' involvement in first-year writing, although they are not as pronounced in Carnegie Doctoral/Research and Baccalaureate institutions as in Carnegie Master's institutions. These findings are consistent with our general hypothesis that institutions of all types have turned to non-tenure-track faculty members to cover the additional course sections increased enrollments require.

The 2007 ADE Staffing Survey and the 1999 MLA Staffing Survey

Data from the 1999 MLA staffing survey were imported into the data collection system for the 2007 ADE survey so that findings from the two studies could be compared for the departments that responded to both—135 departments in all (133 of these departments had the same Carnegie classification in both survey years). Across the 135 departments, the percentage of full-time non-tenure-track faculty members increased from 12.9% in 1999 to 16.8% in 2007 (an increase of 30.2%), and the percentage of part-time faculty members decreased from 36.8% to 34.1%. The three sections of figure 22 present details for departments in different Carnegie classifications.

The data here indicate something of the variance between the nonsystematic departmental illustrations provided by the 1999 MLA and 2007 ADE studies and the systematic sample of faculty members that is the basis for the 2004 NSOPF. The NSOPF data show a slight decline in the population of tenured and tenure-track faculty members. Figure 22 shows slight increases in the percentage of full-time tenured or tenure-track faculty members for Carnegie Doctoral/Research institutions (from 31.4% to 32.8%) and for Carnegie Baccalaureate institutions (from 47.4% to 50.0%); only the Carnegie Master's institutions reported a decrease (from 46.4% to 42.8%). In the Carnegie Doctoral/Research category, we can see an increase in full-time non-tenure-track faculty members and a corresponding decrease in reliance on part-time teachers and TAs.

Table 10 shows the distribution of undergraduate course sections across the different categories of teachers, first from the 1999 MLA survey and then from the 2007 ADE survey.

Here again, the data show a decline of tenured and tenure-track faculty members' presence in all areas of the undergraduate English curriculum across all institutional types, and they show an increase in the presence of full-time non-tenure-track faculty members in all areas of the undergraduate English curriculum in Carnegie Doctoral/Research and Master's institutions. In Carnegie Baccalaureate institutions there is a very slight and most likely statistically insignificant increase in the proportion of tenured and tenure-track faculty members and a slight decrease in the percentage of full-time non-tenure-track faculty members.

VI. Non-Tenure-Track Faculty Members: A Profile

Non-tenure-track faculty members have been part of US English departments from the very beginning; to this day, they play a major role in undergraduate instruction. Sometimes, however, their distinctive characteristics and contract conditions—and even the teachers themselves—remain invisible. The committee was concerned to provide a profile of these colleagues and to detail, to the best of our ability, their working conditions and their career aspirations.

From the 2004 NSOPF: Degree Attainment of Non-Tenure-Track Faculty Members in English

The 2004 NSOPF indicates that an estimated 46,200 people are employed in non-tenure-track positions in English, of whom 37,500 are employed part-time and 8,700 full-time. Among these 46,200 non-tenure-track postsecondary faculty members, about 6,650 (14.4%) hold doctorates; about 5,590 (12.1%) hold MFAs. A majority—60.9%, or more than 28,000—hold a master’s degree other than an MFA.

Table 11 presents—for four-year institutions only—the percentage distribution of the degrees held by non-tenure-track faculty members and the estimated numerical populations and subpopulations of people holding each type of degree.

The NSOPF data make clear that there is a population of people considerably larger than the group of non-tenure-track faculty members holding doctorates, including especially the nearly 12,000 master’s degree holders in full- and part-time non-tenure-track teaching positions in four-year institutions. Were institutions to convert substantial numbers of non-tenure-track positions to tenure-track, there could be a negative impact for these non-tenure-track faculty members, whose degree qualifications leave them ineligible for tenure-track positions in most four-year institutions.

From the 2004 NSOPF: Preference for Full- or Part-Time Employment of Non-Tenure-Track Faculty Members in English

The 2004 NSOPF included a question that asked those in the part-time group whether, instead of working part-time, they would have preferred to work full-time at the institution where they were teaching in the 2003 fall term. Responding to this question, the 37,500 part-time faculty members in English split right down the middle: 50.1% would prefer a full-time position and 49.9% would prefer a part-time position. The percentage split varies only modestly depending on the highest degree a part-timer holds or the type of institution where the part-timer teaches. Among part-timers in four-year institutions, the percentage of the part-time English faculty that would prefer a full-time position is somewhat higher, rising by about three percentage points in each category of highest degree held.

Only on gender lines do the 2004 NSOPF data show a significant discrepancy in part-time faculty members’ preferences (table 12a). A much larger number of women than men works in part-time positions, and 54.9% of the women would prefer part-time employment, whereas 60.2% of men teaching part-time would prefer a full-time position.

The gap between men and women is more pronounced among part-time faculty members in four-year institutions: 43.1% of an estimated 10,000 women teaching part-time and off the tenure track said they would have preferred to teach full-time in fall 2003; 66.3% of an estimated 5,800 men teaching part-time and off the tenure track said they would have preferred to teach full-time (table 12b). The differing interests of non-tenure-track faculty members holding doctoral and master’s degrees, and of part-timers who would prefer or not prefer full-time positions, are not easily reconciled, especially when the relative sizes of the different subgroups are considered.

The group of PhDs who want full-time tenure-track positions and who are currently employed off the tenure track is sizable—from 3,000 to perhaps more than 5,000 across both two- and four-year institutions. (The high-end number assumes that 90% of the approximately 2,550 PhDs in four-year institutions [shown in table 11] now teaching full-time off the tenure track would welcome the offer of a tenure-track position and that, of the approximately 4,100 PhDs working part-time in all institutions, the more than 50% who say they would prefer a full-time position would rise to 70% were the prospect of a full-time position to become real.) Even at this generous estimate, however, the population

of PhD holders is dwarfed by the population of master's degree holders—almost 12,000 in four-year institutions alone, counting both full- and part-timers—who (under current circumstances) presumably would not be eligible for tenure-track appointments in four-year institutions were such positions to become available.

There is also the significant population of non-tenure-track faculty members—both doctorate and master's degree holders—who teach in part-time positions and who prefer part-time to full-time employment. On the assumption that 70% of part-timers at four- and two-year institutions would welcome full-time employment were such employment to become a real option, the population of those not seeking full-time positions numbers about 8,300—1,200 doctorate holders and 7,100 master's degree holders. On a fifty-fifty split of non-tenure-track faculty members preferring part-time employment and those preferring full-time employment, the number of those preferring part-time employment rises to 13,850.

Faculty members in the tenured and tenure-track ranks enjoy the protections of academic freedom and privilege of job security that nonetheless have become progressively less robust. Non-tenure-track colleagues, by contrast, are consigned to insecurity about their professional futures in institutional categories of employment that increase but yet continue to lack appropriate economic, professional, or institutional recognition. The times call us to hammer out a broad professional agreement to address the professional crisis this contradiction defines: not only to ensure the future of tenure and enlarge the tenured faculty to a size that permits it to perform its vital institutional responsibilities but also to win for non-tenure-track faculty members professional recognition and economic compensation commensurate with the contributions they make.

The 1999 MLA and 2007 ADE Surveys: Non-Tenure-Track Faculty Member Salaries

Since we were documenting the growth of the non-tenure-track faculty, we learned what we could about the conditions of employment, particularly in relation to the full-time non-tenure-track positions. The 2007 ADE survey gathered information on salaries that we could compare with parallel data collected in the 1999 MLA staffing survey.

The ADE survey repeated the question from the 1999 MLA survey about part-time faculty members' per-course salaries and full-time non-tenure-track faculty members' annual salaries. The results are shown in figures 23 and 24. The comparative data show that while part-time salaries showed little real growth, there was substantial growth in full-time non-tenure-track salaries. This trend is consistent with our finding that institutions have been moving resources away from part-time contracts and toward full-time non-tenure-track contracts.

The MLA's recommendation on minimum per-course compensation for part-time faculty members, as updated by the Committee on Academic Freedom and Professional Rights and Responsibilities in April 2007, calls for a salary range of \$6,200 to \$8,800 per course section.

2004 NSOPF: Salaries and Total Household Incomes

The NSOPF also provides information about salaries and total household incomes. Figures 25 through 28 present average basic salaries reported by faculty members in English in relation to their total household income. The four charts break the information out by the four major employment categories: full-time tenured, full-time tenure-track, full-time non-tenure-track, and part-time. Data on salary and household income are for the 2003 calendar year.

These averages indicate that the image of the freeway flier—the part-timer teaching multiple sections on different campuses, struggling to make ends meet—is just one version of the person teaching part-time off the tenure track. As we know from anecdote and experience, some part-time non-tenure-track faculty members are also spouses or partners of tenured and tenure-track faculty members; others have full-time jobs elsewhere or want to maintain contact with the university but prefer not to be subjected to the conditions—especially the publication requirements—of a tenure-track appointment.

It would be wrong, however, to conclude from these averages that there are no freeway fliers struggling to make a living. If you look at the range of household incomes presented in figures 29 through 31, the range for part-time non-tenure-track faculty members reveals that, across all institutions, 12.0% (an estimated 4,500 people) report a household income of less than \$25,000 for the 2003 calendar year. In four-year institutions, 15.5% (2,450) of part-time non-tenure-track faculty members fall into the lowest range of household income, as do 19.1% (about 1,000) of those in Carnegie Doctoral/Research institutions.

VII. Contract Conditions: Full-Time Non-Tenure-Track Faculty Members

As described earlier in this report, the 2007 ADE survey indicates a significant increase in departments' use of full-time non-tenure-track faculty members. Because the survey did not ask questions directed specifically at contract conditions for full-time non-tenure-track faculty members, we sent a supplementary e-mail request in November 2007 to the 206 responding departments, asking for such information; 92 responded. What follows are the findings from the supplementary query.

The Presence of Full-Time Non-Tenure-Track Faculty Members

Of the 92 responding departments, 75 (81.5%) reported having one or more full-time non-tenure-track faculty member teaching courses in fall 2007; 17 (18.5%) reported no full-time non-tenure-track faculty members. The percentages that had full-time non-tenure-track faculty members varied by Carnegie institutional classification—from 34 of the 38 departments in Carnegie Doctoral/Research institutions (89.5%) to 29 of the 35 departments in Carnegie Master's institutions (82.9%) to 12 of the 19 departments in Carnegie Baccalaureate institutions (63.2%).

Among the 75 departments that had full-time non-tenure-track faculty members, the average number who were teaching in fall 2007 was 8.6, varying from 2.4 for departments in Carnegie Baccalaureate institutions to 6.1 for departments in Carnegie Master's institutions to 12.8 for departments in Carnegie Doctoral/Research institutions. Across all three Carnegie categories the minimum employed was 1; the maximum was 50 in Carnegie Doctoral/Research institutions, 25 in Carnegie Master's institutions, and 5 in Carnegie Baccalaureate institutions. Table 13 shows averages, maximums, and minimums for the 75 departments that reported having at least one full-time non-tenure-track faculty member teaching in fall 2007. Table 14 divides respondents' departments into ranges, according to the number of full-time non-tenure-track faculty members reported, and includes departments reporting no full-time non-tenure-track faculty members. The data from the fall 2007 follow-up query are consistent with those from the original spring 2007 survey. In the original survey, 174 departments with at least one full-time non-tenure-track faculty member teaching in fall 2006 reported an average of 9.1 full-time non-tenure-track faculty members—13.2 in Carnegie Doctoral/Research institutions, 7.0 in Carnegie Master's institutions, and 3.5 in Carnegie Baccalaureate institutions.

The follow-up inquiry asked chairs to provide more detail about the characteristics of the full-time non-tenure-track faculty members in their departments; their answers are presented in figures 32 through 34, broken out by Carnegie institutional classification.

The overall percentage of full-time non-tenure-track faculty members holding master's degrees (including the MFA) in this highly unsystematic group of 92 ADE-member departments—61.3%—matches that for the NSOPF—64.0% for full-time non-tenure-track faculty members in English in four-year institutions in the 2004 NSOPF.

Who are our full-time non-tenure-track colleagues? Findings from our follow-up query show that most (61.3%) have MAs or MFAs. Of those with an MA, most (67.8%) do not intend to work toward a PhD. Full-time non-tenure-track faculty members with PhDs are often at doctoral institutions, where their positions may be construed (formally or informally) as postdoctoral while candidates try out the job market. A surprisingly small percentage of full-time non-tenure-track faculty members (7.0%) are graduates of the institution where they teach, and only a slight percentage are ABD (6.7%).

Chairs wrote narrative answers to the committee's other queries, and responses that can be tabulated vary. Tables 15 through 21 show their responses to each question; their answers are organized by their institutions' Carnegie classification.

Departmental Practice in the Hiring of Full-Time Non-Tenure-Track Faculty Members

Most respondents (68.1%) said that their departments advertise full-time non-tenure-track positions nationally (table 15). An even greater majority (80.3%) reported that interviews and hiring are conducted by a faculty committee rather than by the chair alone (table 16).

Titles Held by Full-Time Non-Tenure-Track Faculty Members

Few respondents provided specific information about the titles held by full-time non-tenure-track faculty members. Lecturer and instructor appear to be the titles commonly used for full-time non-tenure-track faculty members who hold a master's degree. From discussions at the ADE seminars, we know that the titles vary from campus to campus and that they usually depend on the faculty member's degree qualification, the length of the contract, and whether the contract is renewable.

Length of Contract for Full-Time Non-Tenure-Track Faculty Members

Table 17 shows that one-year contracts are standard for most departments in Carnegie Master's and Baccalaureate institutions; departments in Carnegie Doctoral/Research institutions are more evenly divided between those that offer one-year contracts and those that offer multiyear (most commonly three-year) contracts for full-time non-tenure-track faculty appointments.

A somewhat larger number of department chairs (73) provided information about whether contracts for full-time non-tenure-track faculty members are renewable: 70 (95.9%) indicated that they are. When asked how long these faculty members may continue teaching on non-tenure-track one-year contracts, two-thirds (66.2%) of the 65 responding department chairs say indefinitely, and the remaining third (33.8%) provide answers that vary from 1 to 6 years; 3 years is the limit for 10.8% and 1 year for 7.7% (table 18).

As recorded in table 19, chairs of 27 departments specified the longest time a full-time non-tenure-track faculty member has continued teaching in their department. Length of service varied from 2 to 30

years, and the average maximum was 13.2 years. The average varied little across departments in different types of institutions.

Involvement in Curriculum and Departmental Governance

Chairs in 95.8% of departments report that non-tenure-track faculty members have some involvement in curricular decisions and departmental governance outside hiring decisions (table 20). More than two-thirds (68.6%) report that non-tenure-track faculty members may vote on some departmental matters (table 21).

VIII. Conclusions and Recommendations

The committee is drawn, on the one hand, to the argument that the concept of a non-tenure-track faculty is an illegitimate exercise of institutional authority; it is, and it ought to be, contested by whatever means available. On the other hand, we recognize that a tiered system (with a tenure-line faculty and a variety of non-tenure-line positions) has its roots in the origin of English departments; a multi-tiered system has been in place across the entire one-hundred-year-plus history of English departments and is likely to be for the foreseeable future. We are deeply concerned to note the dramatic increase in the number of English department faculty members hired outside the tenure track. While working to define an appropriate role for the non-tenure-track segment of the faculty and limit its size, we must ensure that those colleagues employed outside the tenure track have the appropriate salaries, working conditions, status, rights and responsibilities, and security of employment.

We urge the profession to turn its attention to the full range of faculty members teaching in departments of English and other modern language departments. And if, as we believe, the profession is becoming increasingly divided into a teaching faculty and a research faculty, we urge our colleagues to consider the consequences of such a division. We hope our report can newly inform the discussion of the academic labor market and assist efforts to bring respect and equity to all who are teaching on our campuses.

With this in mind, we offer the following conclusions and recommendations.

1. We reiterate here some recommendations from the 1996 ADE Ad Hoc Committee on Staffing. Their 1999 report marked the divide between categories of English department instructional staff in terms of “opportunities for professional advancement through the time for extensive research and writing” (24). Our data confirm this pronounced split between faculty members with institutionally recognized research responsibilities and those without such responsibilities. Our findings, however, show a further and no less pronounced divide in the non-tenure-track faculty between those with full-time and those with part-time or per-course appointments. Full-time non-tenure-track faculty members hired, for the most part, on multiyear contracts have become an increasingly crucial component of English department staffing.

Our findings confirm, in particular, two of the 1999 report’s summary conclusions:

- “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 [tenured and tenure-track] 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 [tenured and tenure-track] faculty members available. In no type of institution or department is the [tenured and tenure-track] faculty able to staff more than a bare majority of first-year writing course sections. The broad-

scale 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.”

- “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 [tenured and tenure-track] 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 [tenured and tenure-track] faculty members in the first-year writing course has been reduced almost to zero.” (23)

2. Given the dynamic reorganization we have observed in academic employment in English, it is imperative that there be regular data collection to chart changes in both the number of faculty members in various contract and tenure categories and the conditions of their employment.

- We recommend that there be a regular survey and update on staffing practices in English and other modern language departments at least every ten years, so that changes in staffing patterns and the categories of faculty employment can be tracked and reported.
- We recommend that reports of relevant information about the composition of the faculty from the National Study of Postsecondary Faculty be developed as further studies in the NSOPF series become available.
- We recommend that ADE and ADFL use their summer seminars (and other meetings, as appropriate) to gather information on current conditions and to generate and disseminate examples of best practices, especially in relation to full-time non-tenure-track faculty appointments.

3. While we understand that institutions rely on contingent faculty members to respond to unpredictable fluctuations in enrollment, it is common professional knowledge that departments make use of the same people to fill non-tenure-track faculty positions year in and year out; therefore, only a small fraction of the faculty outside the tenure track can reasonably be considered contingent.

- We recommend that departmental and campus administrators make a vigorous and principled effort to distinguish between contingent and continuing faculty and to convert an optimal number of part-time positions to full-time.
- We recommend that English and other modern language and literature departments take the lead in developing policies to ensure appropriate security of employment for continuing non-tenure-track faculty members. It is to everyone’s advantage that there be continuity in all areas of the undergraduate curriculum.
- We recommend that English and modern language and literature departments take the lead in developing policies to ensure that all teaching faculty members are protected by accepted principles of academic freedom.
- We recommend that institutions adopt salary schedules and benefits packages for consistently employed, non-tenure-track faculty members; such schedules and packages should be tied to those maintained for tenure-track colleagues.
- We recommend that continuing non-tenure-track faculty members have a role in departmental governance and in the development of the curricula of their teaching areas and have opportunities to participate fully in the intellectual and collegial life of the department.

4. At a time when the percentage of undergraduate courses taught by tenured or tenure-track faculty members is in decline, it seems imperative that we set standards for the appropriate levels and areas of participation by tenure-line and full-time non-tenure-track faculty members in the undergraduate curriculum. We understand that the first obligation of the tenured and tenure-track faculty is to majors and graduate students. With our colleagues who prepared the 1999 ADE report, we want to affirm the importance of a presence of tenured and tenure-track faculty members in the lower division and in general education. Therefore, the number of tenured and tenure-track faculty members should be sufficient to cover courses in the upper division and graduate curriculum while maintaining an engagement with the lower division. Because a full-time faculty brings an important continuity and expertise to the classroom, we urge the conversion of part-time positions to full-time.

Data from the 2007 ADE survey reveal how the varying constraints and conditions characteristic of the different Carnegie institutional types make for varying percentages of the undergraduate English curriculum that tenured and tenure-track faculty members can cover—from 24.1% of all undergraduate course sections, on average, in departments in Carnegie Doctoral/Research institutions to 56.4%, on average, in departments in Carnegie Baccalaureate institutions. In the light of these institutionally based variations in current staffing realities, we propose the following targets for minimum percentages of undergraduate course sections taught:

- We recommend that 45% of undergraduate course sections in doctoral institutions, 55% in master's institutions, and 70% in baccalaureate institutions be taught by tenured or tenure-track faculty members.
- We recommend that 60% of undergraduate course sections in doctoral institutions, 70% in master's institutions, and 80% in baccalaureate institutions be taught by full-time faculty members (on or off the tenure track). The percentage of course sections taught by full-time faculty members should never drop below the majority of the course sections a department offers in any given semester.
- The number of tenure-bearing lines should be sufficient to cover courses in the upper-division undergraduate and graduate curricula and to ensure an appropriate presence of tenured and tenure-track faculty members in the lower division of the curriculum.
- While we support the conversion of part-time non-tenure-track positions to full-time, we oppose any conversion of tenure-track lines to non-tenure-track lines or positions.

5. Our research shows that a master's degree is now accepted as an appropriate credential for full-time teaching in the lower division, including first-year writing. We realize that we do not have a good sense of the MA and MA instruction or of how MA programs define their mission. Is the MA a teaching degree? Is it a preparation for a PhD program? The committee is not prepared to take a position on the appropriateness of the MA as a credential for full-time postsecondary teaching and recommends further study. The NSOPF indicates that most MFA holders teach outside the tenure track. Is this placement appropriate, given the MFA's status as a terminal degree?

- We recommend further inquiry into the MA and MFA as degree qualifications for faculty appointments in postsecondary English.

6. How accurate is the assumption that the employment of non-tenure-track faculty members, both full- and part-time, saves money for the institution? Will the assumption about institutional savings withstand a cost-benefit analysis? There are the transactional costs of administering a constantly changing workforce: advertising and searching for, interviewing, deploying, reviewing, rehiring. How much of the costly time of senior faculty members and administrators is absorbed in maintaining this workforce?

Likewise, to what extent are the multifarious service tasks of the academic enterprise—advising students, writing references, directing theses and independent studies, working on departmental and

institutional committees, interacting with the community—concentrated on expensive tenured faculty? Some non-tenure-track faculty members perform such service, but many do not; and, for good reasons, part-time faculty members seldom do.

- We recommend that departments undertake an analysis of the costs and benefits of non-tenure-track staffing. We encourage our colleagues to examine these issues rather than to continue to administer the current labor system without systematic analysis of its real financial costs.

7. We want to highlight the work of the MLA Ad Hoc Committee on Foreign Languages and endorse their report and its recommendations, with particular attention to the section “Collaboration and Governance: Transforming the Two-Tiered System” and the following arguments, quoted from the report:

- “The work of revamping and unifying the language department curriculum can only be carried out through a sustained collaboration among all members of the teaching corps, including tenure-line faculty members and those with contingent and long-term appointments in all related fields.” (6)
- “It is clear that a redesigned curriculum is a key step in creating an integrated departmental administrative structure in which all members contribute to defining and carrying out a shared educational mission. While language faculty members are expected to use methodologies that develop students’ competencies in reading, writing, and oral expression as preparation for upper-level courses, it is crucial that tenure-line faculty members have a hand in teaching language courses and in shaping and overseeing the content and teaching approaches used throughout the curriculum, from the first year forward.” (6–7)

We also want to call attention to earlier MLA policy statements that are consistent with our recommendations.

- “Ensuring the Quality of Undergraduate Programs in English and Foreign Languages: MLA Recommendations on Staffing” (http://www.mla.org/ensuring_the_quality)
- “Statement on Non-Tenure-Track Faculty Members” (http://www.mla.org/statement_on_nonten)
- “MLA Recommendation on Minimum Per-Course Compensation for Part-Time Faculty Members” (http://www.mla.org/mla_recommendation_course). As updated in April 2007, the MLA recommends a salary range of \$6,200 to \$8,800 per course section, with fringe benefits and cost-of-living increases, as the reasonable minimum compensation for part-time faculty members.

8. The staffing patterns we chart in our report, and the multitiered faculty they represent, are the product of a distinction between research and teaching—or between a research faculty and a teaching faculty—that has become fundamental to institutional thinking. Provosts and deans use the distinction to justify the resources required to support a tenure-track faculty—lighter teaching loads, assignments in advanced courses only, research leaves, grants and fellowships, and competitive salaries in an increasingly competitive market.

The concept of a research faculty assumes a separate teaching faculty to handle the courses taught in the lower division, including courses designed to fulfill general education requirements. This teaching faculty would have a larger teaching load, there would be no expectation of research productivity, and salaries would be on a different scale.

This way of conceiving faculty status and responsibility formalizes a distinction between research and teaching in ways that many of us would like to challenge. Most research scholars are engaged and focused teachers, even though some may be inclined to think—erroneously in our view—that they have little to offer students in the lower division. All our institutions, in fact, are eager to publicize the possibility that a first-year student may have the opportunity to work with a senior scholar.

Most of us agree that research and teaching can be the core of a professional life, whether on or off the tenure track, and that research and teaching are entwined and mutually informing. The colleagues who make up the non-tenure-track teaching faculty are our MA, MFA, and PhD students. Some seek positions off the tenure track, where they have the opportunity to teach and be affiliated with the university without the heavy requirement to publish. Some take these positions because they are the only available option. In either case, they do not lose their interest in or commitment to writing and scholarship.

Most scholars and teachers (or teacher-scholars) would agree that students in the lower division need to be informed by scholarship. The lower-division curriculum has been in constant revision as the profession has introduced new texts and methods. First- and second-year students can be productively engaged with the texts and issues central to a teacher's current scholarly project.

As advanced research becomes increasingly remote from the general public, it is crucial for researchers to be able to think about their projects from the perspective of the broad base of general education students, the nearest representatives of our wider audience. Similarly, some resources that support research and publication should be directed toward the issues represented by general education, which include fundamental questions about the use and value of reading and writing in relation to language and life outside the academy. English departments are large because English courses are required of all or most students. It has always been assumed that the work we do has broad application to basic questions of literacy and culture. Included in our unwritten contract with the public is the understanding that we will take this work seriously, making general education a part of our ongoing research and making our ongoing research part of general education.

- We recommend that continuing non-tenure-track faculty members be given access to funds in support of travel, research, and professional development. The undergraduate curriculum in English requires a teaching faculty engaged with the field and its research agenda.
- We recommend that hiring to tenure-track positions and the policies governing tenure and promotion include a commitment to individuals whose research and teaching is directed toward the lower division and the concerns of general education.

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Notes

1. These NSOPF estimates are useful in themselves, but they also offer a benchmark for judging the limitations of the 2007 ADE survey findings, which are based on the 200-plus responding ADE-member departments. The ADE survey does offer insight into areas the NSOPF data do not; for example, it offers a look at the vertical distribution of faculty members and graduate student teaching assistants across different types and levels of courses.

2. Even candidates who eventually succeed in the academic job market may form long-lasting negative ideas about and attitudes toward the profession and institutions of higher learning.

3. Departments in two-year institutions were not canvassed for the 2007 ADE survey because the NSOPF data on faculty members teaching English in two-year colleges are far more reliable than anything the ADE could collect. The area about which the ADE survey sought information not available from the NSOPF concerns the distribution of faculty members across different levels of the curriculum, a topic of limited applicability to curricula in two-year colleges.

4. Compared with the data drawn from the 2004 NSOPF, the 2007 ADE survey indicates a similar or higher percentage of tenured and tenure-track faculty in Carnegie Master's and Baccalaureate institutions (42% versus 41%, 53% versus 44%). There is a substantial percentage difference for the Doctoral/Research institutions (31% versus 40%).

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Appendix 1

Data from the 2004 National Study of Postsecondary Faculty on the Gender Distribution of Faculty Members in English Employed in Different Faculty Categories

Findings from the 2004 NSOPF indicate how within the field of English the distribution of men and women in different tenure and employment categories varies by Carnegie institutional type. Carnegie Doctoral/Research institutions have the highest percentage of men in tenure-line positions. Across all types of institutions women make up the majority of faculty members off the tenure track, although the percentage of women in full- and part-time non-tenure-track positions is lowest in Carnegie Doctoral/Research institutions. The percentage of women holding tenure-line appointments in English increases as one moves from Carnegie Doctoral/Research institutions to Carnegie Master's institutions to Carnegie Baccalaureate institutions to Carnegie Associate's institutions. Figures A1–A4 display these breakdowns from the 2004 NSOPF. Please note: The different Carnegie institution types vary widely in the number of faculty members they employ. The y-axis for each chart varies accordingly, ranging from 30,000 for Carnegie Associate's institution to 3,500 for Carnegie Baccalaureate institutions.

Appendix 2

Staffing Patterns in English Departments in Public and Private Institutions

For the sake of simplicity, only the Carnegie designations are used to report findings from the 2007 ADE survey in the body of this report. The data from the 2007 ADE staffing survey can also be arranged by institutional control and affiliation—that is, whether institutions are public or private and whether private institutions have a religious affiliation. The results are presented in figures A5–A7. The numbers suggest that, in comparison with public institutions and private institutions with no religious affiliation, private, religiously affiliated institutions have a higher percentage of tenured and tenure-track faculty members and make use of a higher percentage of part-time faculty members, while employing a lower percentage of full-time non-tenure-track faculty members.

Fig. 1
Number of Faculty Members by Employment Categories, All Institutions, 1995 and 2005

Source: *Fall Staff in Postsecondary Institutions, 1995; 2005 Fall Staff Survey*

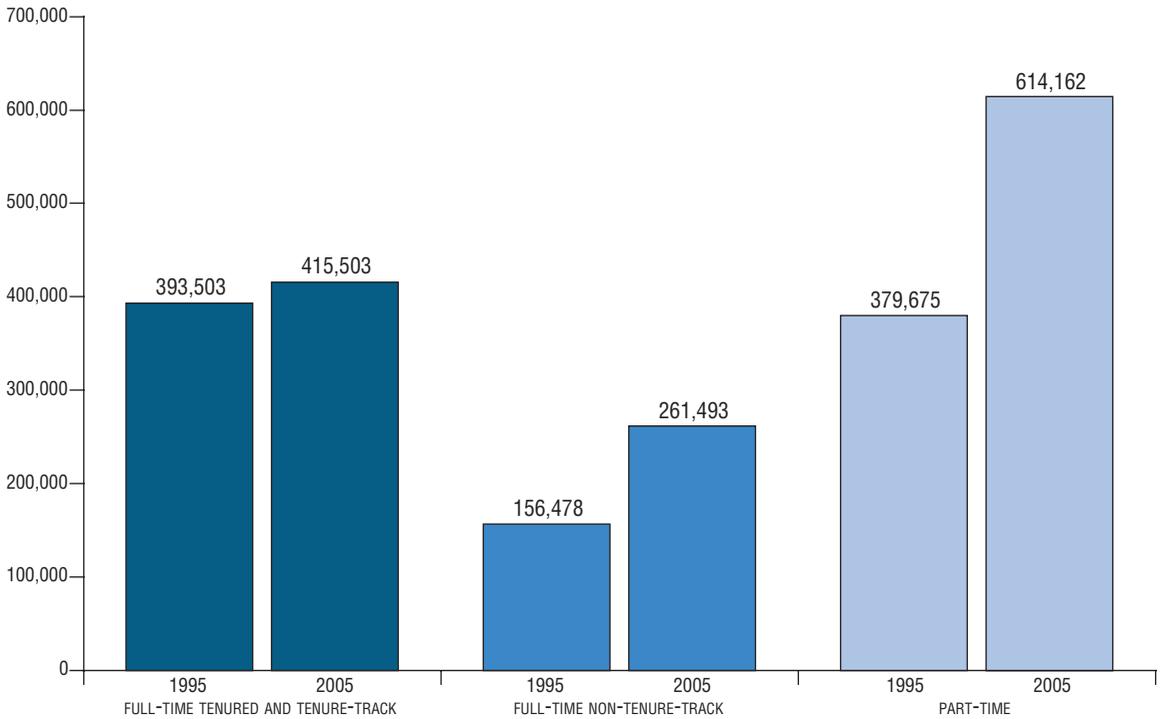


Fig. 2
Student Enrollments, All Institutions, 1975 to 2005

Source: *Digest of Education Statistics, 2006*, tables 175 and 190

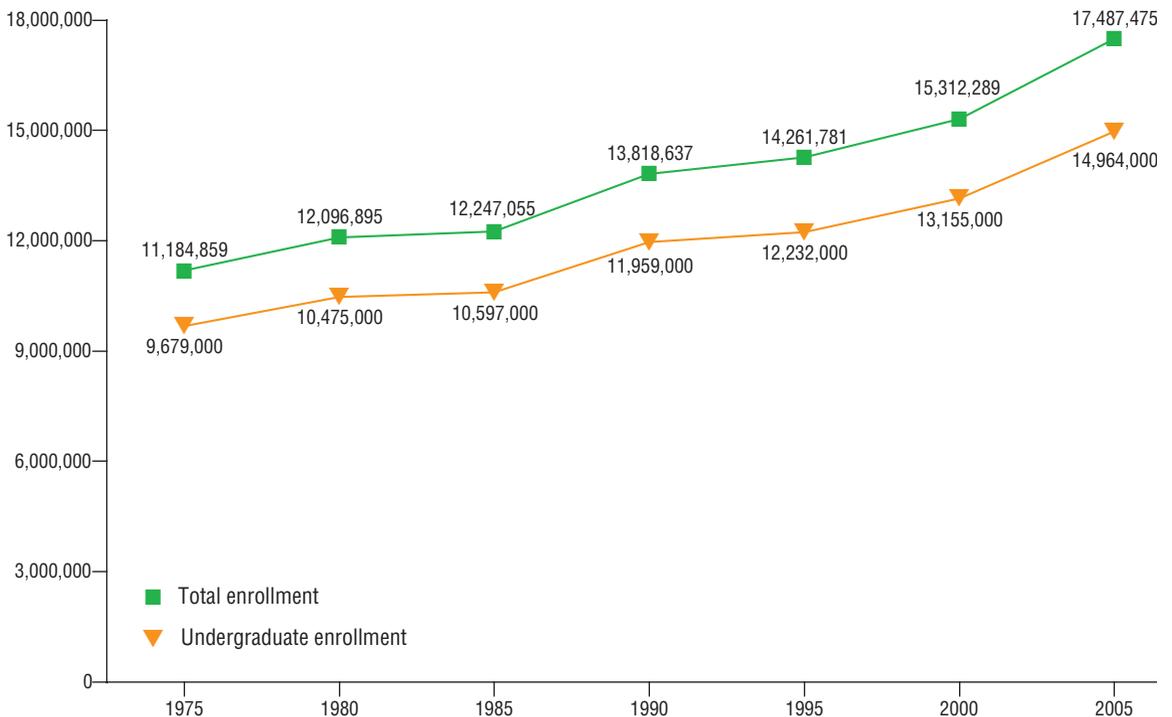


Fig. 3
Percentage of Faculty Members by Employment Categories, All Institutions, 1995 and 2005

Source: *Fall Staff in Postsecondary Institutions, 1995; 2005 Fall Staff Survey*

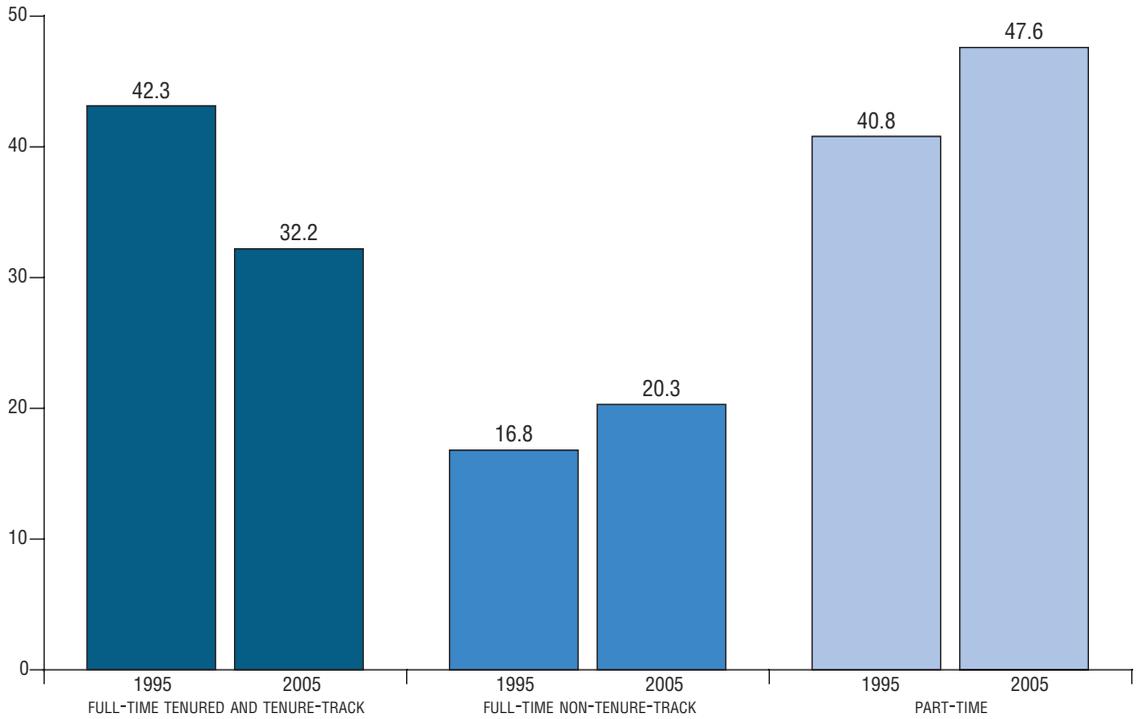


Fig. 4
Number of Faculty Members by Employment Categories, Carnegie Doctoral/Research Institutions, 1995 and 2005

Source: *Fall Staff in Postsecondary Institutions, 1995; 2005 Fall Staff Survey*

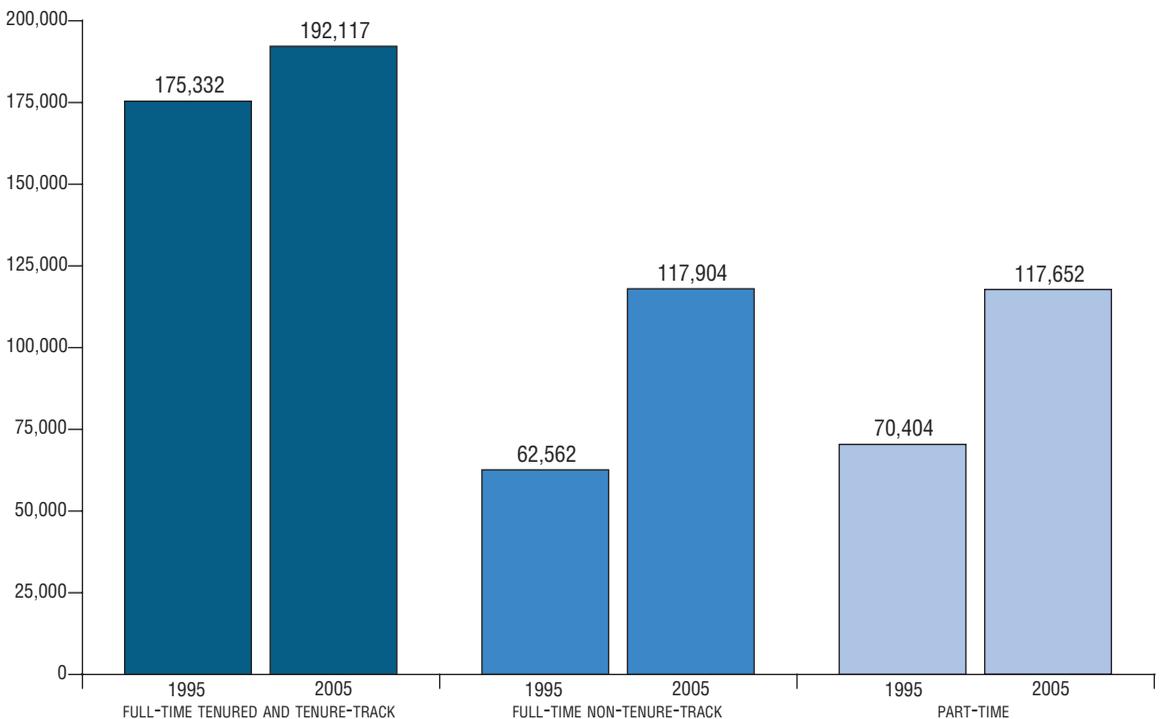


Fig. 5

Number of Faculty Members by Employment Categories, Carnegie Master's Institutions, 1995 and 2005

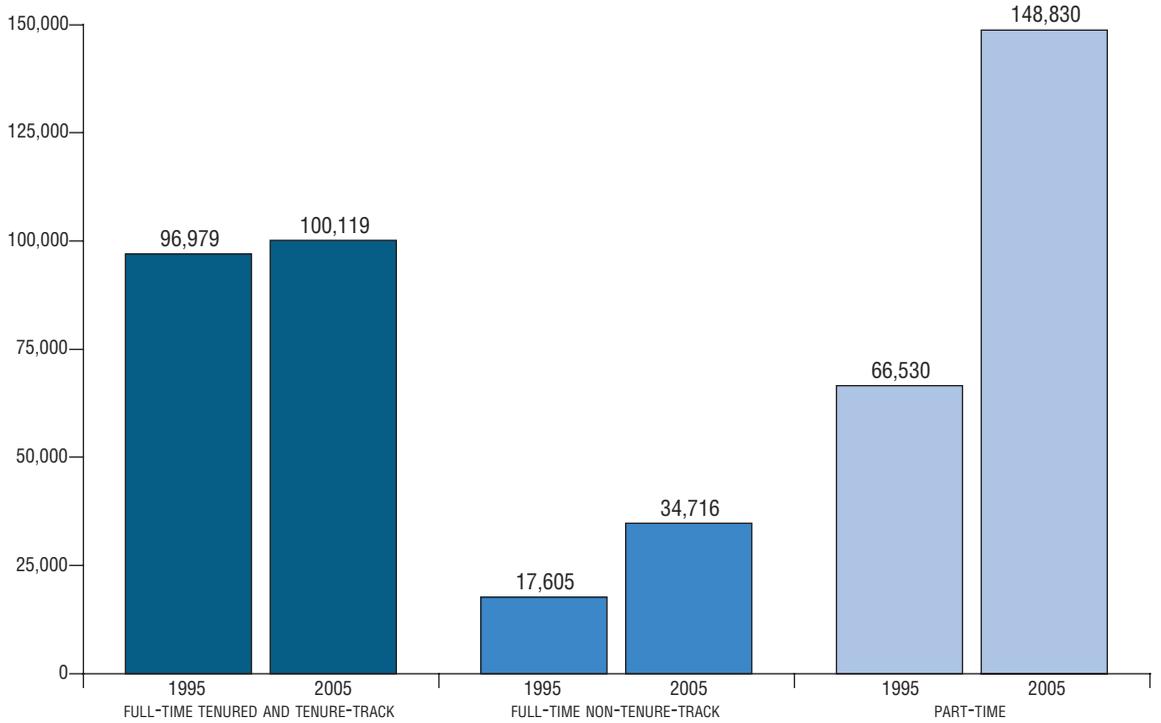
Source: *Fall Staff in Postsecondary Institutions, 1995; 2005 Fall Staff Survey*

Fig. 6

Number of Faculty Members by Employment Categories, Carnegie Baccalaureate Institutions, 1995 and 2005

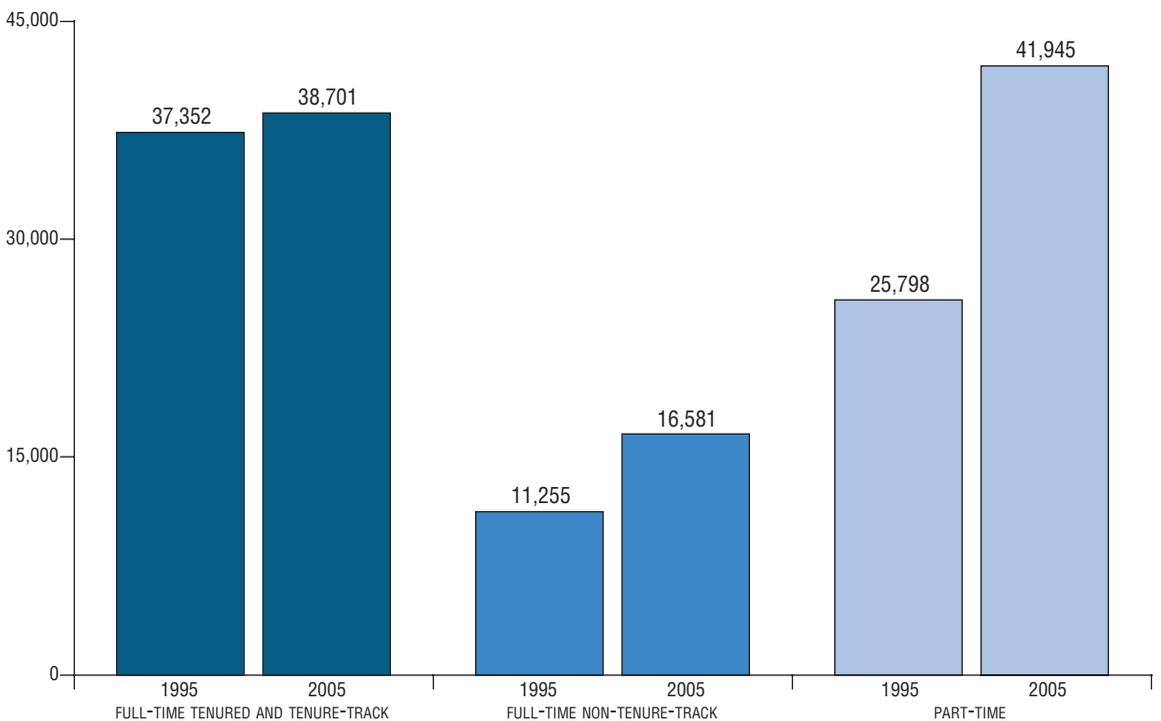
Source: *Fall Staff in Postsecondary Institutions, 1995; 2005 Fall Staff Survey*

Fig. 7
Number of Faculty Members by Employment Categories, Carnegie Associate's Institutions, 1995 and 2005
 Source: *Fall Staff in Postsecondary Institutions, 1995; 2005 Fall Staff Survey*

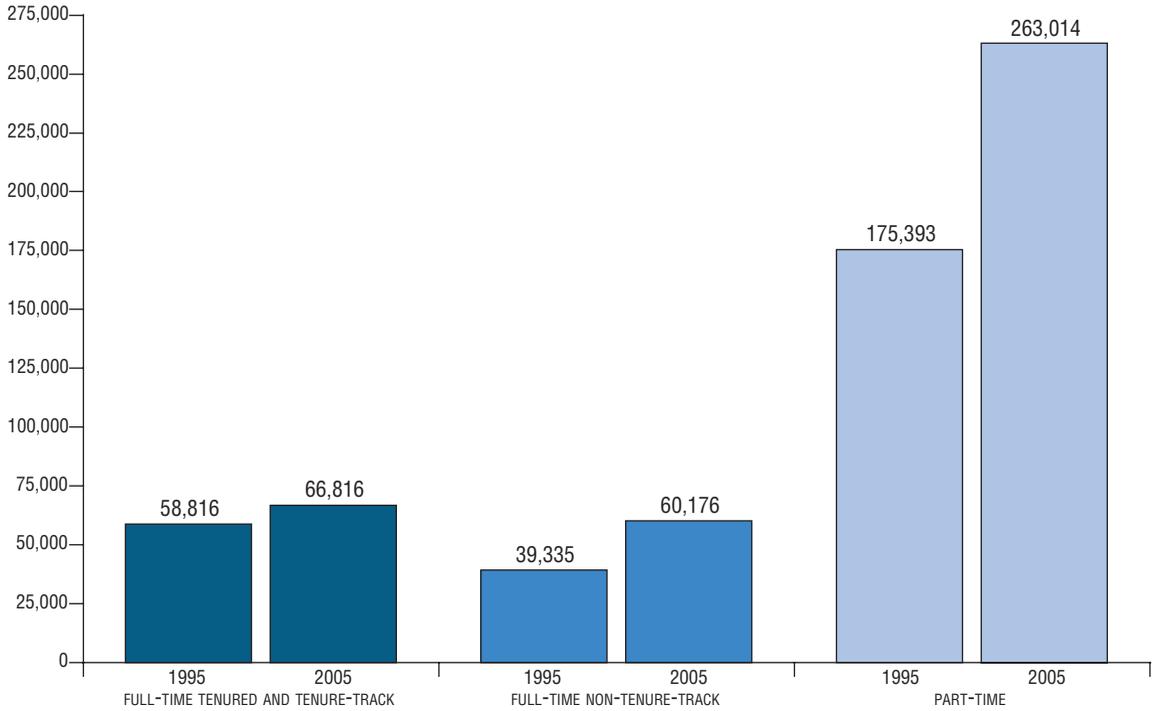


Fig. 8
Percentage of Faculty Members by Employment Categories, Four-Year Institutions, 1995 and 2005
 Source: *Fall Staff in Postsecondary Institutions, 1995; 2005 Fall Staff Survey*

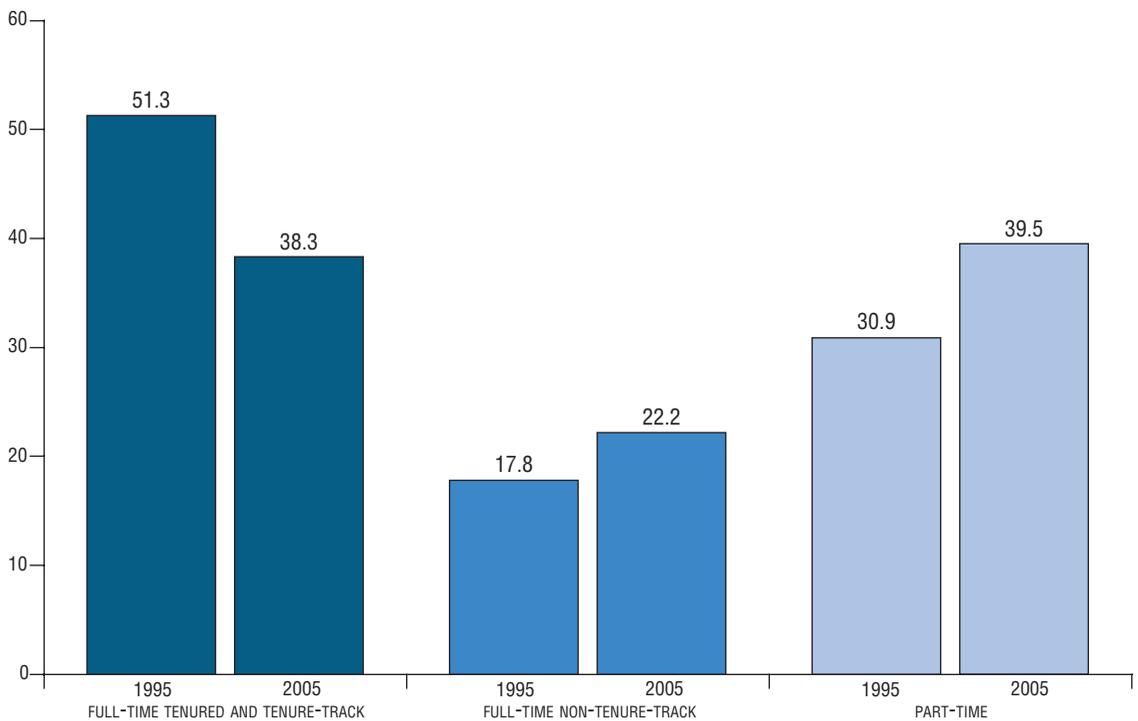


Fig. 9
Estimated Population of Faculty Members in English in Different Tenure and Employment Statuses, 1992–93 and 2003–04

Source: 1993 NSOPF; 2004 NSOPF

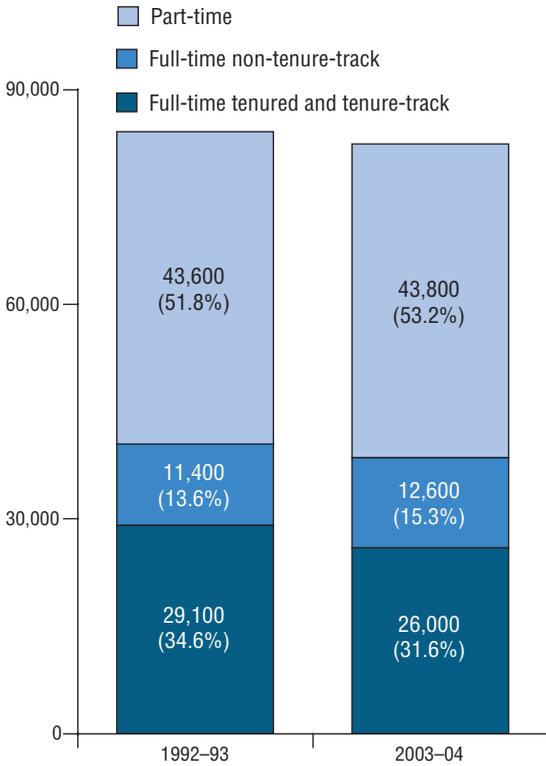


Fig. 10
Distribution of Faculty Members in English by Employment Status, in Carnegie Classified Institutions, 2003–04

Source: 2004 NSOPF

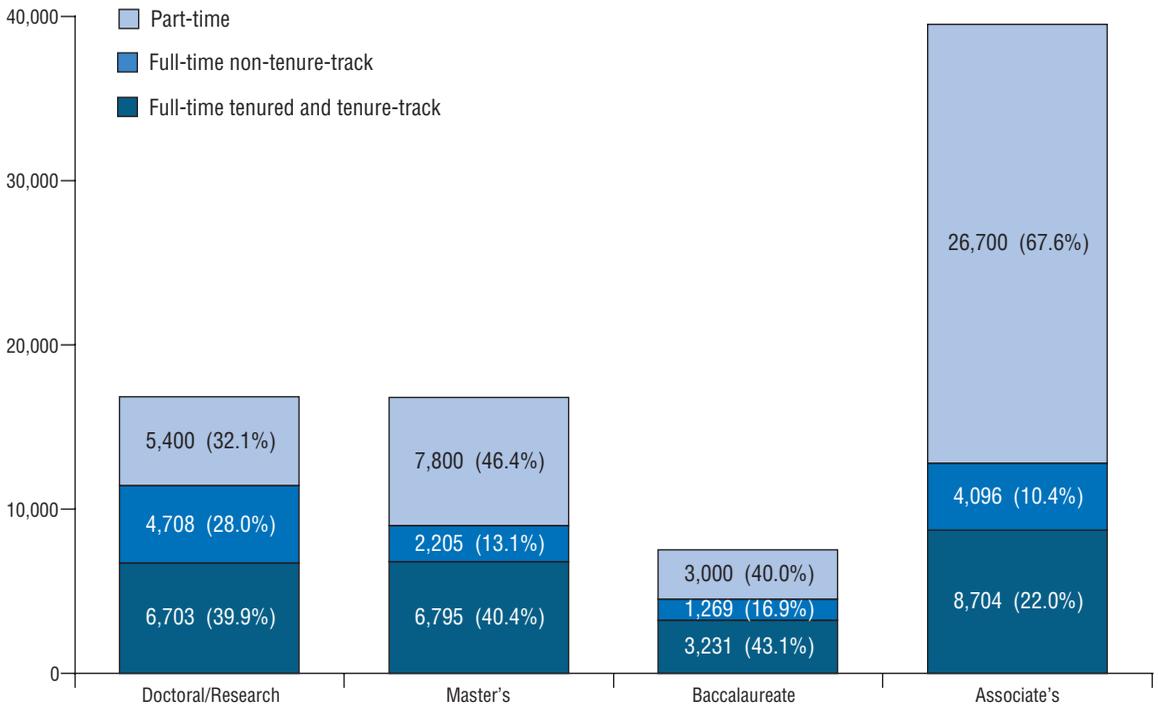


Fig. 11
Estimated Number of Faculty Members by Employment Categories and Gender, 1992–93 and 2003–04

Source: 1993 NSOPF; 2004 NSOPF

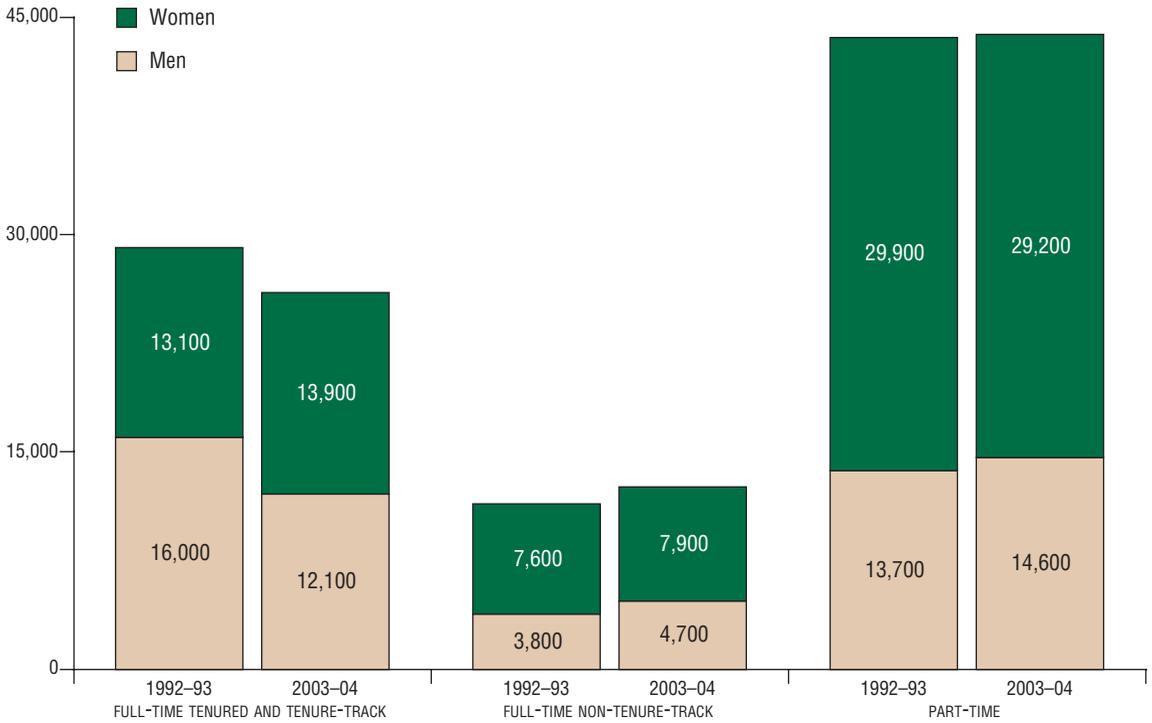


Fig. 12
Percentage of Faculty Members in English by Employment Categories and Gender, All Institutions, 1992–93 and 2003–04

Source: 1993 NSOPF; 2004 NSOPF

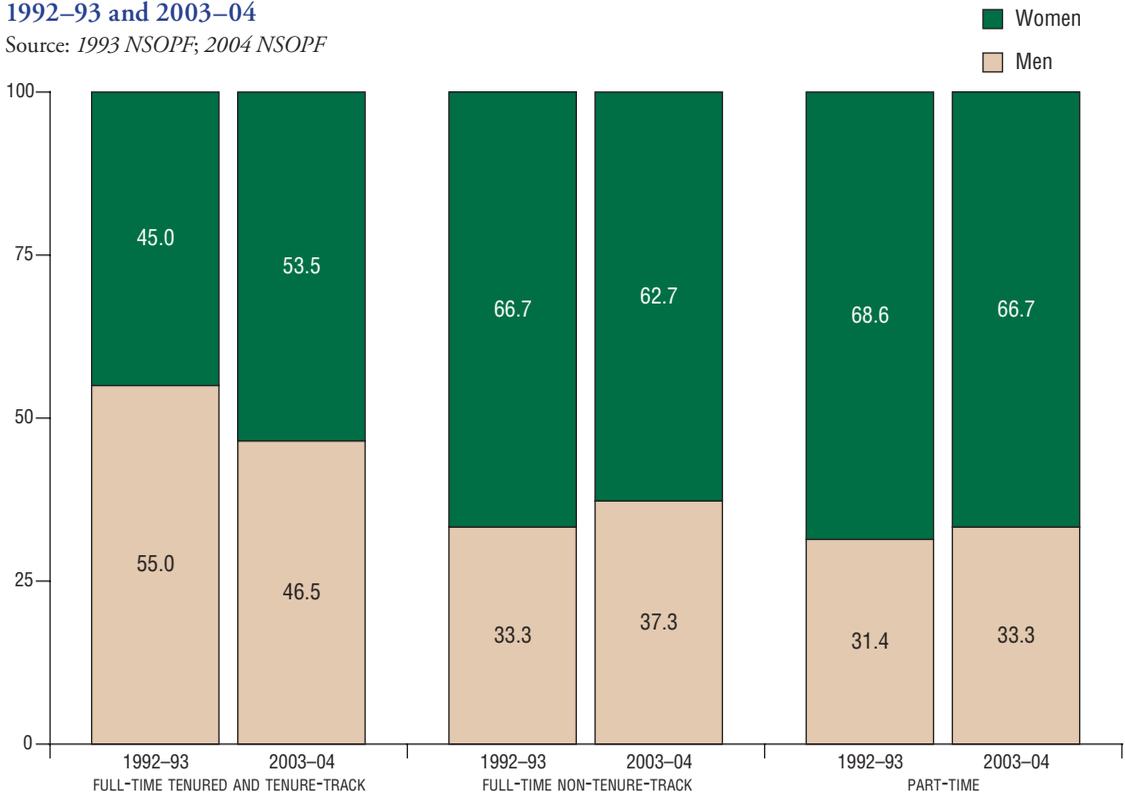


Fig. 13
Estimated Number of Tenure-Line and Non-Tenure-Line Faculty Members in 22 Teaching Fields, 2003–04
 Source: 2004 NSOPF

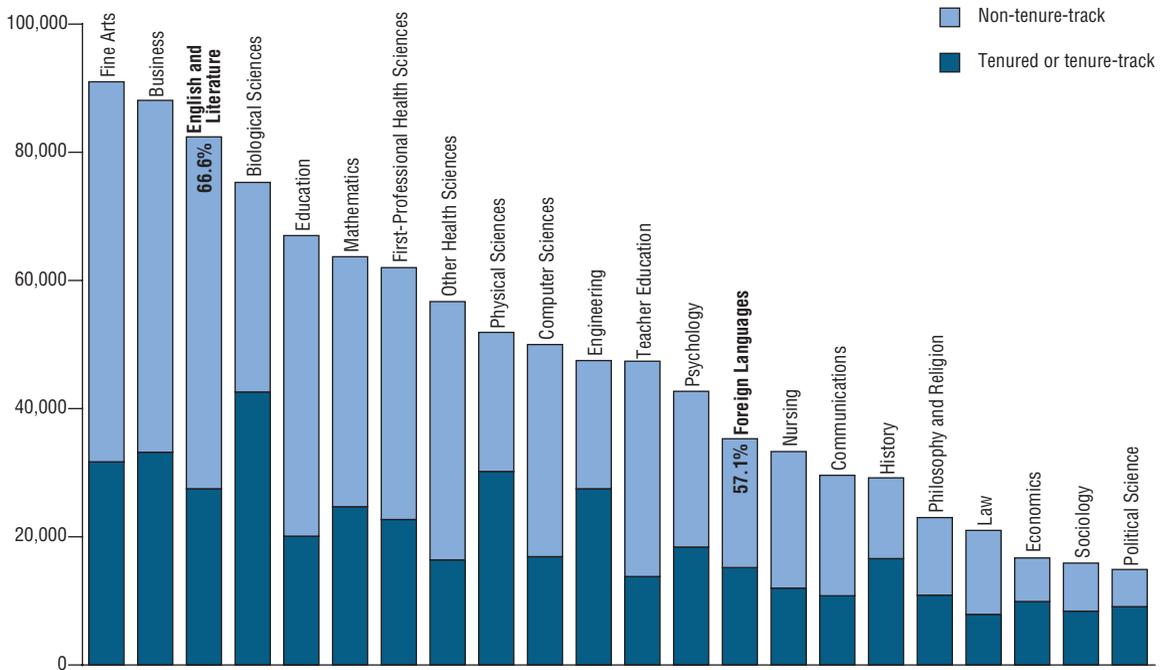


Fig. 14
Percentage of Faculty Members in English by Their Highest Degree, in Carnegie Classified Institutions, 2003–04
 Source: 2004 NSOPF

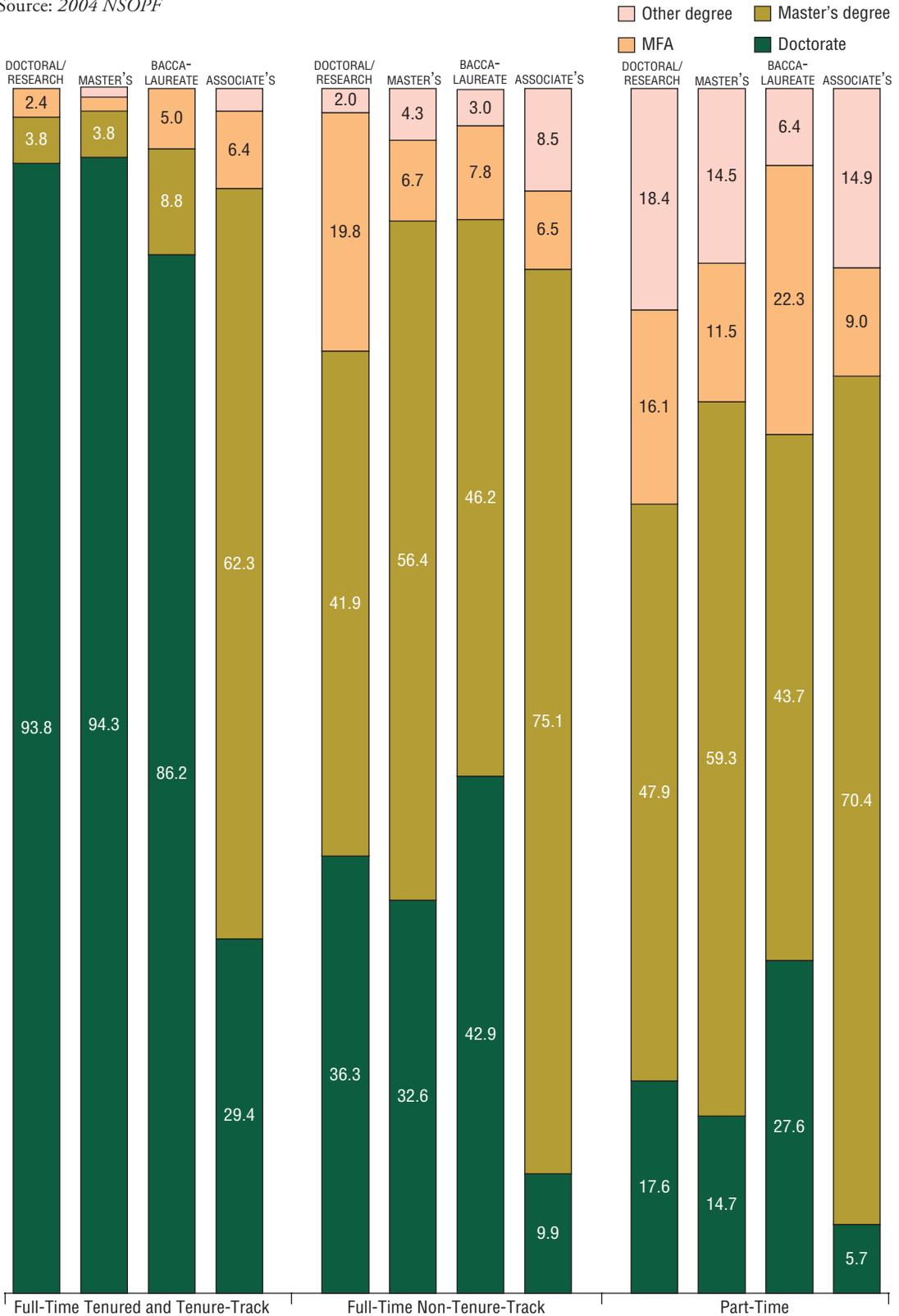


Fig. 15
Prior Employment Category of Candidates Hired to Tenure-Track Assistant Professor Positions in English, 2003–04

Source: Laurence, “Report on the MLA’s 2004 Survey of Hiring Departments”

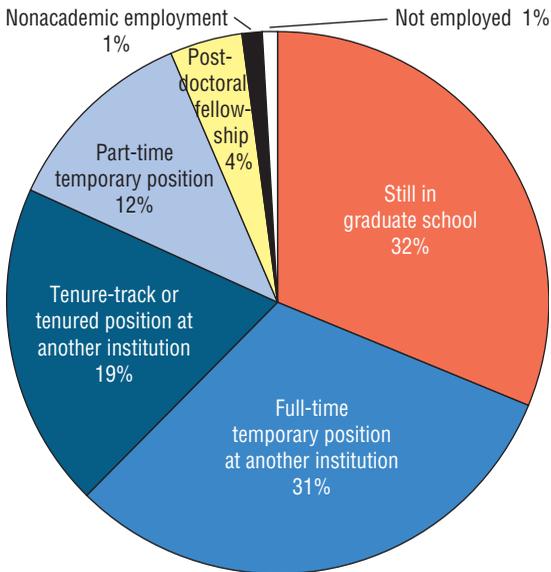


Fig. 16
Year When Candidates Who Were Hired in 2003–04 by English Departments That Advertised in the 2003–04 *JIL* Received Terminal Degrees

Source: Laurence, “Report on the MLA’s 2004 Survey of Hiring Departments”

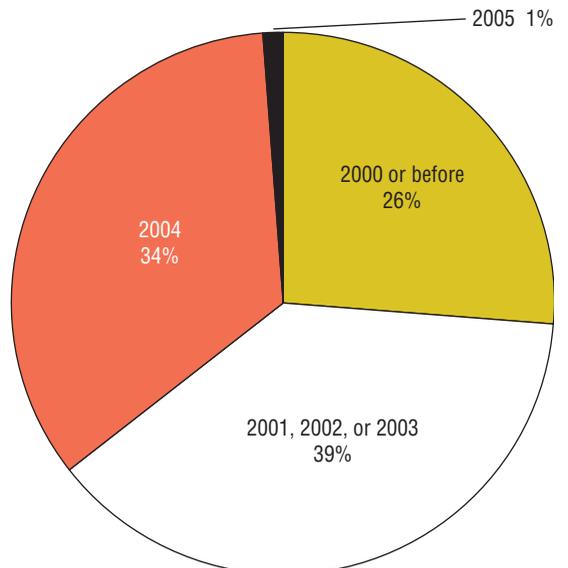


Fig. 17a
Percentage of Faculty Members in English Departments Employed in Different Categories, Fall 2006, by Carnegie Institutional Classification (TAs Included)

Source: 2007 ADE staffing survey

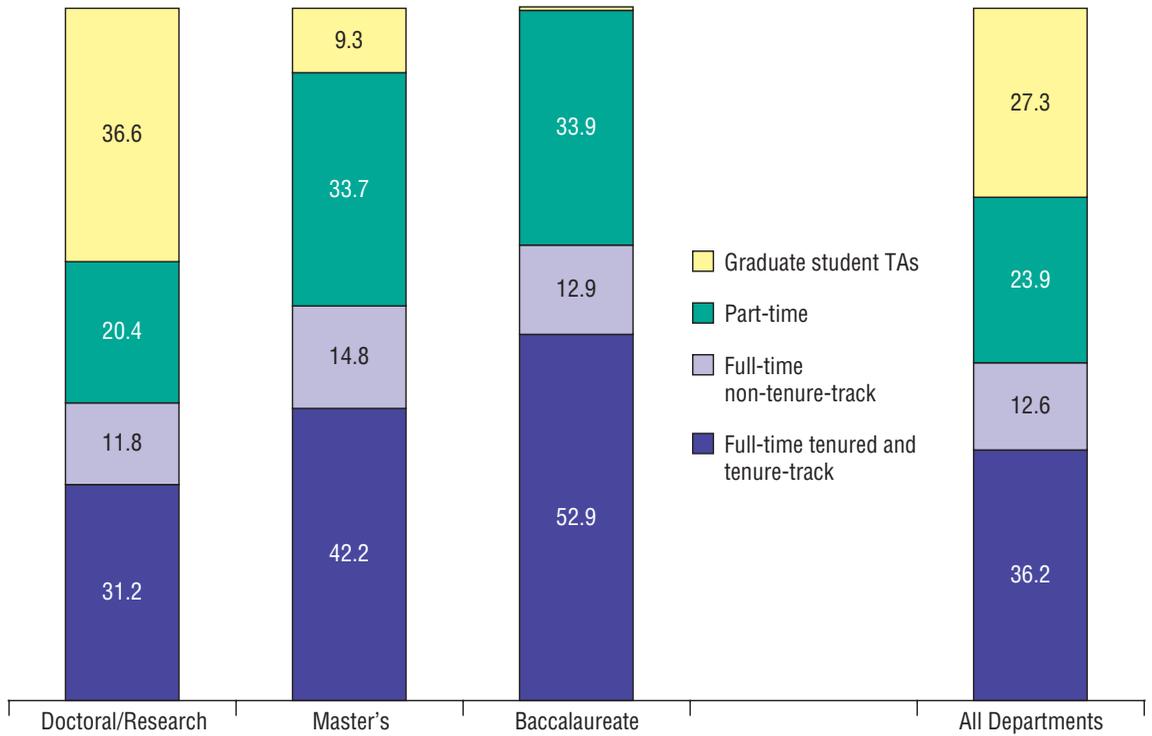


Fig. 17b
Staffing Profile, Departments in Carnegie Doctoral/Research Institutions, Fall 2006

Source: 2007 ADE staffing survey

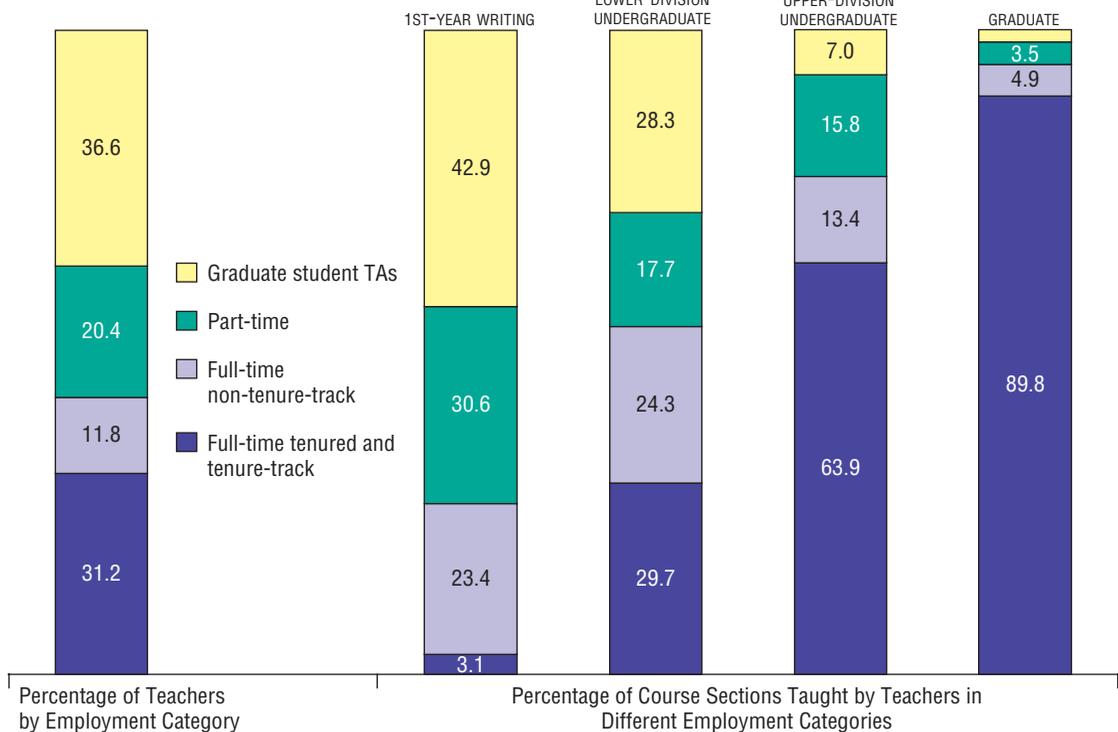


Fig. 17c
Staffing Profile, Departments in Carnegie Master's Institutions, Fall 2006

Source: 2007 ADE staffing survey

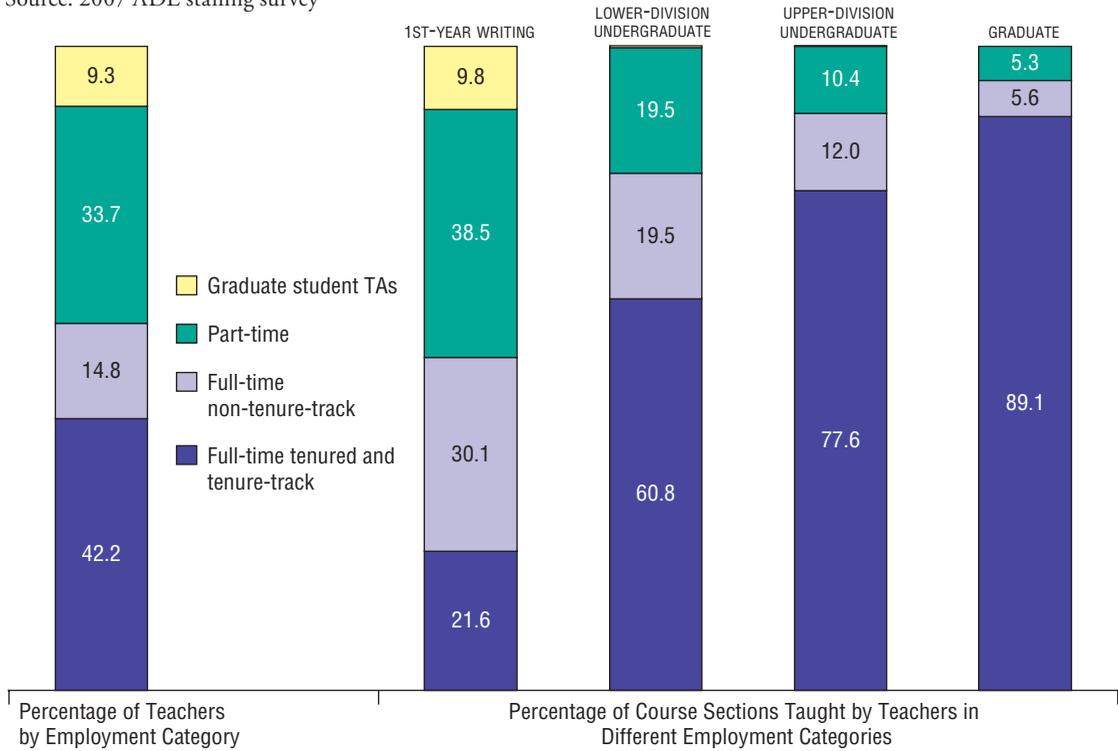


Fig. 17d
Staffing Profile, Departments in Carnegie Baccalaureate Institutions, Fall 2006

Source: 2007 ADE staffing survey

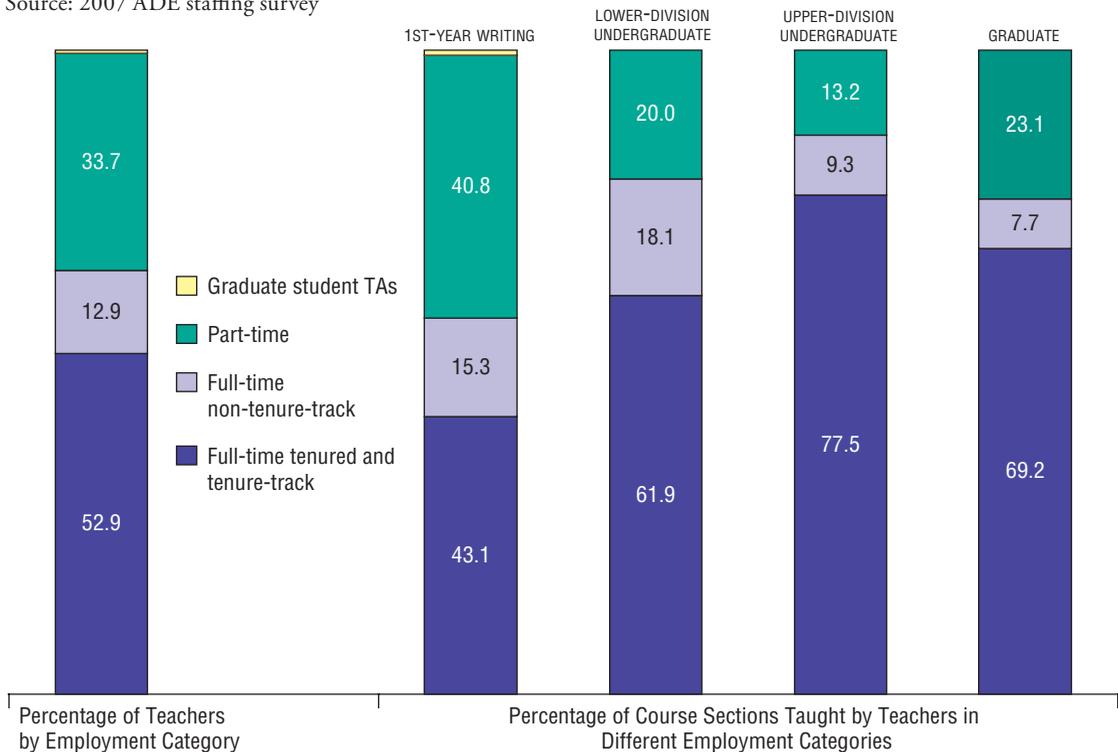


Fig. 18
Percentage of the English Department Curriculum Taught by Teachers in Different Employment Categories, by Course Section, Carnegie Doctoral/Research Institutions, Fall 2006

Note: All columns together add up to 100% of English departments' course sections.

Source: 2007 ADE staffing survey

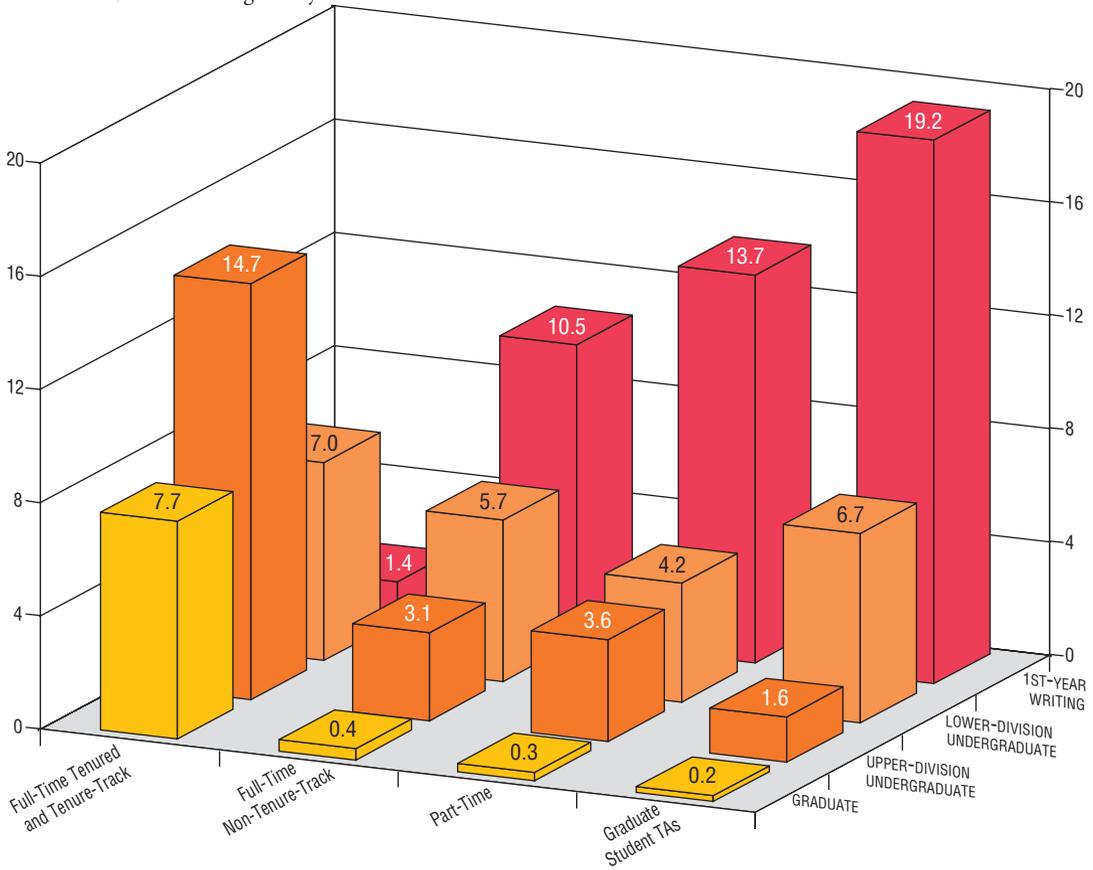


Fig. 19
Percentage of the English Department Curriculum Taught by Teachers in Different Employment Categories, by Course Section, Carnegie Master's Institutions, Fall 2006

Note: All columns together add up to 100% of English departments' course sections.

Source: 2007 ADE staffing survey

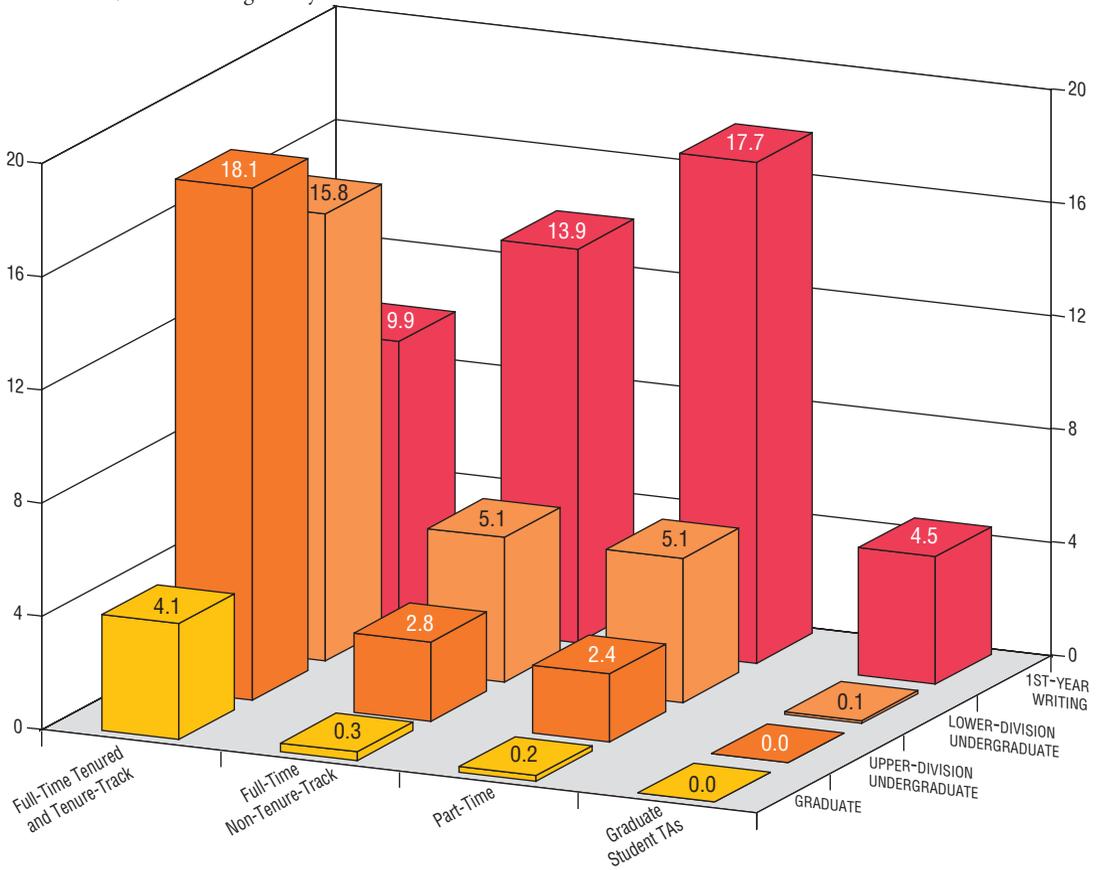


Fig. 20
Percentage of the English Department Curriculum Taught by Teachers in Different Employment Categories, by Course Section, Carnegie Baccalaureate Institutions, Fall 2006

Note: All columns together add up to 100% of English departments' course sections.

Source: 2007 ADE staffing survey

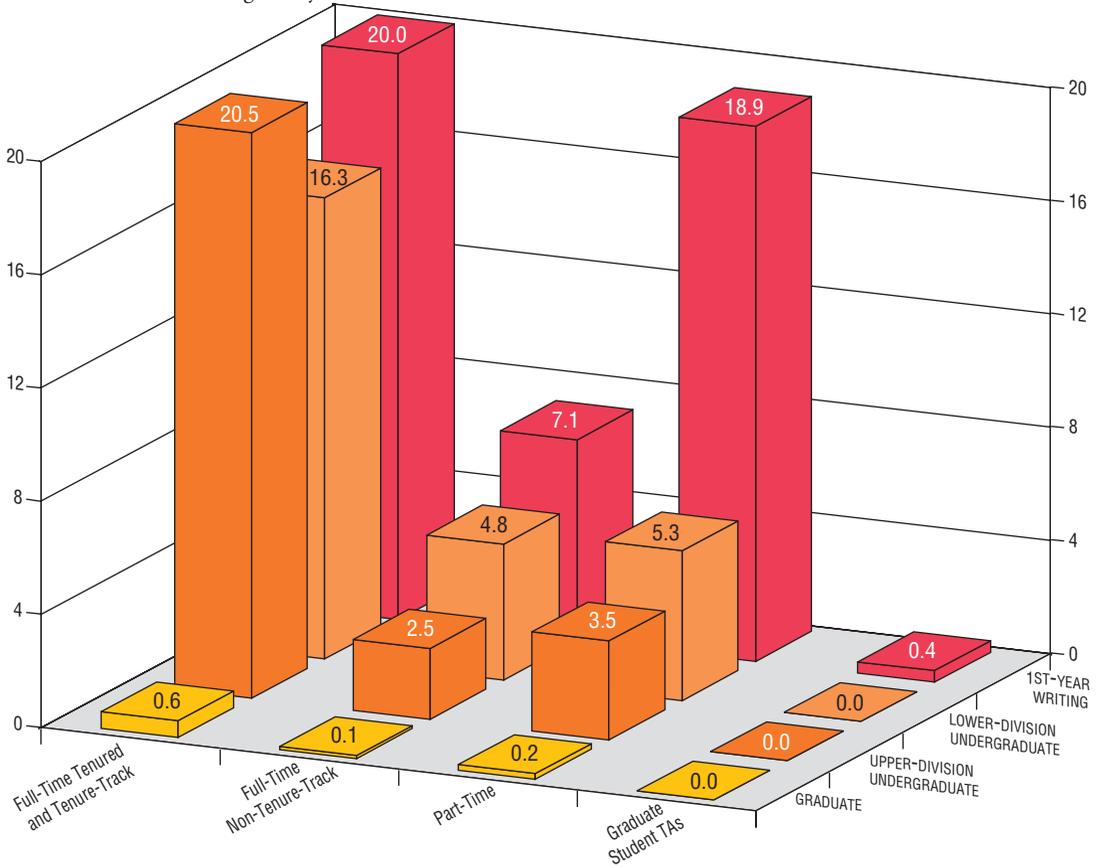


Fig. 21
Percentage of Course Sections Taught by Tenured and Tenure-Track Faculty Members, by Carnegie Institutional and Undergraduate Course Type, 1996–97 and Fall 2006

Source: “Report”; 2007 ADE staffing survey

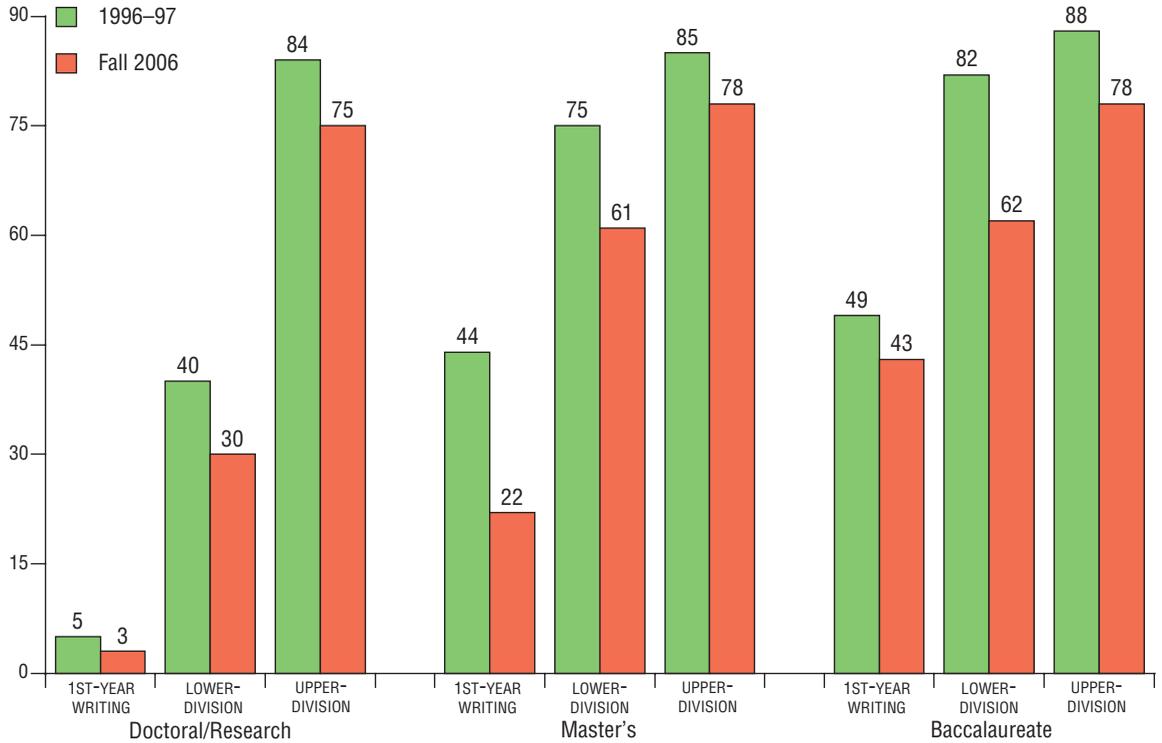


Fig. 22
Percentage Distribution of English Department Teaching Staff, by Category of Appointment and Carnegie Institutional Classification, Fall 1999 and Fall 2006

Source: Laurence, “1999 MLA Survey”; 2007 ADE staffing survey

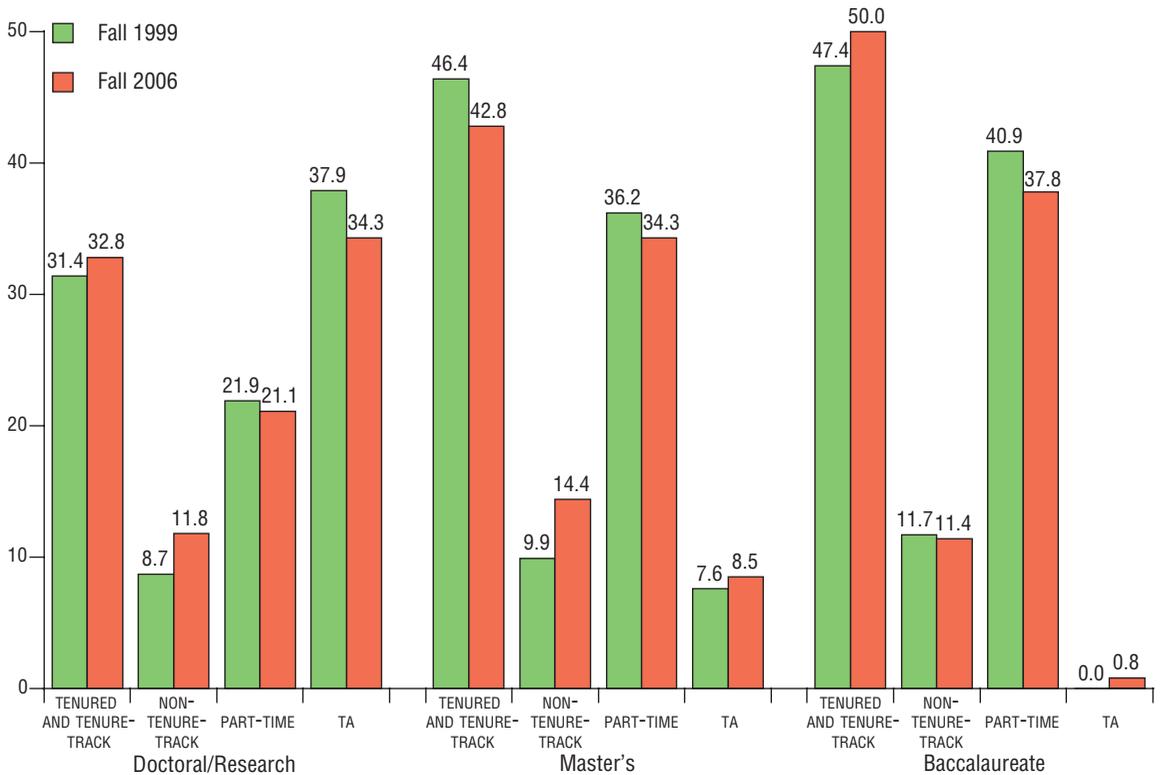


Fig. 23
Average Salary of Full-Time Non-Tenure-Track Faculty Members, by Carnegie Institutional Classification
 Source: Laurence, "1999 MLA Survey"; 2007 ADE staffing survey

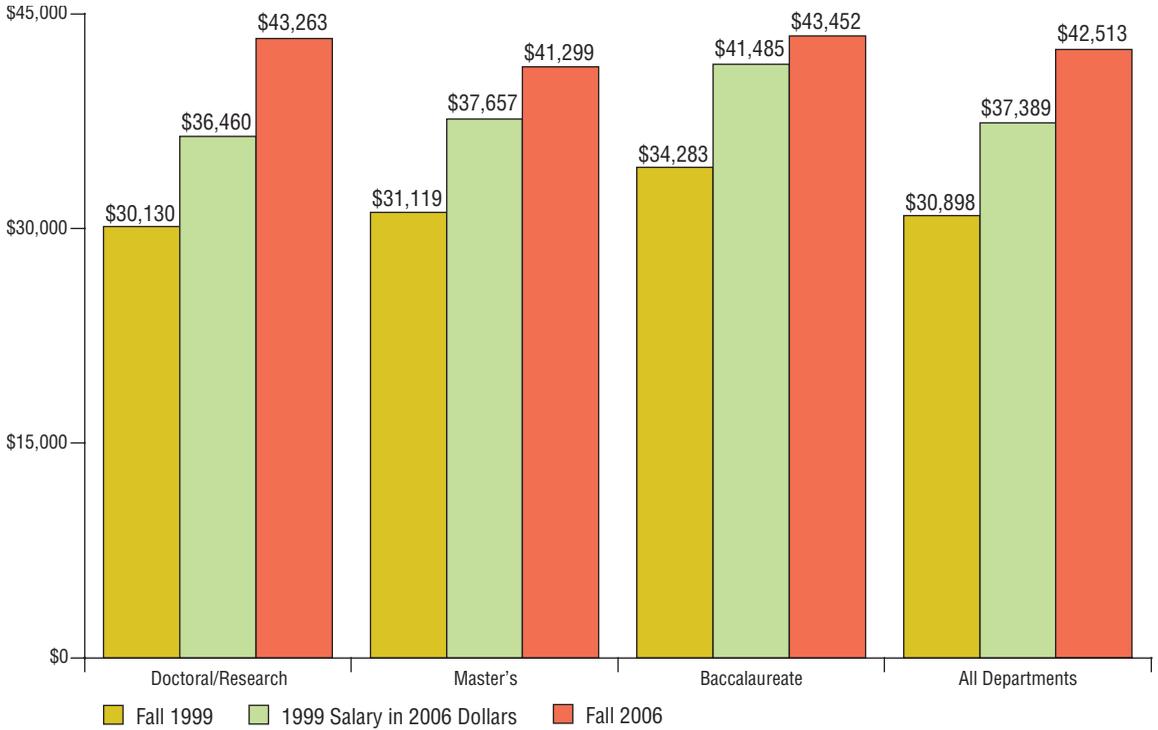


Fig. 24
Average Per-Course Salary of Part-Time Faculty Members, by Carnegie Institutional Classification
 Source: "Report"; 2007 ADE staffing survey

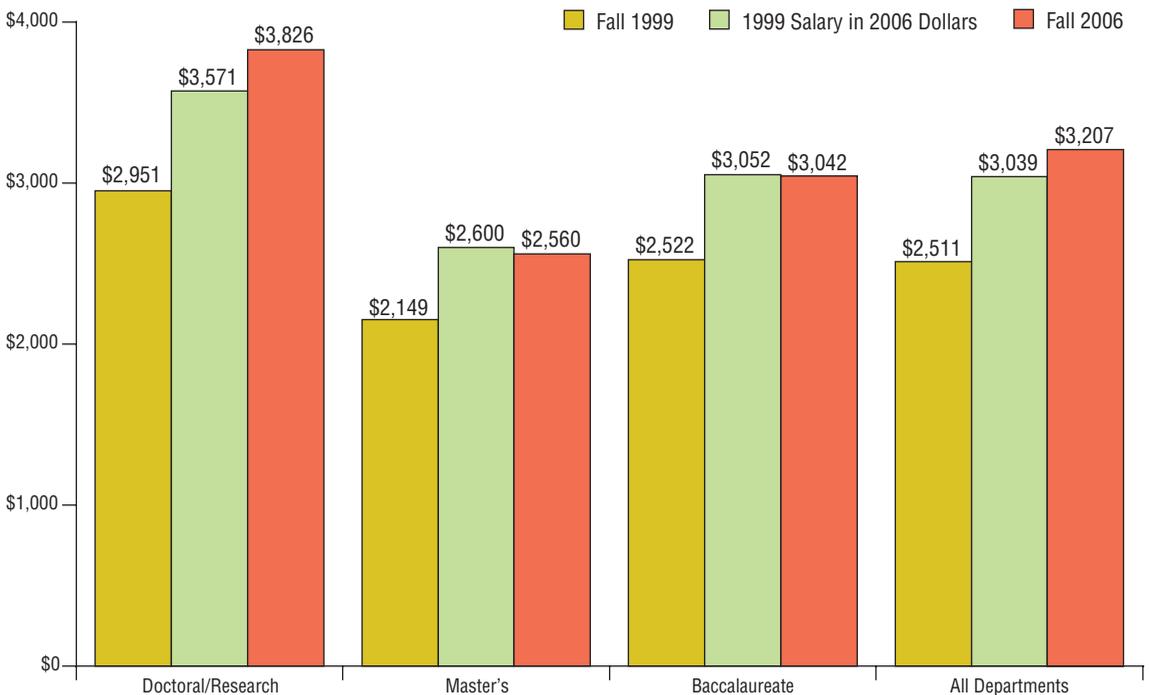


Fig. 25

Salary and Household Income for Full-Time Tenured Faculty Members in English, 2003

Source: 2004 NSOPF

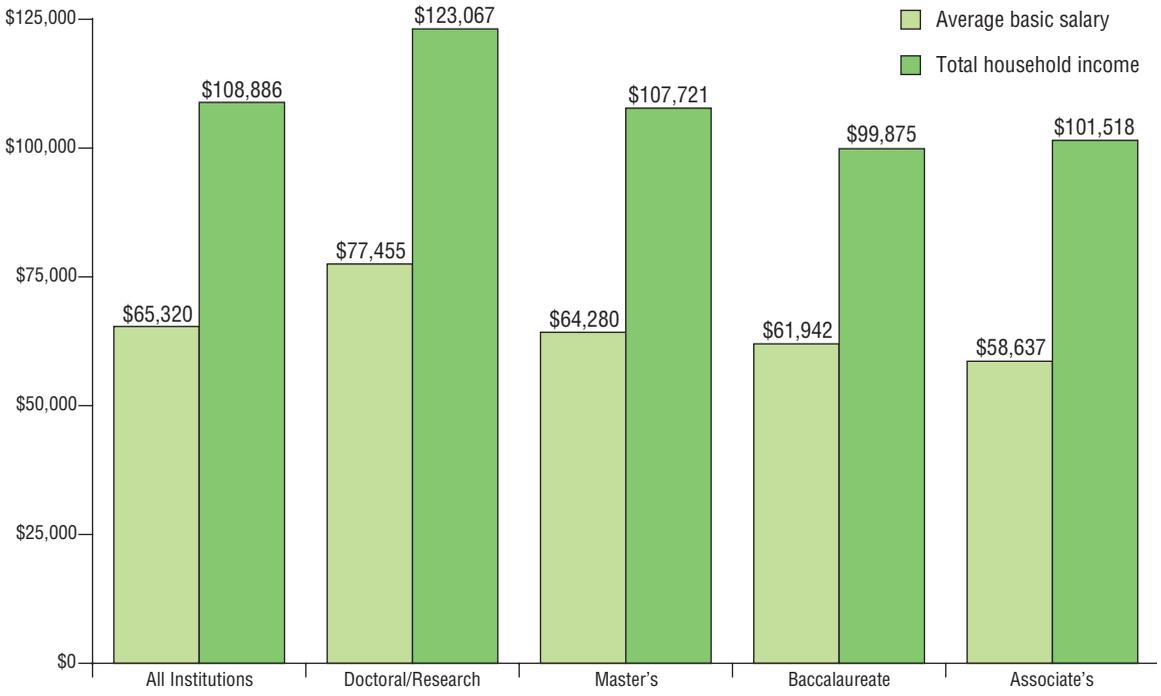


Fig. 26

Salary and Household Income for Full-Time Tenure-Track Faculty Members in English, 2003

Source: 2004 NSOPF

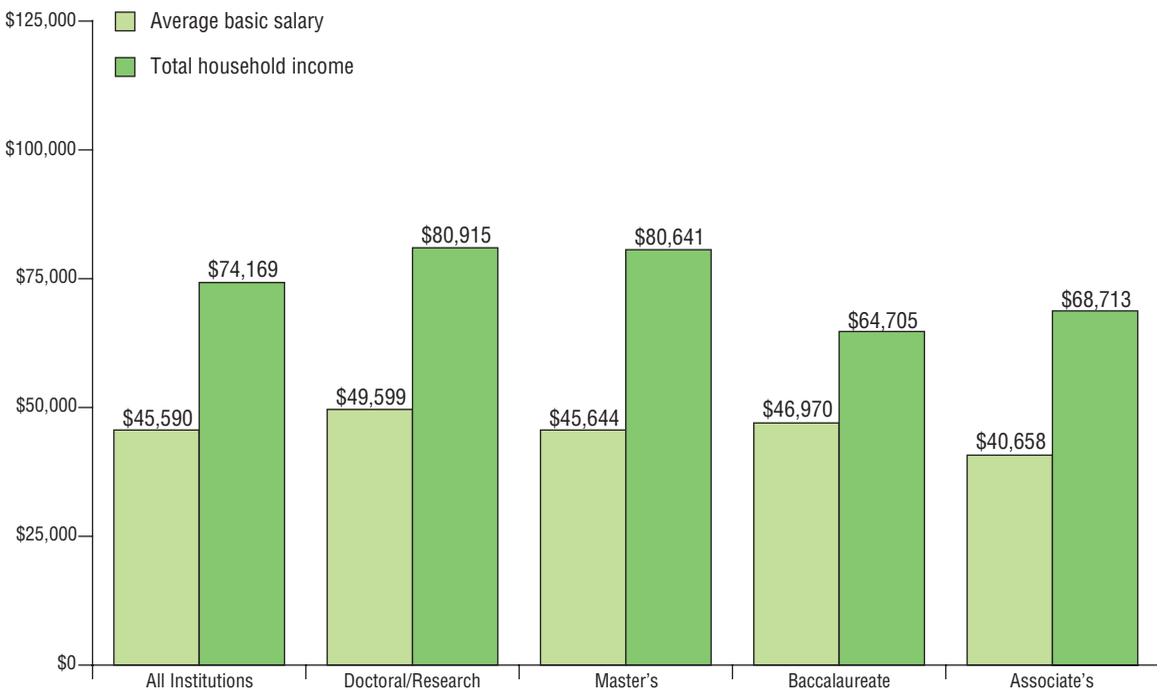


Fig. 27
Salary and Household Income for Full-Time Non-Tenure-Track Faculty Members in English, 2003
 Source: 2004 NSOPF

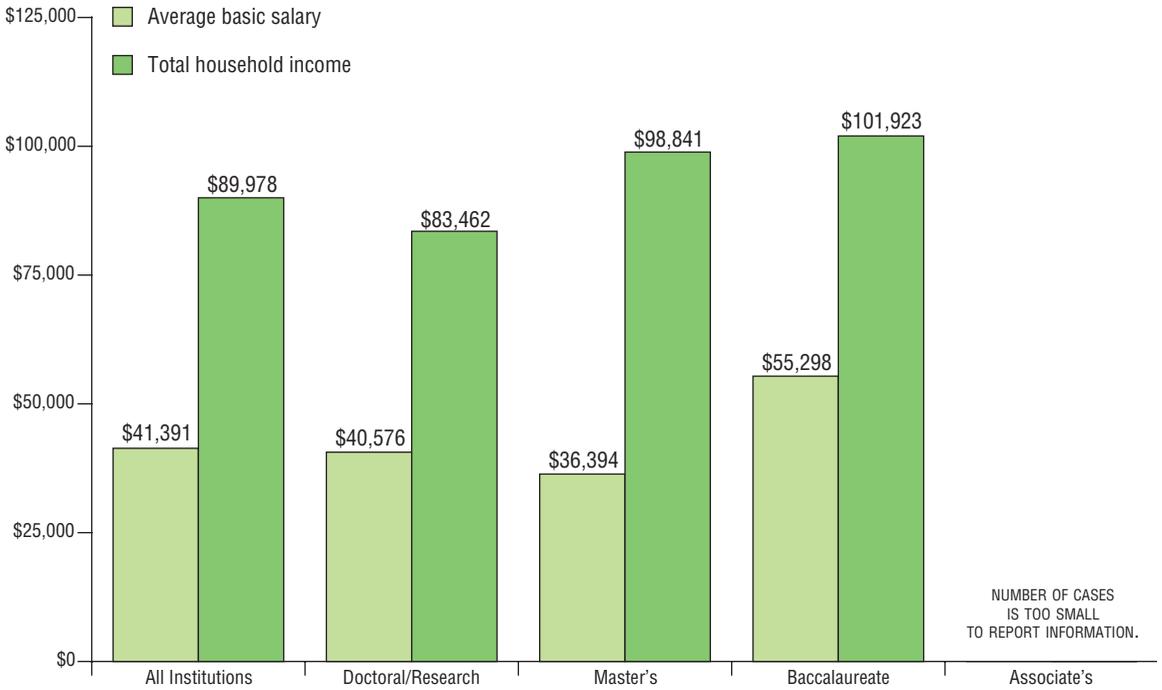


Fig. 28
Salary and Household Income for Part-Time Faculty Members in English, 2003
 Source: 2004 NSOPF



Fig. 29

**Percentage of Part-Time Faculty Members in English in Various Household Income Brackets,
All Institutions, 2003**

Estimated number of faculty members (weighted base for percentages): 37,500

Source: 2004 NSOPF



Fig. 30

**Percentage of Part-Time Faculty Members in English in Various Household Income Brackets,
Four-Year Institutions, 2003**

Estimated number of faculty members (weighted base for percentages): 15,800

Source: 2004 NSOPF



Fig. 31
Percentage of Part-Time Faculty Members in English in Various Household Income Brackets, Carnegie Doctoral/Research Institutions, 2003

Estimated number of faculty members (weighted base for percentages): 5,200
 Source: 2004 NSOPF

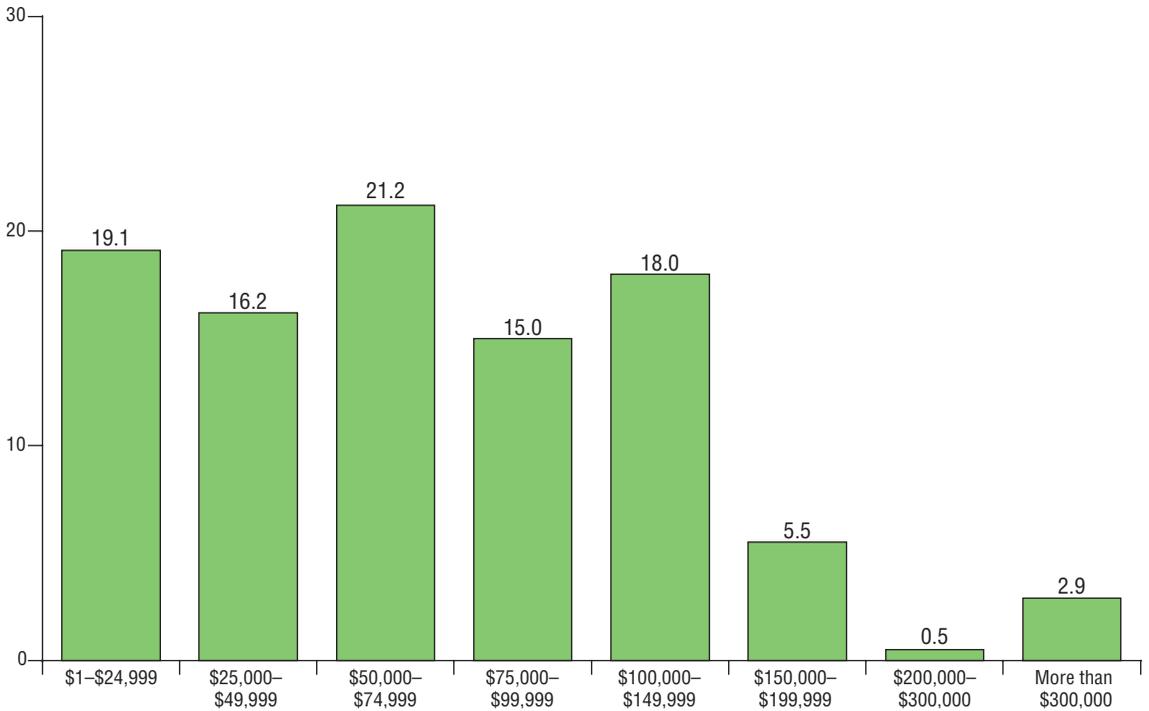


Fig. 32
What Percentage of Full-Time Non-Tenure-Track Faculty Members Hold a Doctorate or a Master's Degree? (by 2005 Carnegie Institutional Classification)

Source: 2007 follow-up query

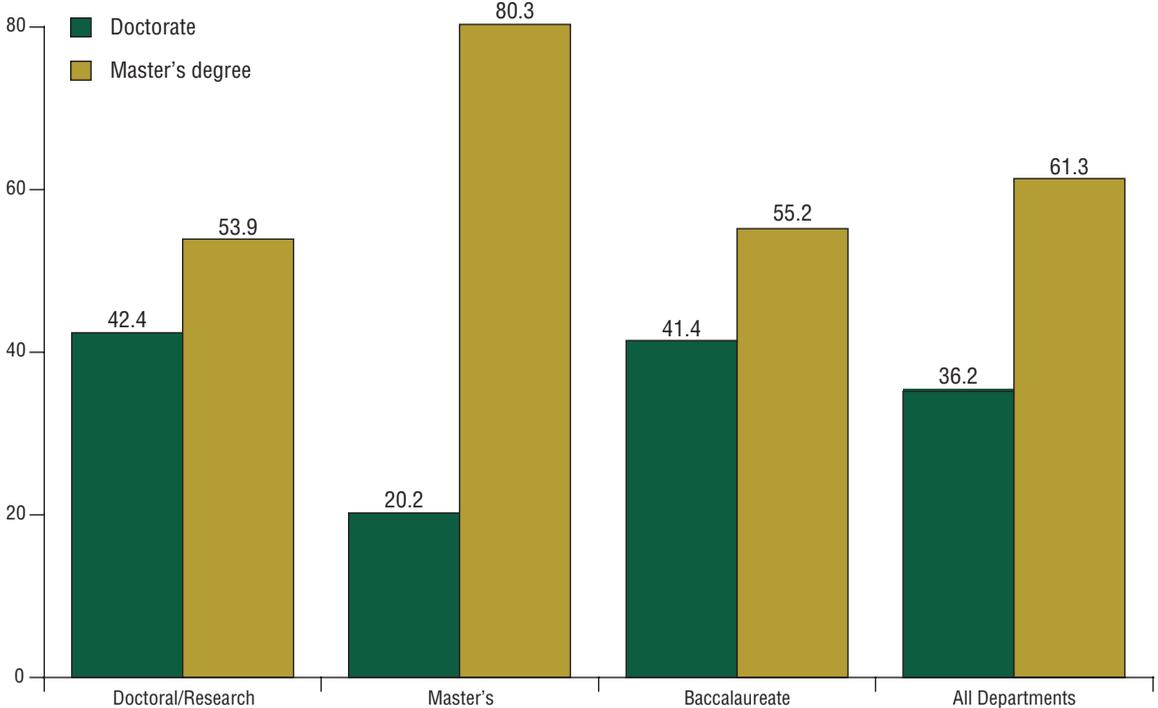


Fig. 33
What Percentage of All Full-Time Non-Tenure-Track Faculty Members Hold a Master's Degree and Have No Plans for Further Study? (by 2005 Carnegie Institutional Classification)

Source: 2007 follow-up query

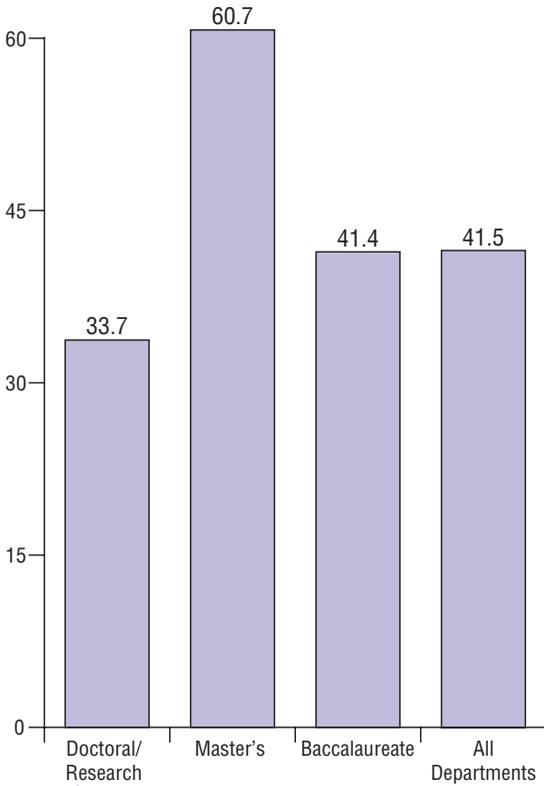


Fig. 34
What Percentage of All Full-Time Non-Tenure-Track Faculty Members Are Recent Graduates, ABD, or Partners/Spouses? (by 2005 Carnegie Institutional Classification)

Source: 2007 follow-up query

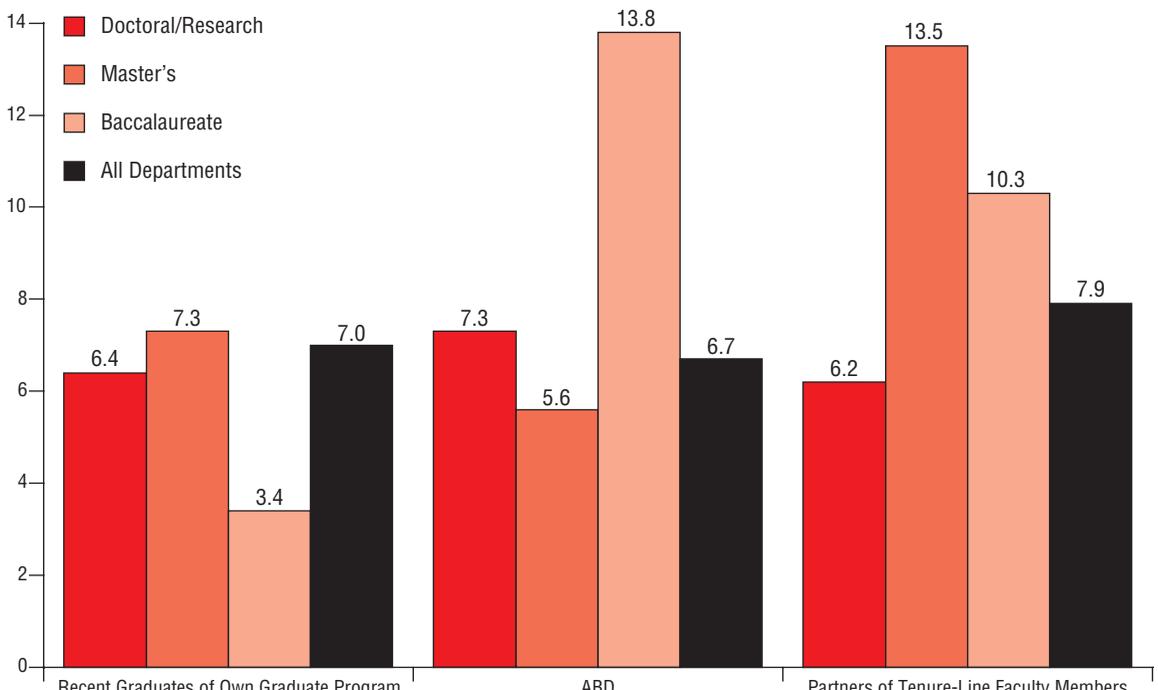


Fig. A1
Number of Faculty Members in English by
Employment and Tenure Category and Gender,
Carnegie Doctoral/Research Institutions, 2003–04

Source: 2004 NSOPF

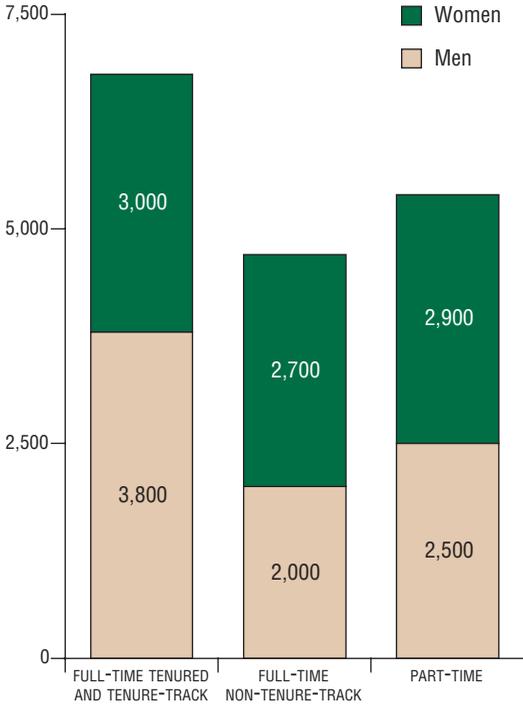


Fig. A2
Number of Faculty Members in English by
Employment and Tenure Category and Gender,
Carnegie Master's Institutions, 2003–04

Source: 2004 NSOPF

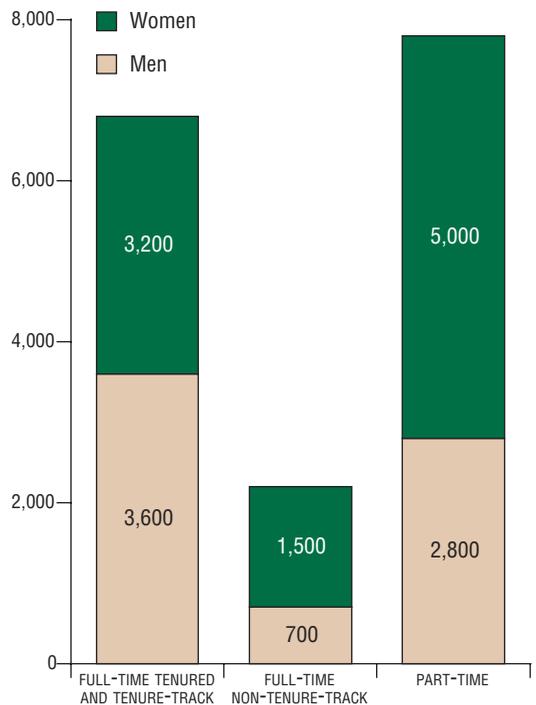


Fig. A3
Number of Faculty Members in English by
Employment and Tenure Category and Gender,
Carnegie Baccalaureate Institutions, 2003–04

Source: 2004 NSOPF

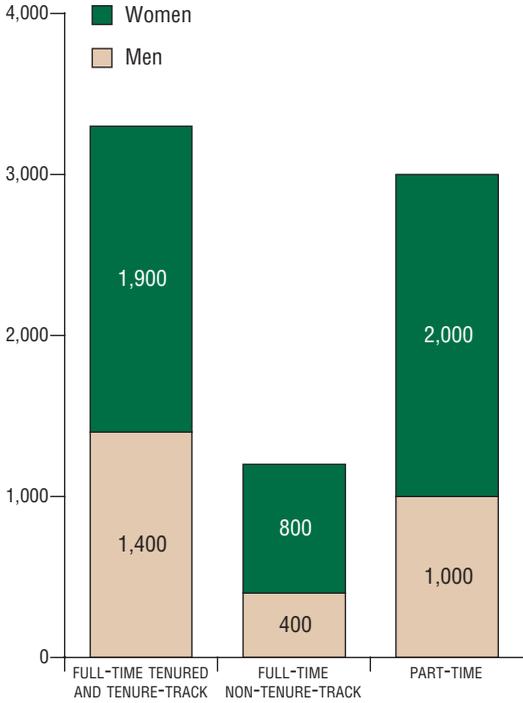


Fig. A4
Number of Faculty Members in English by
Employment and Tenure Category and Gender,
Carnegie Associate's Institutions, 2003–04

Source: 2004 NSOPF

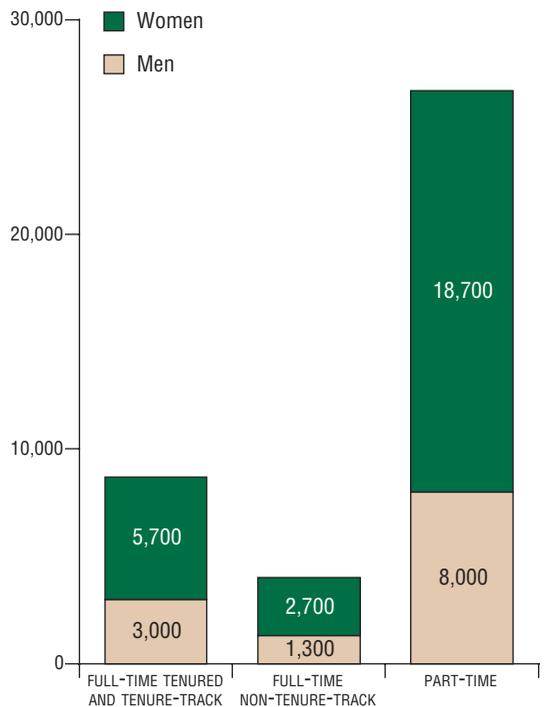


Fig. A5
Staffing Profile, Departments in Public Institutions, Fall 2006

Source: 2007 ADE staffing survey

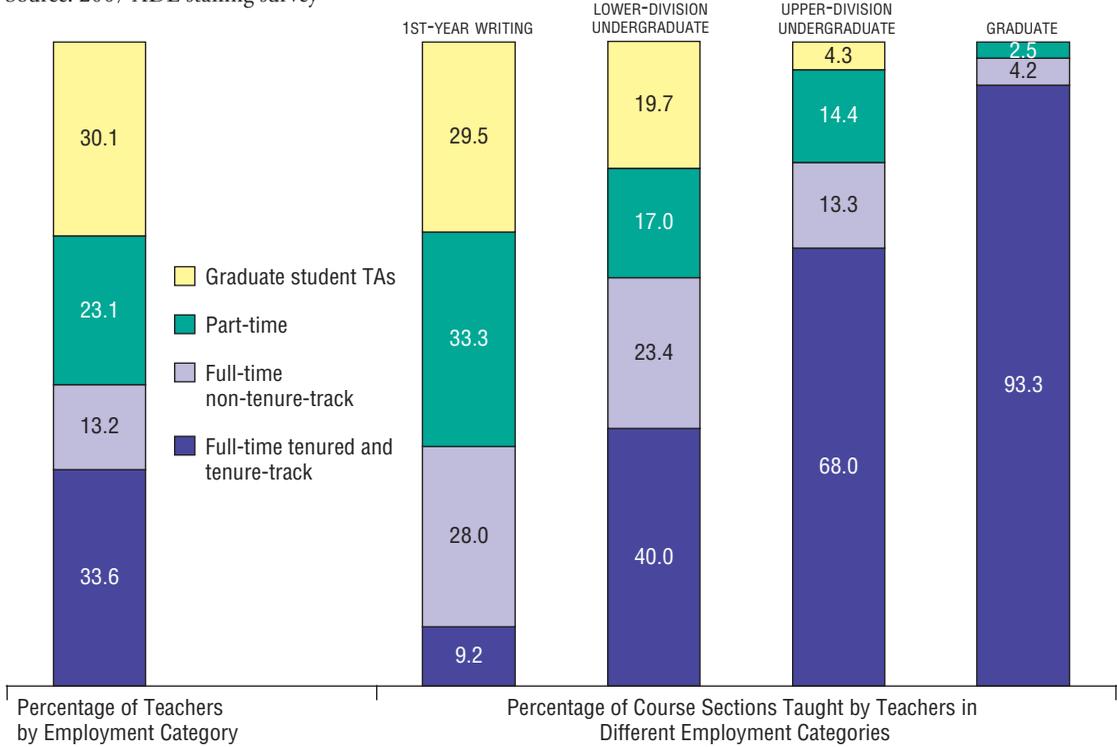


Fig. A6
Staffing Profile, Departments in Private Institutions with No Religious Affiliation, Fall 2006

Source: 2007 ADE staffing survey

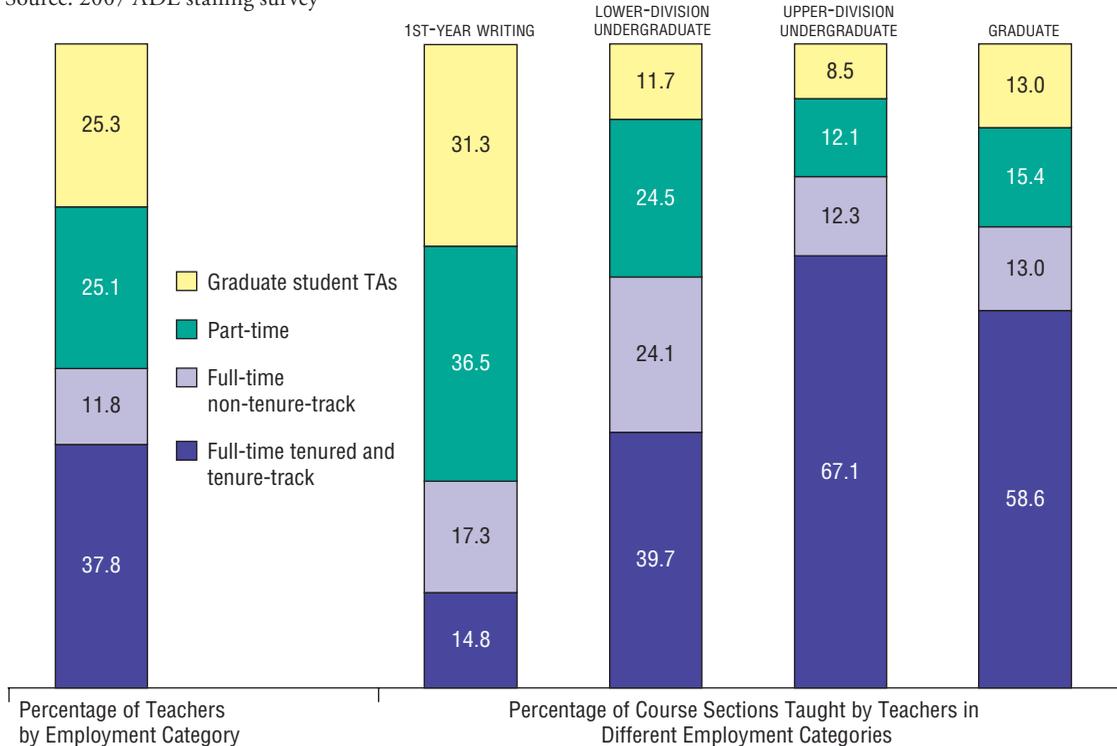


Fig. A7
Staffing Profile, Departments in Private, Religiously Affiliated Institutions, Fall 2006

Source: 2007 ADE staffing survey

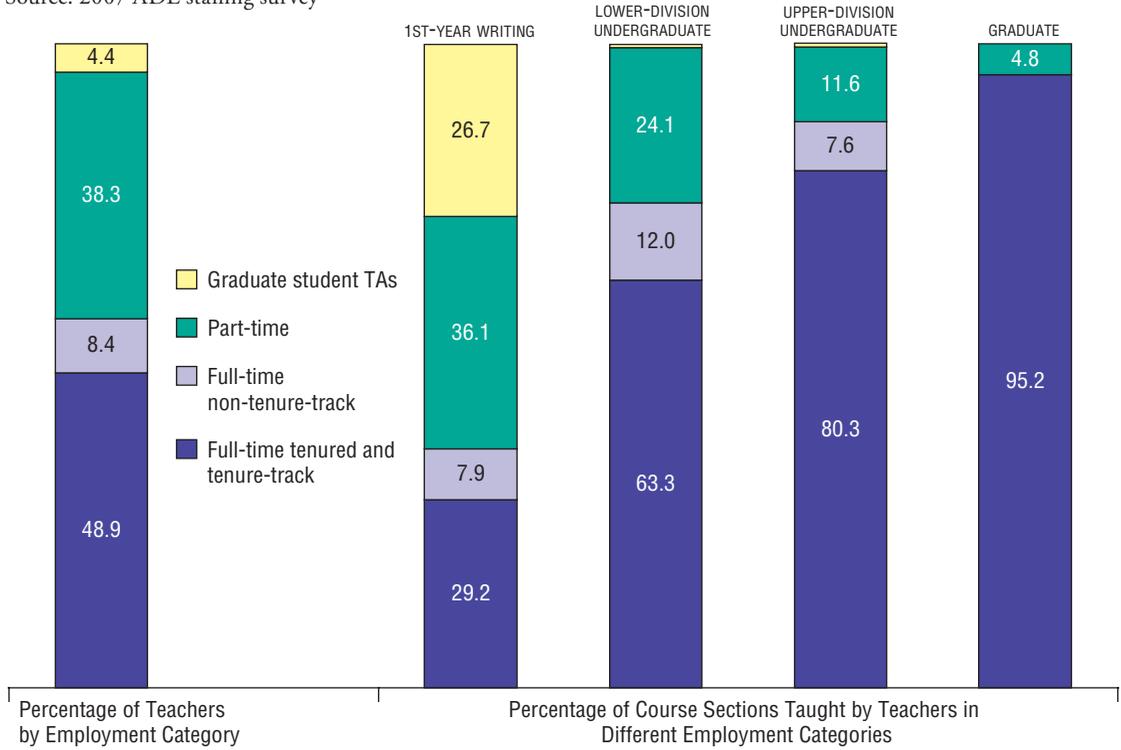


Table 1
Total Fall Enrollment in Degree-Granting Institutions, 1975 to 2005

Year	Undergraduate Enrollment	Total Enrollment	Full-Time Students	Part-Time Students	Percentage Part-Time
1975	9,679,000	11,184,859	6,841,334	4,343,525	38.8
1980	10,475,000	12,096,895	7,097,958	4,998,937	41.3
1985	10,597,000	12,247,055	7,075,221	5,171,834	42.2
1990	11,959,000	13,818,637	7,820,985	5,997,652	43.4
1995	12,232,000	14,261,781	8,128,802	6,132,979	43.0
2000	13,155,000	15,312,289	9,009,600	6,302,689	41.2
2005	14,964,000	17,487,475	10,797,011	6,690,464	38.3

Source: *Digest of Education Statistics, 2006*, tables 175 and 190

Table 2
Estimated Numbers of Faculty Members in English, by Employment Category, 1992–93 and 2003–04

	Full-Time Tenured and Tenure-Track	Full-Time Non-Tenure-Track	Part-Time	Total
1992–93				
Number	29,100	11,400	43,600	84,100
Percentage	34.6	13.6	51.8	100.0
2003–04				
Number	26,000	12,600	43,800	82,400
Percentage	31.6	15.3	53.1	100.0
Change from 1992–93 to 2003–04				
Number	–3,100	1,200	200	–1,700
Percentage	–10.7	10.5	0.5	–2.0

Source: *1993 NSOPF; 2004 NSOPF*

Table 3
1993 NSOPF and 2004 NSOPF: Change in the Number of Faculty Members in
Nineteen Selected Teaching Fields

Teaching Field	Full-Time Tenured and Tenure-Track	Full-Time Non-Tenure-Track	Part-Time	Total
All teaching fields				
1993	437,100	161,600	435,300	1,034,000
2004	464,200	217,900	529,600	1,211,700
Percentage change	6.2	34.8	21.7	17.2
English and literature				
1993	29,100	11,400	43,600	84,100
2004	26,000	12,600	43,800	82,400
Percentage change	-10.7	10.5	0.5	-2.0
Foreign languages				
1993	11,200	3,600	12,000	26,700
2004	14,200	6,100	15,000	35,300
Percentage change	26.8	69.4	25.0	32.2
History				
1993	13,000	2,700	8,200	23,900
2004	15,800	2,600	11,000	29,400
Percentage change	21.5	-3.7	34.1	23.0
Philosophy and religion				
1993	7,300	1,500	4,300	13,100
2004	10,500	2,600	9,900	23,000
Percentage change	43.8	73.3	130.2	75.6
Fine arts				
1993	24,600	8,800	36,800	70,100
2004	30,400	12,900	47,800	91,100
Percentage change	23.6	46.6	29.9	30.0
Communications				
1993	8,300	2,300	10,600	21,200
2004	10,300	5,600	13,700	29,600
Percentage change	24.1	143.5	29.2	39.6
Economics				
1993	8,800	1,400	3,400	13,700
2004	9,800	2,100	4,800	16,700
Percentage change	11.4	50.0	41.2	21.9
Political sciences				
1993	8,500	1,200	3,100	12,800
2004	8,700	1,300	5,000	15,000
Percentage change	2.4	8.3	61.3	17.2
Psychology				
1993	14,600	4,700	17,100	36,500
2004	17,900	7,000	17,800	42,700
Percentage change	22.6	48.9	4.1	17.0

Table 3 (cont.)
1993 NSOPF and 2004 NSOPF: Change in the Number of Faculty Members in
Nineteen Selected Teaching Fields

Teaching Field	Full-Time Tenured and Tenure-Track	Full-Time Non-Tenure-Track	Part-Time	Total
Sociology				
1993	8,600	1,600	4,800	15,000
2004	8,000	1,300	6,500	15,800
Percentage change	-7.0	-18.8	35.4	5.3
Biological sciences				
1993	31,100	7,900	12,600	51,700
2004	41,500	17,500	16,300	75,300
Percentage change	33.4	121.5	29.4	45.6
Physical sciences				
1993	25,900	3,900	11,700	41,500
2004	29,500	6,800	15,600	51,900
Percentage change	13.9	74.4	33.3	25.1
Mathematics and statistics				
1993	21,100	5,900	29,000	55,900
2004	23,300	8,600	31,800	63,700
Percentage change	10.4	45.8	9.7	14.0
Engineering				
1993	22,200	4,100	12,700	39,000
2004	26,600	6,800	14,100	47,500
Percentage change	19.8	65.9	11.0	21.8
Computer sciences				
1993	10,700	3,700	15,200	29,500
2004	16,000	8,200	25,900	50,100
Percentage change	49.5	121.6	70.4	69.8
Teacher education				
1993	10,700	2,900	14,900	28,500
2004	12,100	6,100	29,200	47,400
Percentage change	13.1	110.3	96.0	66.3
Other education				
1993	20,100	7,900	22,200	50,200
2004	18,500	14,200	34,300	67,000
Percentage change	-8.0	79.7	54.5	33.5
Business				
1993	32,000	9,700	38,000	79,600
2004	32,000	11,200	44,900	88,100
Percentage change	0.0	15.5	18.2	10.7
Law				
1993	6,800	2,200	14,700	23,700
2004	7,600	1,900	11,400	20,900
Percentage change	11.8	-13.6	-22.4	-11.8

Table 4
Comparison of Survey Populations, by 2005 Carnegie Institutional Classification

	ADE US English Departments	2007 ADE Survey Respondents	IPEDS Institutions
Doctoral/Research institutions	215 (35.3%)	82 (39.8%)	271 (17.7%)
Master's institutions	260 (42.7%)	82 (39.8%)	632 (41.4%)
Baccalaureate institutions	134 (22.0%)	42 (20.4%)	625 (40.9%)
Total	609 (100.0%)	206 (100.0%)	1,528 (100.0%)

Table 5
Comparison of Survey Populations, by Institutional Control and Affiliation

	ADE US English Departments	2007 ADE Survey Respondents	IPEDS Institutions
Public	317 (52.1%)	123 (59.7%)	567 (37.1%)
Private not-for-profit, no affiliation	138 (22.7%)	36 (17.5%)	368 (24.1%)
Private not-for-profit, affiliated	154 (25.3%)	47 (22.8%)	593 (38.8%)
Total	609 (100.0%)	206 (100.0%)	1,528 (100.0%)

Table 6
Percentage Distribution of Faculty Members and TAs by Location of First-Year Writing Program

Location of First-Year Writing	Full-Time Tenured and Tenure-Track	Full-Time Non-Tenure-Track	Part-Time	TAs	Total
English department	32.7	14.5	25.2	27.6	100.0
Separate unit outside English department	56.0	5.0	14.9	24.0	100.0
Other	37.5	6.9	23.8	31.7	100.0
No answer	40.4	8.6	34.2	16.8	100.0
Total	35.4	12.6	24.7	27.3	100.0

Source: 2007 ADE staffing survey

Table 7
Faculty Members Hired by Departments for Fall 2006, by Category of Appointment and Carnegie Institutional Classification

	Full-Time Tenured and Tenure-Track	Full-Time Non- Tenure-Track	Part-Time	Total
Doctoral/Research				
Number of faculty members hired (percentage)	142 (14.3)	253 (25.5)	599 (60.3)	994
Number of departments	58	41	53	71
Average number hired per department	2.4	6.2	11.3	14.0
Master's				
Number of faculty members hired (percentage)	68 (10.1)	111 (16.6)	491 (73.3)	670
Number of departments	35	34	52	63
Average number hired per department	1.9	3.3	9.4	10.6
Baccalaureate				
Number of faculty members hired (percentage)	21 (13.6)	27 (17.5)	106 (68.8)	154
Number of departments	13	14	20	27
Average number hired per department	1.6	1.9	5.3	5.7
Total number of faculty members hired (percentage)	231 (12.7)	391 (21.5)	1,196 (65.8)	1,818
Number of departments	106	89	125	161
Average number hired per department	2.2	4.4	9.6	11.3

Source: 2007 ADE staffing survey

Table 8
Percentage of Tenured and Tenure-Track Faculty Members, 1996–97 and Fall 2006

	Institutions with TAs	Institutions without TAs		
1997 ADE survey	31	42		
	Doctoral/ Research	Master's	Baccalaureate	
2007 ADE survey	31	42	53	

Source: "Report"; 2007 ADE staffing survey

Table 9
Percentage of Course Sections Taught by Tenured and Tenure-Track Faculty Members by Carnegie Institutional and Undergraduate Course Type, 1996–97 and Fall 2006

	Doctoral/Research		Master's		Baccalaureate	
	1996–97	Fall 2006	1996–97	Fall 2006	1996–97	Fall 2006
First-year writing	5	3	44	22	49	43
Lower-division	40	30	75	61	82	62
Upper-division	84	64	85	78	88	78

Note: Percentages should be read within each course type; for example, 5% of all sections of first-year writing.

Source: "Report"; 2007 ADE staffing survey

Table 10
Percentage of Undergraduate English Course Sections Taught by Teachers in
Different Employment Categories, by 2005 Carnegie Institutional Classification

A. Fall 1999¹

	Doctoral/Research (N=40)			Master's (N=48)			Baccalaureate (N=45)		
	1st-Year Writing	Other graduate	All Undergraduate	1st-Year Writing	Other graduate	All Undergraduate	1st-Year Writing	Other graduate	All Undergraduate
Full-time tenured and tenure-track	3.7	52.2	30.1	18.3	72.6	42.3	35.4	74.6	54.5
Full-time non-tenure-track	16.5	13.6	15.0	23.0	10.4	17.4	17.5	10.6	14.1
Part-time	25.3	16.2	20.3	41.5	16.0	30.2	47.2	14.8	31.4
Graduate student TA	54.5	18.0	34.6	17.1	1.0	10.0			

B. Fall 2006²

	Doctoral/Research (N=42)			Master's (N=47)			Baccalaureate (N=46)		
	1st-Year Writing	Other graduate	All Undergraduate	1st-Year Writing	Other graduate	All Undergraduate	1st-Year Writing	Other graduate	All Undergraduate
Full-time tenured and tenure-track	2.1	43.6	24.2	13.3	59.8	37.2	38.8	71.2	56.8
Full-time non-tenure-track	24.5	18.0	21.0	28.8	19.9	24.2	12.4	8.8	10.4
Part-time	24.9	17.1	20.7	41.2	18.3	29.4	48.4	20.1	32.6
Graduate student TA	48.6	21.3	34.0	16.7	1.9	9.1			

1. Laurence, "1999 MLA Survey"

2. 2007 ADE staffing survey

Table 11
Distribution of Non-Tenure-Track Faculty Members in English, by Highest Degree Held by
Faculty Member, Four-Year Institutions

	Doctorate	Master's	MFA	Bachelor's	Other	Total
All non-tenure-track	23.2% (5,400)	50.8% (11,890)	15.6% (3,650)	7.7% (1,830)	2.7% (630)	100% (23,400)
Full-time	33.3% (2,550)	48.7% (3,700)	15.3% (1,150)	2.0% (150)	0.7% (50)	100% (7,600)
Part-time	18.2% (2,870)	51.9% (8,200)	15.8% (2,500)	10.5% (1,660)	3.6% (570)	100% (15,800)

Source: 2004 NSOPF

Table 12
Employment Preference of Part-Time
Faculty Members in English

a. Two- and Four-Year Institutions

	Part-Time Preferred (%)	Full-Time Preferred (%)
Entire population (37,500)	49.9	50.1
Four-year (15,800)	48.4	51.6
Two-year (21,700)	51.0	49.0
Male (12,400)	39.8	60.2
Female (25,200)	54.9	45.1
Carnegie classification		
Doctoral (5,200)	46.5	53.5
Master's (7,200)	46.5	53.5
Baccalaureate (2,600)	59.6	40.4
Associate's (21,800)	51.0	49.0
Highest degree faculty member holds		
Doctorate (4,100)	53.9	46.1
Master's (23,600)	49.1	50.9
MFA (4,400)	49.0	51.0
Bachelor's (4,300)	50.5	49.5

b. Four-Year Institutions

	Part-Time Preferred (%)	Full-Time Preferred (%)
Entire population (15,800)	48.4	51.6
Male (5,800)	33.7	66.3
Female (10,000)	56.9	43.1
Highest degree faculty member holds		
Doctorate (2,900)	50.2	49.8
Master's (8,200)	46.1	53.9
MFA (2,500)	46.4	53.6
Bachelor's	Low N	Low N

Source: 2004 NSOPF

Table 13
Average Number of Full-Time Non-Tenure-Track
Faculty Members per Department, by 2005
Carnegie Institutional Classification, Fall 2007

	Doctoral/ Research	Master's	Bacca- laureate	All De- partments
Average	12.8	6.1	2.4	8.6
Minimum	1	1	1	1
Maximum	50	25	5	50
Standard deviation	13.2	6.4	1.4	10.5
Number of departments	34	29	12	75

Source: 2007 follow-up query

Table 14
Range of Full-Time Non-Tenure-Track
Faculty Members per Department, by 2005
Carnegie Institutional Classification, Fall 2007

	Doctoral/ Research	Master's	Bacca- laureate	All De- partments
0	10.5%	17.1%	36.8%	18.5%
1 or 2	18.4%	28.6%	42.1%	27.2%
3 to 5	7.9%	28.6%	21.1%	18.5%
6 to 12	39.5%	17.1%	0.0%	22.8%
More than 12	23.7%	8.6%	0.0%	13.0%
All respondents	100.0% (N = 38)	100.0% (N = 35)	100.0% (N = 19)	100.0% (N = 92)

Source: 2007 follow-up query

Table 15
When hiring full-time non-tenure-track faculty members, is your search national or local?

	Doctoral/ Research	Master's	Bacca- laureate	Total
National	68.4%	61.1%	80.0%	68.1%
Local	31.6%	38.9%	20.0%	31.9%
All respondents	100.0% (N = 19)	100.0% (N = 18)	100.0% (N = 10)	100.0% (N = 47)

Source: 2007 follow-up query

Table 16
Are full-time non-tenure-track faculty members hired by the chair alone?

	Doctoral/ Research	Master's	Bacca- laureate	Total
No	82.1%	81.0%	75.0%	80.3%
Yes	17.9%	19.0%	25.0%	19.7%
All respondents	100.0% (N = 28)	100.0% (N = 21)	100.0% (N = 12)	100.0% (N = 61)

Source: 2007 follow-up query

Table 17
What is the length of initial contract for full-time non-tenure-track faculty members?

	Doctoral/ Research	Master's	Bacca- laureate	Total
1 year	45.0%	72.7%	87.5%	64.0%
Up to 3 years ¹	45.0%	13.6%	12.5%	26.0%
1 year for MAs; 5 years for PhDs	0.0%	4.5%	0.0%	2.0%
Semester-by- semester ²	0.0%	4.5%	0.0%	2.0%
Varies	10.0%	4.5%	0.0%	6.0%
All respondents	100.0% (N = 20)	100.0% (N = 22)	100.0% (N = 8)	100.0% (N = 50)

1. Four years in one case.

2. Three-year contract after the sixth semester.

Source: 2007 follow-up query

Table 18
How long may a faculty member on a full-time non-tenure-track contract continue teaching?

Number of years contract is renewable	Doctoral/ Research	Master's	Bacca-laureate	Total
1–6 years	20.7%	38.5%	60.0%	33.8%
In theory, indefinitely	79.3%	61.5%	40.0%	66.2%
All respondents	100.0% (N = 29)	100.0% (N = 26)	100.0% (N = 10)	100.0% (N = 65)

Source: 2007 follow-up query

Table 19
What is the longest term of service, in years, for a full-time non-tenure-track faculty member?

	Doctoral/ Research	Master's	Bacca-laureate	Total
Average	12.9	13.3	14.0	13.2
Maximum	30	25	20	30
Minimum	2	3	6	2
Standard deviation	8.0	8.8	7.1	7.9
Number of departments	14	9	4	27

Source: 2007 follow-up query

Table 20
Are non-tenure-track faculty members involved in decisions outside hiring?

	Doctoral/ Research	Master's	Bacca-laureate	Total
Yes	100.0%	88.9%	100.0%	95.8%
No	0.0%	11.1%	0.0%	4.2%
All respondents	100.0% (N = 32)	100.0% (N = 27)	100.0% (N = 13)	100.0% (N = 72)

Source: 2007 follow-up query

Table 21
May non-tenure-track faculty members vote on some departmental matters?

	Doctoral/ Research	Master's	Bacca-laureate	Total
Yes	71.0%	66.7%	66.7%	68.6%
No	29.0%	33.3%	33.3%	31.4%
All respondents	100.0% (N = 31)	100.0% (N = 27)	100.0% (N = 12)	100.0% (N = 70)

Source: 2007 follow-up query