

The Coalition on the Academic Workforce (CAW) was established in 1997 by a group of learned societies and disciplinary organizations in the humanities and social sciences. Twenty-five organizations currently participate in the Coalition, including:

American Academy of Religion  
American Anthropological Association  
American Association of University Professors  
American Historical Association  
American Philological Association  
American Philosophical Association  
American Political Science Association  
Association of American Colleges and Universities  
College Art Association  
Community College Humanities Association  
Conference on College Composition and Communication  
Linguistic Society of America  
Modern Language Association  
National Council of Teachers of English  
Organization of American Historians  
Society of Biblical Literature

For further information, including a schedule of CAW meetings, contact: [CAW@mla.org](mailto:CAW@mla.org)



COALITION ON THE ACADEMIC WORKFORCE

## MISSION

The Coalition's mission is (1) to collect and disseminate information on the use of part-time and contingent faculty members and its implications for students, parents, faculty members, and institutions; (2) to articulate and clarify differences in the extent and consequences of changes in the faculty within and among the various academic disciplines and fields of study; (3) to evaluate the consequences of these developments for achieving and maintaining quality higher education; (4) to evaluate both short-term and long-term consequences for society and the public good of changes in the academic workforce; (5) to identify and promote strategies for solving the problems created by inappropriate use of part-time, adjunct, and other non-tenure track faculty appointments; and (6) to strengthen teaching and scholarship.

## Highlights from the 1997 Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty

For full text,  
see *Academe* 84.1 (1998): 54-60  
[www.aaup.org/issues/part-time/ptconf.htm](http://www.aaup.org/issues/part-time/ptconf.htm)

Meeting the increasing need for access to higher education in the next century will require strong and flexible institutions, including colleges and universities that are committed to the enduring values of education and that have adapted to swiftly changing circumstances. Colleges and universities of all sizes increasingly rely on "temporary" or non-tenure-track instructors. Between 1975 and 1993 the number of non-tenure-track faculty appointments in higher education increased from 10% to 14% of all faculty members and graduate assistants, while the number of probationary tenure-track faculty members declined from 16% to 10% of all faculty members and graduate assistants. Since 1975 the overall proportion of faculty members and graduate assistants who are part-time or full-time "temporary" in status has increased by 11 percentage points, from 54% to 65%. Although many part-time faculty members have excellent professional credentials and do excellent professional work, they are less likely than full-time faculty members to hold doctoral degrees (16% versus 52%) or any advanced degree (76% versus 93%).

The immediate cost savings that institutions realize from widespread use of part-time appointments to staff introductory courses are often offset by the lack of program coherence and reduced faculty involvement with students and student learning. The frequently inadequate facilities accessible to part-time faculty members, coupled with the inadequate professional support they often receive, create structural impediments that put even the most talented teachers at a severe disadvantage. The limited contractual and time commitments of part-time employment mean that temporary faculty members do their work apart from the structures through which the curriculum, department, and institution are sustained and renewed. Academic programs require high levels of permanent faculty involvement through department and college governance to maintain and renew curricula that offer students high quality educational opportunities. Permanent faculty members must be present in sufficient numbers to develop courses, research new trends, set requirements, and design general education courses, majors, minors, and graduate programs. Permanent faculty members must also oversee decisions about hiring, reappointment, promotion, and tenure that sustain the quality of the faculty. A heavy reliance on part-time faculty appointments robs departments of qualified people needed to perform these crucial functions and overburdens permanent faculty members with tasks of hiring, monitoring, and supervising temporary faculty members who are disconnected from those functions.

## General Policies and Guidelines for Good Practices

- Selection and hiring based on clear criteria with standards commensurate to the assignment and to the institution's mission.
- Active recruitment and selection of the best available candidates and efforts to maximize the employment of individual part-time faculty members, rather than fragmenting assignments to employ more individuals.
- Assurance that part-time faculty members will be considered fairly for tenure-track opportunities for which they are qualified.
- Long-term planning whenever possible, to provide for extended terms of appointment consistent with institutional needs, thereby also providing sufficient job security to encourage and support continuing involvement with students and colleagues.
- Careful consideration of institutional missions, needs, and practices, which vary widely. There is no single fixed ratio of full- to part-time faculty members suited to all circumstances. Accordingly, the faculty and administration of each institution should systematically review the institution's practices regarding part-time faculty members with respect to the institution's particular circumstances to ensure that employment of part-time faculty members is based on educational goals, not simply economic interests.
- Provision with each appointment of a clear contractual statement of expectations and assignments including in-class teaching and such other responsibilities as course preparation, student advisement, and service.
- Sufficient notice of appointment or reappointment to enable adequate course preparation.
- Provision of orientation, mentoring, and professional support and development opportunities (including campus grant programs, access to sabbatical opportunities, support for travel for research, support for participation in professional conferences).
- Provision of appropriate working conditions essential to perform assigned responsibilities, including office space, supplies, support services, equipment (for example, telephone and computer access), parking permits, library access, after-hours access to buildings, and e-mail accounts.

- Equitable provision of salary based on a standardized salary policy that remunerates for commensurate qualifications and is indexed to full-time faculty salaries (aiming for pro rata compensation) rather than per-course-hour rates.
- Access to fringe benefits (especially health and life insurance, sick leave, and retirement plans).
- Opportunity for professional advancement, including merit increases and promotion.
- Regular evaluation based on established criteria consistent with responsibilities.
- Opportunity for appeal or grievance in the event of allegedly substantial violations of procedure, discrimination, or denial of academic freedom.
- Integration in collegial processes (including governance) related to contractual responsibilities for teaching and curricular planning.
- Access to all regular departmental communication.

### Actions to Encourage Implementation of Good Practices

- Undertake regular departmental review of the discretionary use of part-time faculty appointments in relation to the educational goals of the academic unit immediately affected, the college, and the university. The responsibility of full-time faculty members to teach at all levels of their programs is a key issue to be considered.
- Ascertain the costs and the benefits of using part-time appointments for both students and full-time faculty members. The cost of shifting increased responsibility for curriculum development, for the advising of students with department majors, and for faculty governance to fewer full-time faculty members should also be considered.
- Formulate explicit means of evaluating effective teaching of both full- and part-time faculty members.
- Use collective bargaining where it currently exists (or may exist in the future) to negotiate improved practices regarding part-time appointments.
- Reexamine the education and production of doctoral students.

### Survey

Roper Starch Worldwide conducted a survey of staffing arrangements in higher education in fall 1999. Eight groups—anthropology, art history, cinema studies, folklore, linguistics, English, foreign languages, and philology—surveyed all departments in their fields. Three other groups—history, philosophy, and freestanding composition programs—surveyed a sample of departments. Most disciplines received response rates of between 40% and 45%. The surveys asked departments about who is teaching their classes and what the departments provide their part-time and adjunct faculty members in the way of support, benefits, and salaries.

The CAW survey provides some of the first comprehensive evidence about the use and treatment of this segment of the academic workforce in the humanities and the social sciences. It is striking evidence of the magnitude of the issue that all but three of the disciplines reported that traditional full-time tenure-track faculty members accounted for less than half of the instructional staff in the responding departments and programs. Part-time and adjunct faculty members constituted 22% to 42% of the instructional staff in these departments and programs, depending on the discipline.

The results of the survey may be found at <http://www.theaha.org/caw/>



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## Projects

At the 89th Annual Meeting of the Association of American Colleges and Universities, held in conjunction with the 59th Annual Meeting of the American Conference of Academic Deans, CAW sponsored two sessions on how staffing patterns affect the quality of student learning (January 2003, Seattle).

CAW meets regularly in Washington, DC to undertake projects related to its mission.

## Resources

- **Contingent Faculty and Student Learning**  
[www.aacu.org/peerreview](http://www.aacu.org/peerreview)  
*Published by the Association of American Colleges and Universities, this special issue of Peer Review (2002) explores issues and trends associated with the use of part-time and full-time non-tenure-track faculty members. In particular, articles in this issue focus on the impact of these trends on the quality of students' educational experiences.*
- **Issues in Higher Education: Part-Time and Non-Tenure-Track Faculty**  
[www.aaup.org/issues/part-time](http://www.aaup.org/issues/part-time)  
*Maintained by the American Association of University Professors, this Web site lists resources and notes studies, reports, and guidelines on part-time and non-tenure-track appointments.*
- **The New Professoriate: Characteristics, Contributions, and Compensation**  
[www.acenet.edu](http://www.acenet.edu)  
*The American Council on Education's 2002 publication, available in the "Bookstore" section, analyzes data from Department of Education studies that detail the growth of part-time and non-tenure-track employment in academe.*
- **Adjunct Nation**  
[www.adjunctnation.com](http://www.adjunctnation.com)  
*Maintained by Adjunct Nation, publishers of Adjunct Advocate magazine, this Web site provides information and employment services for part-time faculty members.*
- **Perspectives Online**  
[www.theaha.org/perspectives](http://www.theaha.org/perspectives)  
*Archived issues of the American Historical Association's news magazine contain articles and analysis of data on part-time teaching and adjunct teaching as they relate to the field of history.*
- **Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education**  
Urbana: National Council of Teachers of English, 2001.  
*Edited by Eileen Schell and Patricia Lambert Stock, this book uses case studies, local narratives, and analyses of models for ethical employment practices to address how the academy could improve the working conditions of part-time and non-tenure-track faculty members who teach most of the core curriculum in higher education.*

