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WPA

Writing Program Administration

Journal of the Council of Writing Program Administrators
Volume 5, Number 1, Fall, 1981

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The Editors of *WPA* invite contributions that are appropriate to the interests and concerns of those who administer writing programs in American and Canadian colleges and universities. Articles on teaching writing or research in composition are acceptable only if they deal with the relationship of these activities to program administration.

Article length (flexible), 2,000-4,000 words. Authors should submit two copies and retain a copy for their own files. Material should be suitably documented, using the *MLA Handbook*, although as much reference as possible should be included within the text. Annotated bibliographies accompanying articles are encouraged, as well as any other apparatus which might make material more conceptually and practically valuable to working writing program administrators. The editors reserve the right to edit manuscripts accepted for publication to conform with the style of the journal. Manuscripts cannot be returned unless accompanied by a stamped, self-addressed envelope. Article deadlines: fall and winter issues, January 15; spring issue, September 15. Relevant announcements are also acceptable. Announcement deadlines: fall issue, August 1; winter issue, October 1; spring issue, January 5. Address contributions and editorial correspondence to Kenneth A. Bruffee, Editor, *WPA*, English Department, Brooklyn College, CUNY, Brooklyn, New York 11210.

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Address advertising inquiries to Joseph F. Trimmer, Managing Editor, *WPA*, English Department, Ball State University, Muncie, IN 47306.

The Council of Writing Program Administrators is a national association of college and university faculty who serve or have served as directors of freshman composition, coordinators of writing labs and workshops, chairs and members of writing program-related committees, or in similar administrative capacities. The Council of Writing Program Administrators is an affiliate of the Association of American Colleges.

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Editorial

With this issue, *WPA* begins its third year as a refereed, national publication, serving a responsible, national professional association. That association is itself still young. Yet there are signs that the initial efforts of the Council of Writing Program Administrators have already had considerable success. These efforts have as their goal to bring to the attention of faculty and administrators of American and Canadian postsecondary institutions the needs and values of their colleagues who organize and direct college and university writing programs. Another goal of *WPA* is to create a professional identity for those who undertake that complex task.

In pursuit of these goals, *WPA* provides several services to the profession. The association encourages and subsidizes regional conferences of writing program administrators. It also trains consultant-evaluators to work directly, on campus, with writing program administrators and their institutions.

With the Fall and Winter, 1981, issues of *WPA* the association initiates two more services. The first, which appears in this issue, is an alphabetical list of the Council of Writing Program Administrator's membership. Combining this list with the information provided in two other recent issues should make possible, in the near future, the organization of many more local, regional, and statewide associations of writing program administrators affiliated with *WPA*. The related features that regional association organizers may find useful are *WPA*'s "Self-Study Guide" (*WPA*, Winter, 1980), and Margaret Furcron's "Guide to Organizing Regional Conferences" (*WPA*, Spring, 1981).

WPA's second new service will appear in this year's winter issue of *WPA*: an annual annotated bibliography of composition textbooks. This bibliography will catalogue, by course level and genre, curricular materials appearing on publishers' current lists of new publications. *WPA* is grateful to Joe Trimmer of Ball State University for developing and producing this list. We hope it will be useful as a reference tool for *WPAs* and curriculum committees alike.

Finally, I would like to call attention to the announcement in this issue soliciting proposals for *WPA* guest editors. This is an attractive opportunity for members to become more closely involved with the publication of the association's journal and with the substantive issues it addresses.

Ken Bruffee

Living at the bottom*

Susan Blank and Beth Greenberg

"When people ask me what I do, I say I teach English at CUNY. And then I quickly add, 'but I'm only an adjunct.' Sometimes they say, 'What's that?', and I answer, 'Oh, sort of a part-time graduate assistant.' But that doesn't really explain it. It's much more complicated."

We are adjuncts at the City University of New York. Although we have the same academic qualifications as many full-time teachers, we are part-time (and technically limited by the rules of the university to part-time work), paid by the hour, and hired or fired semester by semester. No matter how long we remain in the system as adjuncts, we have no possibility of tenure. Usually our pay-scale is roughly one-half the salary for two-thirds the work of a full-timer of the lowest rank, and this discrepancy is widened by the fact that we have no benefits or Social Security.

To us, teaching as CUNY adjuncts means begin caught in a series of contradictions, each one prickly and confining and ultimately exploitative. What follows are a few of those contradictions, in the form of personal anecdotes we have collected from adjunct lecturers teaching at CUNY.

There are union rules to protect me against exploitation; they keep me underemployed by making it illegal for me to get enough work.

"I make \$6,000 per year teaching two courses each semester. Proportionately, if I taught four courses, I could make \$12,000, which I could afford to live on. But according to the union contract, I am limited to teaching nine hours per semester (or two courses, whichever is less). If I teach more, I am no longer part-time and am officially being underpaid and deprived of benefits as a full-time teacher."

In contrast to the adjunct, the full-time CUNY teacher is allowed to teach one extra course to make more money:

*This article was written by members of the Committee of Untenured Faculty, an organization for lower-rank faculty at the City University of New York. It first appeared in *The Radical Teacher*, vol. 5 (July, 1977) and is republished here with the gracious permission of the authors and of the editors of that publication. Requests for further information about *The Radical Teacher* may be addressed to P.O. Box 102, Cambridge, MA 02153.

As originally published, this article was accompanied by another, "Organizing from the Bottom Up." That article describes an unsuccessful effort to unionize part-time faculty at CUNY. Readers interested in collective action in support of part-time faculty may find the article helpful and interesting.

"Last week I began teaching one of my new courses. I was very pleased to meet an old colleague from another campus. At the same time, I couldn't help feeling a measure of resentment. This course is one of the two that I'm allowed to teach. Teaching the same courses with the very same qualifications as I have, he, as a full-timer, is making perhaps \$17,000 a year to my \$6,000. I can only conclude that his course should be offered to an adjunct as a third course rather than provide extra income to someone already making a full-time salary."

Teaching is a "profession," but in many ways I'm like a migrant worker.

"When I've built up a good relationship with a class, and students ask me if they can take a course with me next semester, I say I don't even know if I'll be teaching at this institution next semester."

"I'm always tempted to accept more courses than I can handle in the fall, for fear of not finding work in the spring. One year I was offered classes at five schools, another year, at four. I always accepted work at just two different schools until recently when I tried working at three. Never again."

"Fall semester I worked at two schools. In November, one of those schools told me I was among the lucky ones who would be rehired in the spring. I would teach two three-hour classes. During intersession, I planned the classes, chose texts, and got thoroughly excited about meeting my new students. Four days before the new term began, the other school offered me two four-hour classes. Although the two extra hours would have meant more money, I decided to stick with the first school, where I had really enjoyed the creative atmosphere and the interaction between adjuncts and full-timers. The day before classes began, I received a phone call saying that due to low registration, my six hours had been cancelled. The caller's warmth and words of sympathy helped little. I quickly called the second school, but, of course, the two classes they'd offered me were already covered."

"Largely because many departments have so many adjuncts hired at the last minute, books are often chosen for us. I walk into a school one or two days before classes begin and am handed several books I'm unfamiliar with. The fact that I could function more effectively with my own preferred texts makes no difference. Each school has its particular philosophy of teaching, also. What I've done with success at one school might be entirely inappropriate at another. As soon as I know where I'm going to teach, I begin to psyche out the department. Although I'm rarely told that I'm expected to teach in a certain way, it usually comes out in the observation report if I don't. And that makes it difficult to be rehired."

"Although most of us are very dedicated, the fact is that we are not usually able to perform all those duties associated with college teaching. For example, if a student can't meet me right before or after class, it may be impossible to schedule conferences, because when the student is free, I may be traveling to, or teaching at, another school. I feel fortunate when I meet a student on the way to the train and have a little while to talk. So many student problems spill forth during these accidental meetings, problems that are often remedied as a result of our talk."

"Because of the difficulty locating me, I give my students my home telephone number. I'm not thrilled with the idea, but many students have found it useful, and so far no one has abused the privilege. Some of my colleagues have been less

lucky and have had to discontinue the practice, leaving their students at times stranded."

"When I was a full-time instructor, before I got axed in the budget cuts, I would consider it my job to see as many students for as many hours as possible. Now that I'm an adjunct, I still hold conferences, but basically, if the students can't make it during the days I'm out there, we just don't meet. I'm part-time, not full-time. Of course, they are exactly the same kind of students with exactly the same needs for remediation as the students I taught as a full-time instructor. Students lose out with part-time teachers."

Teaching should mean working with other people, but I feel alone.

"It is rare that I find time to talk to a colleague. One of us is always rushing to another school at the other end of the city, or in Westchester or New Jersey. Or there's something to straighten out with a secretary, or to type and duplicate. Of course, with people working part-time, schedules often don't coincide at all."

"Whenever a friendship manages to grow, it is almost certain to be uprooted the next term. The chances of being in the same school again and having overlapping schedules are remote."

"Last semester I was delighted to have an office, rare for an adjunct. When I saw a notice on the wall addressed to 'Dear Fellow Wage Slaves,' I felt less isolated than usual, more supported. I do enjoy the conversations about shared inequities with the other adjuncts in the office, but after a while, I have noticed that the contact itself isn't enough. Talking helps, but I want change."

If I do a responsible teacher's work, I'm working for free.

At an English department meeting at a CUNY community college, the staff is rather small, informal, and young. Most significantly, well over half its members are adjuncts. Some of the full-time members have doctorates, some are still in graduate school, all of them are committed teachers. The adjuncts can be described in exactly the same terms. As far as one can tell, the only difference between the two groups is who happened to be in the right position at the right time to get a full-time job.

The department chairperson is sensitive to the situation. "We depend on our adjuncts," she says frequently. Unlike many other CUNY departments, this one encourages adjunct participation on committees, in curriculum decision making. Nevertheless, in its second semester this department did not rehire 20 of the adjuncts who worked there in the first semester. This was in no way the fault of the chairperson. The system dictates that she retain only enough adjuncts to "fill the sections." Still, this faculty meeting is over half-filled with teachers uncertain if they will be working here six months hence. And the chairperson isn't sure either.

Now an adjunct raises a question. "I keep hearing about this grant and that committee. Couldn't the department inform adjuncts about these activities?" Several people nod and feelings of exclusion quietly fill the room. The reply is swift and diplomatic. Certainly, notices of departmental activities will be distributed to adjuncts. The tension in the room releases.

The next day, however, several adjuncts tell each other, "I'm not going to any more of the damn meetings. Why should I care what the full-timers are doing?" "People just go because they figure it looks good for getting rehired."

On the one hand, we are professional teachers and feel slighted when excluded from professional duties. On the other, we are hourly workers and feel exploited when we are asked to perform these duties for no pay. Similarly, the chairperson is caught—accused of snobbishness when ignoring adjuncts, and of exploitation when involving them. Technically she must disregard extra-class activities when rehiring, but if she does, she ignores substantial effort. Of course, when adjuncts sense that extra duties will be considered, they feel constrained to volunteer. Clearly goodwill and personal solutions will not eliminate these traps.

I see myself as a potential assistant professor, but in fact my apprenticeship may last forever.

There are very few—in CUNY, virtually no—full-time jobs to be had. That's the situation. But no one is ever going to demand change until adjuncts really understand that adjuncting, *not* full-time work, is the job they have.

Almost all adjuncts see themselves as on the way to someplace else. And there are elements of the system that encourage this view. Possession of, or progress towards, a doctorate is a consideration when an adjunct is hired. Some schools even conduct a kind of mini-oral during job interviews.

These standards, however, are the style and not the substance of the adjunct's reality. Rather than apprentice scholars, adjuncts are often the drudges who do more than their share of the menial work of teaching.

Very infrequently (and less so in CUNY now that the budget cuts have hit), a full-time position does become available. What adjuncts are beginning to understand is that such a full-time instructorship has increasingly become a job for a "double adjunct." These newly appointed instructors teach four to five courses—mainly introductory. In English departments these are usually all composition courses, an impossible paper load. A much sought-after instructorship at Hunter College this year demanded a course load of five composition courses (read, comment on, and grade 125 papers a week).

The positions of these instructors are almost as tenuous as those of the adjuncts. Many were retrenched in last August's budget cuts, only to be replaced by adjuncts; frequently instructors replaced *themselves* as adjuncts.

Most adjuncts and even instructors know that they are the menial workers of the university system. But our vision is clouded by a double image. The person who fills out an hourly time sheet and who may be laid off tomorrow if registration dips, may also, with a few lucky breaks, be an apprentice scholar on the verge of security, tenure, and advanced courses. Until we get a clear, single image of the reality of our position, we will be immobilized by contradictions.

**Part-time faculty in English composition:
A *WPA* survey
*Ben W. McClelland***

Concern over exploitation of part-time faculty in community colleges surfaced some time ago.¹ Activity this past academic year indicates that profession-wide associations are now studying the problem in preparation for making recommendations for the welfare of all faculty and students involved in part-time instruction. For example, the Council of Writing Program Administrators devoted program sessions at the annual meetings of both MLA and CCCC to an examination of the issue of part-time English composition teachers. The articles in this issue of *WPA* reflect some of that discussion. Furthermore, ADE, CCCC, and WPA committees are at work to set forth position statements for the profession.² An AAUP subcommittee on part-time faculty has recently completed its study and published a report on the matter.³ This article is a part of WPA's effort to examine the use of part-time faculty in the branch of the profession that concerns writing program administrators, the use of part-time faculty as writing instructors. This article is based on an analysis of survey data collected with a questionnaire mailed to the membership of the Council of Writing Program Administrators at the close of the 1980 fall term.

Analysis of the Survey Data⁴

Of approximately 400 surveys mailed, 156, or 39 percent, were returned in time to be included in the study. Sixty-three percent of the reporting institutions are public; 37 percent are private. Of the reporting institutions, 19 percent enroll fewer than 2,000 students; 25 percent enroll 2,000-4,999 students; 21 percent enroll 5,000-9,999 students; and 35 percent enroll more than 10,000 students. The survey data reported applies to the fall term of 1980.

Number and qualifications of part-time faculty. The institutions reporting employ 4,584 composition faculty of whom 2,263, or nearly half, are part-time faculty.⁵ The credentials and experience required of these part-time faculty are diverse. While 44 percent of the reporting institutions require a Ph.D. as a minimum qualification for full-time faculty, only 2 percent require it for their part-time faculty. Fifty-nine percent of the reporting institutions require an M.A. as a minimum qualification. This means that 41 percent require that part-time faculty hold no more than a B.A. or B.S.

The range of years of teaching experience of part-time faculty reported in this survey is from zero to 15. The mean number of years of teaching experience of part-time faculty is four.⁶ In 80 percent of the institutions reporting, the average teaching experience of part-time faculty is five years or fewer.

Credit hours taught. Overall in this survey, part-time faculty teach 23 percent of the total departmental credit hours.⁷ However, among the institutions reporting there are significant differences in the percentage of total departmental credit hours that part-time faculty teach. Twenty-one percent report that no courses are taught by part-time faculty; 42 percent report that part-time faculty teach up to one quarter of the English courses offered. At 25 percent of the reporting institutions, between 26 percent and 50 percent of the composition courses are taught by part-time faculty. At 9 percent of the colleges, the figures are 51 to 75 percent. At 4 percent—six institutions—between 76 and 100 percent of the total departmental credit hours are taught by part-time faculty.

The table below uses the type of reporting institution as a point of comparison to show the percentage of total departmental hours taught by part-time faculty.

Percentage of total credit hours ^a	Percentage of institutions reporting		
	Private (BA or beyond)	Public (BA or beyond)	Community college
0	22	18	14
1-25	45	44	41
26-50	18	25	50
51-75	12	8	9
76-100	4	4	0

Using the type and size of the institutions reporting and the highest degrees offered as means of comparison, the tables below show the mean percentage of departmental credit hours taught by part-time faculty.

Mean percentage according to type of institution	Standard deviation
Private (BA or beyond) 23.7	(23.9)
Public (BA or beyond) 23.5	(25.4)

Mean percentage according to size of institution	Standard deviation
under 2,000 17	(17.6)
2,000-4,999 23	(19.8)
5,000-9,999 19	(21.3)
over 10,000 32	(29.3)

Mean percentage according to highest degree offered	Standard deviation
A.A. 25	(18.9)
B.A. 19	(16.5)
M.A. 19	(20.8)
Ph.D. 30	(30.6)

Teaching load. Regarding the maximum teaching load permissible at the repor-

ting institutions for part-time faculty, the mean number of credit hours is 8.4 percent.⁹ The following table sets forth the difference among reporting institutions.

Maximum Teaching Load Permissible	
Credit hours	Percentage of institutions reporting
3 or fewer	.8
4-6	27.9
7-9	46.5
more than 9	20.0

The table below shows the number of hours part-time faculty worked elsewhere as reported by 55 institutions.¹⁰

Number of hours	Percentage of institutions reporting
0	6
3-6	49
7-9	15
above 9	31

The mean number of hours part-time faculty work elsewhere is 7.9.¹¹

Office space and professional responsibilities. Ninety-three percent of the institutions reporting say that they allocate space for part-time faculty. At 19 percent of the institutions reporting, part-time faculty are not required to hold office hours. Seventy-three percent of the institutions reporting required part-time faculty to hold from one to three office hours per week; 8 percent required from four to six hours. In 44 percent of the institutions reporting, part-time faculty fulfill responsibilities on departmental committees.

Rank and salary. Only 25 percent of the institutions reporting have academic ranks for part-time faculty and only 24 percent provide any fringe benefits to part-time faculty. The table below sets forth the data on the salary range for part-time faculty at all institutions reporting.

Salary Range Table

Salary ranges per semester hour	Percentage of institutions reporting
Below \$300	30
\$300-399	42
\$400-499	13
Above \$500	15

The following tables show the percentage of reporting institutions that pay part-time faculty \$400 or less per semester hour, arranged according to institution type, size, and highest degree offered.

Percentage that pay \$400 or less per semester hour	
Type	
Private	67
(BA or beyond)	
Public	68
(BA or beyond)	
Size	
under 2,000	68
2,000-4,999	83
5,000-9,999	75
over 10,000	61
Highest degree offered	
A.A.	95
B.A.	83
M.A.	76
Ph.D.	58

Better salary and fringe benefits were the unmet professional needs of part-time faculty most often listed by institutions responding to this survey. Several other unmet needs followed in this order of frequency: opportunities for advancement (i.e., full-time employment), involvement with full-time faculty and integration into departmental activities, recognition as professionals by peers having full-time status, more knowledge of composition theory and teaching practices, job security.

Discussion

This survey leaves a great deal of the part-time faculty situation unexamined. But it does suggest the existence of a few facts that we may not have been fully aware of.

At the institutions responding to this survey, nearly half of the English faculty are part-time; they teach nearly a quarter of the composition courses. In six schools reporting, more than three quarters of the total departmental credit hours are taught by part-time faculty.

Although the range of teaching experience among these part-time faculty is broad (the average—four years—is not high, but is nevertheless quite respectable), four out of 10 of the schools reporting require only an undergraduate degree for teaching freshman composition part-time. Most of the others require an M.A.

In most respects, community colleges seem to be the most exploitative, but the data for every category of institution indicts each type of institution about equally. For example, part-time faculty in half of the community colleges reporting teach up to half the total departmental credit hours. But when compared by the highest degree offered, the percentage of courses taught by part-time faculty at institutions offering M.A.s and Ph.D.s is about equal to the percentage of hours taught by part-time faculty at institutions offering an A.A. Further, while most reporting institutions set reasonable limits on the number of credit hours each

part-time faculty member may teach at their institutions, most have no record of how many hours their part-time faculty work elsewhere.

Only 24 percent of the institutions reporting provide fringe benefits for part-time faculty. Nearly three-quarters of the institutions reporting pay less than \$400 per semester hour. This figure amounts to \$4,800 for a full-time equivalent of four three-credit courses, or a salary rate of \$9,600 for an academic year's work, without fringe benefits: no medical insurance, no hospitalization, no paid vacation, no pension. Here private and public schools, large and small, offend equally, but four-year colleges are marginally less exploitative economically in this respect than community colleges.

Comments by WPAs who returned survey questionnaires emphasize and make concrete many of these summary remarks on the survey data. The selection that follows suggests the seriousness and, in some cases, the honest bewilderment with which our fellow professionals confront this difficult problem. Identification of the type of institution, highest degree awarded, and size of enrollment follow each selection.

Our part-time faculty have only recently become aware of their immense importance in our writing program. They are beginning to organize and lobby for better pay and benefits, and as director of the writing program I have invited adjunct faculty to serve on our freshman English committee. Still, we have a long way to go before injustices are corrected.

—Private; M.A.; 5,000-9,999

Our part-time faculty recently staged a brief three-day "sick-out" because of the small salaries. The administration has promised some relief but we do not know how much.

—Public; Ph.D.; over 10,000

I regard our part-timers as more committed to teaching composition than many of the full-timers are. We have two groups essentially—one with other means of support who do this as a social service, one trying to "make ends meet by part-timing it." The job is no way of making a living and rarely leads to full-time employment.

—Public; 5,000-9,999

Steps are being taken to increase salary. Most of our [part-time instructors] (10 out of 14) are women whose husbands' careers are the primary concern. For three or four people, their teaching is their sole source of income. Four three-credit courses for two semesters will earn them \$7200 a year. No summer teaching is available. They have no guarantee that they'll get to teach from one semester to the next; nor do they know how many classes, which classes or class times until two days before school begins.

—Public; M.A.; 5,000-9,999

Responses to this questionnaire are based on normal practice *prior to* last semester, on arrangements for present *noncomposition* courses handled by part-timers. What in fact has happened here is that [composition] courses formerly handled by part-timers are now being taken [over] by tenured instructors in French and Spanish where declining enrollments left us with what amounted to a make-work-situation. It's a good arrangement from the college's point of view; it allows for the retention of Spanish and French offerings (and instructors), it provides for some genuinely excellent composition classes (since the instructors are generally acknowledged to be first-rate), and of course it saves the expense of hiring part-timers. It doesn't do much for the unemployed English ABD's in the area.

—Private; B.A.; under 2,000

We have a union (AFT) which represents the faculty. The union often pushes for more full-time positions, but lives with the high percentage (30 percent) in some business departments. Unions and management at colleges often support each other on the part-time issue. The union wants higher salaries, better fringes, which it gets. But to finance the raises, the administration keeps costs low by relying on part-time faculty instead of hiring additional full-time faculty although additional hiring is warranted. Therefore, part-timers are condemned to remain such with little hope of gaining a fit job.

—Private; M.A., B.A.; 2,000-4,999

I see that your questionnaire scrupulously avoids discussing women vs. men as part-timers. For example, is the pay the same? When part-timers achieve full-time status are they more commonly men than women?

—Public; M.A.; 2,000-4,999

My own sense is that our part-time instruction is much better now than it was in the hysterical 1960s, when at any given time 45 percent of our part-time faculty was new to teaching. Now, our faculty is much better trained and much more experienced, including as it does a much larger proportion of "older" graduate students, many of whom have been with us a decade or more, dragging out their coursework and delaying completion of their dissertations because of the ugly job market. We also have a large pool of local "talent" to hire as lecturers—unemployed Ph.D.s from our program, faculty spouses, and other well-qualified people who choose to live in this area at the expense of being underemployed.

—Public; Ph.D.; over 10,000

Regular faculty get cost of living increments annually, but the supply faculty have had one raise in 10 years.

—Public; M.A.; over 10,000

The school where I am presently employed has shifted (beginning next year) from all part-time staff (lecturers) to all tenure-track posts. This occurred in large part because the instructors investigated the matter, asked good questions, behaved professionally, and drafted a well-written and documented report on their findings (which included research into procedures and policies elsewhere).

—Public; Ph.D.; over 10,000

Our biggest problem is that the Academic Affairs Office has hired adjuncts without consulting us. We have been sorely disappointed—and burned.

—Private; B.A., M.A.; under 2,000

Although the use of part-time faculty is too often abused, it is *certainly* a help to chairmen faced with fluctuating and uncertain enrollments. Better this than the torture faced by young teachers on first-year contracts or—a worse abuse than either—"term" contracts: full load, full pay; less-than-full load, part-time pay scale!

—Public; Community college; 5,000-9,999

Conclusion

The foregoing survey data and the commentary that the reporting institutions have provided certainly indicate that the employment of part-time faculty is a serious and complex issue. Central to the matter are the economic and professional rights of the part-time faculty and the educational rights of their students. More data is needed before asserting any definitive statements on the matter, for while this study reveals some general dimensions of the situation, it does not delineate finely enough some issues of basic importance (precise dollar amounts paid per credit hour, for example). On the basis of the preliminary information this study provides, it is possible to design a means for gathering other essential data. This is my intention.

Notes

¹ See, for example, Leslie Koltai, "King Solomon and the Bowl of Spaghetti," *Community and Junior College Journal* (September 1977), 18-20, and Clara Lee R. Moodie, "The Overuse of Part-Time Faculty Members," *Chronicle of Higher Education*, 21 (March 10, 1980), 62.

² Serving on WPA's committee are Maxine Hairston, University of Texas, chairperson; Donald McQuade, Queens College; and Ben W. McClelland, Rhode Island College. The committee welcomes information and inquiries.

³ "The Status of Part-Time Faculty," *Academe*, 67 (February-March 1981), 29-39.

⁴ For assistance in this analysis, I am indebted to Patricia Hays, assistant professor of anthropology/geography and consultant for academic computer usage at Rhode Island College. Professor Hays designed and ran the computer analysis, taught me how to read the computer printouts (no mean feat!) and verified the analytical statements against the data. Further, I am indebted to the Council of Writing Program Administrators and to the Rhode Island College Faculty Research Fund for assistance in defraying the costs of this research project. Finally, very many thanks to the many WPAs who took valuable time to respond to this survey.

⁵ Since the survey did not define the term "part-time faculty," some reporting institutions included graduate teaching assistants in their data. Wherever possible, I have excluded the data pertaining to graduate teaching assistants.

⁶ Standard deviation = 3.09 years.

⁷ Since the survey specified only "total departmental credit hours," not "total department credit hours in composition," some institutions may have reported figures on all English courses, not merely on all composition courses.

⁸ The number of institutions reporting information for this and the following three tables is: private, 51; public, 72; community colleges, 22. The large standard deviations indicate wide dispersions across the spectrum from 1 to 100 percent with no normal distributions around the means.

⁹ Standard deviation = 2.75 credit hours.

¹⁰ Regarding the number of credit hours part-time faculty work elsewhere while teaching at these reporting institutions, 65 percent were not able to provide any information. Therefore, the data on this item represents only 35 percent (or 55) of the reporting institutions.

¹¹ Standard deviation = 4.26 hours.

A part-time freshman writing staff: Problems and solutions

Geoffrey S. Weinman

Consider the following hypothetical—but by no means impossible—situations.

Scenario one: The federal government has recently adopted a proposal to establish throughout the country a chain of independent freshman writing centers. These centers have no affiliation with any college or university, public or private. They are run with minimal overhead. Located in central urban and suburban locations, they are housed in no-frills workmanlike facilities staffed by former part-time writing instructors. Many of these instructors are Ph.D.s for whom the job market in English does not exist. Each center has two administrators, and, given its federal funding, emphasis is placed on filling positions with minority candidates. Pay is at least equivalent on a prorated basis to that received by full-time English instructors with equivalent service, experience, and qualifications at public and private colleges in the area. While public universities are not significantly affected by the establishment of these writing centers, private colleges, with their substantially higher tuition rates, soon discover that because the centers are located no more than a few miles from any major private college, they are attracting more and more students. Anxious at first to save several hundred dollars—a sum that still buys a lot of phonograph records—the students find they have, in the best sense, gotten more than they had bargained for. At the writing centers they come to understand that freshman writing is not simply a basic course endured in order to move on to those areas that a “real” college education is about. Rather, they are introduced to a new, exciting view of the process of perception. They find out that to write *is* to learn. And they are taught by a group of instructors whose enthusiasm, skill, dedication, and self-respect are infectious. The success of the centers spurs a lawsuit, as the private colleges and universities seek to discredit them by refusing to transfer credits. The federal government responds by threatening to withdraw any federal program funding to these private schools, but the threat proves unnecessary, as the courts rule that the refusal to transfer such credits is discriminatory. The private colleges can do nothing but watch as the bottom drops out.

Scenario two: Classes begin tomorrow at the large state university. All part-time freshman writing teaching assignments have been made. Some sections were assigned six weeks ago, others last week. But the night before the semester begins, the Part-time Teachers Union gathers its members at a local meeting hall and calls a strike. At first the administration reacts calmly. After all, aren't part-timers scabs at heart? But there is no time to arrange for classes to be covered by the following day, and many students arrive to find no teachers in their classrooms.

The students hardest hit, of course, are the ones least able to cope with the chaos and uncertainty of such a situation, the incoming freshmen. Students taking other introductory level courses are better off. But even many of these discover, at best, some full-time faculty member apologizing for the absence of their instructor and for the inconvenience that absence may cause. Urged to return for the next class, the students are assured that an instructor will be present. Throughout most of the university, however, students have simply been left to face an empty desk. Administrators order chairpersons to start making phone calls to secure a part-time staff by midweek. Some department heads enthusiastically comply while others only go through the motions. Regardless of the attitudes of department chairpersons and directors of freshman-level programs, there emerges the shocking discovery that most potential part-time instructors are unwilling to cross the picket line. The few that are willing are either poorly qualified, or too limited in numbers to make an impact. As one week turns into two, and two into four, the part-timers, with little to lose, harden their position. Ultimately, in the fifth week of the semester, a compromise is reached. But a good third of the semester has been lost, students are distressed, and the image of public higher education has been badly damaged in the eyes of the tax paying public.

Both of these scenarios have a certain ingenuousness about them, avoiding some of the complexities that each situation would entail. Nevertheless, what they do highlight is the growing discontent among part-time, college-level instructors and their determination to do something about it. The failure of most administrators and full-time faculty to address the problems of part-timers with anything more than a fleeting glance suggests also that when the slaves rebel, they may have little concern for the well-being or survival of their masters.

A review of research. Although there is still little action, there is a growing literature on the position of part-time faculty. There is, of course, some variation in evidence and conclusions drawn from study to study, but there can be no question that part-timers account for a significant percentage of the teaching staff at junior colleges, colleges, and universities throughout the country today. Jack Friedlander's study of part-time faculty in the junior colleges reveals that they account for over 56 percent of the faculty in those institutions.¹ In four-year colleges and universities, part-timers account for approximately 20 to 25 percent of the faculty,² and a 1979 study of the problem by Leslie and Head estimates that, overall, one third of the "academic work force is comprised of part-time faculty."³ Clara Lee R. Moodie, in a recent article in *The Chronicle of Higher Education*, makes reference to three community colleges in Illinois that "operate entirely with adjunct faculty members—there's no regular faculty at all."⁴ The reality clearly is that this group of colleagues occupies a substantial space in the world of higher education and plays a valuable role there.

Who are these part-time instructors? Howard P. Tuckman, in the December, 1978 issue of the *AAUP Bulletin*, draws some well-defined pictures for us. He recognizes the following six categories: the semi-retired, the student, the hopeful full-timer, the full-mooner ("part-timers who hold a second job of 30 hours a week or more"),⁵ the homemaker, the part-mooner, and the part-unknower

(part-timers whose reasons for becoming part-time are not known). Each of these categories presents a particular set of problems, and it is just this diversity that has kept the part-timers uncoordinated as a group and lacking the perception of a common bond. But in the area of freshman writing especially, part-time faculty are beginning to look to each other for the emotional support necessary to confront their overseers. Their discontent is growing, in this inflationary age, along with the recognition that they are being sought by colleges because of cutbacks in full-time faculty and the expansion of developmental and basic-skills writing programs.

Part-timers in academe will not get very far, however, unless they can demonstrate that they have the qualifications expected of a full-time faculty member in the same discipline. It appears they may have some difficulty doing so. A study by Tuckman and Vogler reported in the May, 1978 issue of the *AAUP Bulletin* indicates that about 81 percent of the part-timers in their sample "hold credentials which they believe equal to or greater than those necessary to fulfill the requirements of their part-time employers."⁶ However, the authors conclude that the qualifications of this group "are not equal to those of the full-timers, on average." And in a recent feature article in the *New York Times*—the very publication of which points up the expanding public interest in this issue—reference is made to the AAUP study's conclusion that "because of low pay and lack of fringe benefits, an incentive exists for part-timers not to acquire or maintain skills."⁶

If it is in fact true that the qualifications of part-timers teaching freshman English in particular are limited—and I have seen no statistical study that separates part-timers according to discipline—then it is possible that our students are being victimized along with the part-time faculty who teach them. The problem here is that we just don't know, and nothing in our professional training helps us find out. In "Teachers of Composition: A Re-Niggering," Dennis Szilak recognizes this problem when he talks about "the disposable composition teacher" who goes from one year to the next without raises or fringe benefits.⁹ Such teachers may be unqualified. Or, ironically, they may, in fact, be highly qualified for the job but be *viewed* as lacking the qualifications of their full-time colleagues precisely because "the teaching of composition has become a highly refined skill . . . that is learned almost entirely by diagnostic practice rather than advanced study. . . . The Ph.D. is usually not required nor encouraged among teachers of writing."¹⁰ If teaching writing is a skill different from teaching literature, then we have yet to differentiate carefully the qualifications that help us define an instructor's suitability for teaching these two distinctly different disciplines. Unfortunately, this message is one that most full-time English faculty still have not heard.

Part of the problem is that even those of us who do perceive these differences have not yet placed sufficient emphasis on the appropriate selection, training, and support of part-time faculty. A 1973 study by Bender and Breuder of junior colleges where more adjunct than full-time faculty were employed indicates that few of these colleges had developed plans for selecting, orienting, training, servicing, or supervising their part-time staffs.¹¹ And a 1977 study by Grymes "failed to discover a single in-depth, on-going, in-service training program for adjunct

faculty members. The most ambitious programs consist of little more than a brief orientation session at the beginning of the academic term and, perhaps, a hand-book.'¹² Robert Smith has addressed this weakness by recommending a professional-development contract related to selecting, orienting, developing, and evaluating part-time faculty. He argues that, currently, recruitment is too casual and "likely to be outside of the preferred Affirmative Action expectations and that too few faculty members participate in the selection process."¹³

A solution: involving part-time faculty in decision making. The problems of providing students with qualified part-time instructors and of making part-time instructors feel that they are valued members of the institution they serve are two sides of the same coin. Both problems can be ameliorated, if not solved, by involving part-timers in making decisions important to their professional work and welfare.

First, the problem of hiring qualified part-time faculty could be solved, in part, by placing part-time freshman writing instructors on hiring committees. Prospective instructors are normally interviewed by a department personnel committee, which frequently consists of tenured professors who seldom, if ever, teach freshman courses and who know little, if anything, about either the theory or the practice of teaching basic writing skills. This type of interview will not result in the effective hiring of part-time faculty. The selection process can function effectively, however, if part-time instructors of freshman writing who have been with the college or university for at least two years are invited to participate in preliminary interviews of prospective additions to the staff. Who knows better what to look for in a successful part-time freshman writing teacher than a part-time member who has demonstrated his or her effectiveness to the satisfaction of the department? Further, the involvement of part-timers in the selection process can serve as an extremely positive statement about how much the department values their services. Thus, the integration of adjunct faculty into this process immediately serves both practical and psychological objectives.

The formal involvement of seasoned part-timers with new recruits should not stop with the selection process. It should continue through orientation and evaluation. I would go even further than Smith in arguing the necessity of involving part-timers in the administration of these areas. As for orientation, although the values, goals, and structure of a freshman writing program should be set down in writing, there are still many questions that the instructor new to the discipline or the college will need to ask throughout the semester. New instructors are sometimes loathe to come to the writing program administrator or the department chairperson with problems for fear that their concerns may be interpreted as weakness or inefficiency. As a result, many of their questions are answered incompletely and, at times, inappropriately by some part-time colleague on his or her way to another job—or not answered at all. Again the victim in such a situation is not only the instructor but his or her equally insecure freshman students. The formal involvement of select part-timers in an orientation program that runs throughout the entire semester and the availability of these instructors on a regular basis can solve many problems encountered by new instructors and head other problems off even before they arise.

Part-time faculty should also be involved in conducting evaluations of their

part-time colleagues. It is to the part-timer's advantage that peer evaluation take place on a regular semester basis for anyone who has taught at the college for, say, three years or less. Student evaluations alone are not sufficient since, as Szilak points out:

. . . despite the amount of individual attention that composition teachers must necessarily give to students, writing courses overall do not fare well relative to other courses in student evaluations. . . . Education is trivialized by handing it over to students' approval by way of opinion polls and marketing surveys. Students trained to see learning as the taking in of more information persistently criticize writing courses for not teaching them anything, which is to say, new content.¹⁴

Of course, in departments where the freshman sections far outnumber upper-level courses, and where the number of part-timers may be equal to or greater than that of full-time faculty, peer evaluations become a burden. But it is a burden worth bearing, because encouraging experienced part-timers to sit in on assigned classes of their colleagues should have the same practical and psychological benefits as involving part-timers in the selection process. The burden does not fall entirely on the shoulders of full-time faculty. Experienced part-time writing faculty are made to feel that their judgments are valued by the people with whom and for whom they work.

Involving part-time instructors of freshman writing in decision-making should not be viewed by full-timers as a threat to their own power. To see it as such is to play into the hands of administrations that have been playing these two groups of colleagues against one another for too long. Cortland R. Auser writes that "the essential measurement for humanity in the areas of language and literature is the concern we evince and act upon to aid those other members of the profession who have been forced as a result of professional irresponsibility to live 'on the periphery.'"¹⁵ But the attitude of too many teachers of literature remains that of the so-called professional quoted by George Nash in "Who's Minding Freshman English at U.T. Austin?": "'Freshman composition is an elementary course, one readily taught by teaching 'interns' . . . ; it is dubious that the best interests of the department are served by . . . requiring . . . highly experienced members to expend their energies in this manner.'"¹⁶

Such an elitist attitude is no longer tenable. It leads to an unacceptable isolation of part-timers from full-timers, and what can only become an inferior program in freshman English. Although the Yeshiva decision insisted that "By practice and tradition the members of the faculty are masters not slaves,"¹⁷ Paul Connolly insists that we have never asserted or accepted our administrative responsibilities. He says, "Our problem is that faculties joked too long and too irresponsibly about their independence. If we were too cerebral for this too, too solid world, administrators were not. They picked up the multiversity's reins while we rode our hobby horses."¹⁸ Perhaps it is time for us to get down off our hobby horses and come to the defense of our part-time colleagues and of the integrity of our programs.

There are some signs that the profession is beginning to move in this direction.

Both the AAUP and the American Federation of Teachers have begun to turn their attention to the problem. Studies of the part-timers' situation in higher education have appeared with growing frequency in the *AAUP Bulletin*. In the Report of Committee W, 1976-77, Mary W. Gray recommends the establishment of tenure tracks for certain part-time faculty, arguing that if such a tenure system discourages the hiring of part-time faculty "this may well be for the benefit of the profession. . . ."¹⁹

The AFT position paper on this subject also supports this point of view, recommending that "the use of part-time members of the instructional staff should be limited to the minimum necessary to enrich the curriculum and to enable the institution to respond to fluctuations in enrollment." The paper also states that "conversion of full-time positions into several part-time positions must be stopped." And, like the AAUP, the AFT also suggests that "when negotiating contracts, locals should consider the possibility of creating a title less than full-time with tenure, . . . rank, pro-rata salary, and other benefits . . . for part-time personnel."²⁰ In fact, Jane Flanders in her article, "The Use and Abuse of Part-Time Faculty," cites a number of colleges and universities at which "part-timers receive salary and fringe benefits proportionate to those of full-time faculty and are eligible for promotion and tenure in the normal ways. Such part-timers are expected to fulfill such departmental responsibilities as serving on committees, attending faculty meetings, and advising students. They are subsidized in their research and professional activities."²¹

But the part-timers Flanders describes are in the minority and do not represent a realistic picture of the freshman writing instructor's situation in the immediate future. In this period of declining enrollments in the arts and sciences, of budgetary cutbacks and inflationary spirals, we can, nevertheless, begin to demonstrate the support that has been missing in our relationship with the part-time freshman writing faculty. I have suggested already several ways this can be done. In addition, part-timers must be given the so-called privileges and amenities—really the necessities—that most of us take for granted. Part-timers must have adequate office space. No teacher of freshman writing can function effectively without a place to hold private conferences with students. Yet there are still many schools that do not provide this necessity. Part-timers must have parking spaces within reasonable distance of the building in which they teach, and they must also have money to attend conferences and deliver papers on the subject of freshman writing. As full-timers, we can divert funds—if we are willing to sacrifice a conference or two ourselves—to make certain that appropriate part-time members of our faculty are given the opportunity to grow and share ideas with others in the field. Again, this is not an amenity; it is a necessity. No decisions regarding the shaping of a freshman writing program, the choice of texts, the nature of evaluation, and the makeup of schedules should be made without the involvement of the part-time staff.

And there are some real amenities—professional courtesies, really—that part-timers are also due. For example, at graduation ceremonies, part-timers should be invited to march in the faculty processional. They should also be appointed in a timely fashion. In most cases, it is possible to make definite appointments of part-timers to freshman writing courses several months before the semester begins.

This requires careful planning on the part of full-time faculty and chairpersons. It also requires a willingness to refrain from offering a wide variety of unpalatable upper-level courses because if they are cancelled, a full-timer can always be slotted into a freshman writing section at the last minute, unprepared, and at the expense of both the students and the part-time instructor.

At Fairleigh Dickinson University's Madison campus many of these suggestions are being implemented. This year the position of assistant director of Freshman Writing was created and it went to a part-timer, who teaches six hours and receives an additional three hours worth of compensation each semester for fulfilling this role. The assistant director is responsible for orienting new part-time faculty to the program, supervising book orders, and serving on the Freshman Writing Committee, which creates the proficiency examination. In addition, she meets regularly with the director of the program to explore new ideas. Recently, she participated in a three-day writing workshop in New York City, along with the department chairperson and another full-time faculty member.

Last spring we brought two members of the Academic Foundations Program at Rutgers-Newark to our campus to run a three-day seminar on teaching basic writing skills for our freshman writing staff. As it has become necessary for us to increase the number of developmental writing sections, our best part-time instructors have been urged to prepare themselves for teaching such courses. Our spring seminar is a first step in that direction. By thinking ahead, we hope to preserve the academic life of our best part-timers rather than letting them wander from school to school as the regular freshman courses dwindle and the basic-skills courses increase.

The most recent recommendations by the AAUP on the status of part-time faculty (the establishment of tenure tracks, prorated pay, fringe benefits, and institutional grievance procedures)²² go a long way toward recognizing the ultimate needs of part-time instructors, but it may take some time before such recommendations are put into effect on a meaningful scale. In the meantime, there are concrete steps that we can take within our departments to let our part-time instructors of freshman English know that we view them as colleagues whose contribution to the health of higher education is still vital at this point in our history. At some schools around the country, some of the suggestions I have outlined are being implemented. But at just as many others, change is still far from a reality. Soon the scenarios that I outlined previously will begin to look even more realistic than they do now. The time for action has arrived.

Notes

¹ "Using the Talents of Part-Time Faculty," *Junior College Resource Review*, (December 1978).

² Elizabeth Lowe and Alton L. Taylor, "Part-Time University Faculty: An Analysis of Work and Salary Cost," p. 2. Paper presented at Association for Institutional Research, May 13-17, 1979, San Diego, California. Quotes 1978 study by Leslie.

³ David Leslie and Ronald Head, "Part-Time Faculty Rights," *Educational Record*, 60 (Winter 1979), 46.

⁴ "The Overuse of Part-Time Faculty Members," March 10, 1980, p. 72.

⁵ "Who Is Part-Time in Academe?" *AAUP Bulletin*, 64 (December 1978), 308.

⁶ Howard P. Tuckman and William D. Vogler, "The 'Part' in Part-Time Wages," *AAUP Bulletin*, 64 (May 1978), 74.

⁷ Tuckman, p. 75.

⁸ Gene I. Maeroff, "Colleges Turn to Part-Time Professors," *The New York Times*, February 26, 1980, p. A12.

⁹ Dennis Szilak, *College English*, 39 (September 1977), 26.

¹⁰ Szilak, p. 26.

¹¹ Cited by Friedlander, p. 3.

¹² Cited by Friedlander, p. 4.

¹³ "The University and Part-Time Faculty," pp. 7-8. Paper presented at annual meeting of the Speech Communication Association, San Antonio, Texas, November 10-13, 1979.

¹⁴ Szilak, pp. 29-30.

¹⁵ "Part-Time Employment; 'Nothing as Desperate. . .,'" *ADE Bulletin*, n. 43 (November 1974), 12.

¹⁶ *College English*, 38 (October 1976), 127.

¹⁷ Quoted by Paul H. Connolly, "Faculty Members: Hired Hands or Managers?" *The Chronicle of Higher Education*, September 25, 1978, p. 40.

¹⁸ Connolly, p. 40.

¹⁹ *AAUP Bulletin*, 63 (August 1977), 142-43.

²⁰ James Landers and Mayer Rossabi, "Statement on Part-Time Faculty Employment," American Federation of Teachers Advisory Commission on Higher Education, AFT-AFL-CIO, Washington, D.C., item number 640. (Thanks to my colleague, Jean Atthowe, a member of our part-time freshman writing faculty, for directing me to this document.)

²¹ *Bulletin of the Association of Departments of Foreign Languages*, 8 (September 1976) 49.

²² "The Status of Part-Time Faculty," *Academe* (Bulletin of the AAUP), 67 (February-March 1981), 29-39.

The case of the migrant workers

Donald McQuade

The migrant workers in the groves of academe are the uncounted legions of part-time teachers who travel from one college to another—by chance, instinct, or plan—in search of work. Their résumés may seem all too familiar to most writing program administrators, especially WPAs responsible for staffing an ever-increasing number of composition sections with an ever-decreasing budget. More specifically, most English departments regard their part-time teachers, unlike their graduate assistants, as transients, as academic drifters hired to teach composition on an hourly or per-credit basis for one semester. But this essay is intended to be neither a “case for” nor a “case against” part-time teachers in writing programs—at least not on economic or even on ethical grounds. My purposes, instead, are decidedly more professional, if not entirely practical: to describe as accurately as possible the circumstances that part-time teachers of writing encounter in their work; to help clarify the issues that attend their presence in large numbers in English departments across the country; and to offer a realistic, achievable set of directions for leading our profession toward a more reasoned discussion of, if not resolution to this problem.

Many writing program administrators are aware of the recent AAUP study that reported that 70 percent of all part-time faculty regard their college teaching as *supplemental* income.¹ This may well be true for our colleagues in biology, chemistry, engineering, psychology, and even in some of the social sciences. Such part-time faculty may teach for any number of personal and professional reasons, including securing a visible sign of academic certification, earning additional discretionary income, or perhaps even as a way of forcing themselves to keep abreast of the research in their fields. Many writing program administrators recognize, too, that some part-time faculty have no interest in teaching full-time. But the 70 percent figure cited in the AAUP study hardly applies to part-time teachers of college English. I would venture to say that most of the remaining 30 percent who rely on part-time teaching as their *sole* means of support work in English departments.

I would also like to call attention to yet another set of faces on the road these days, competing, in effect, for what may, at first, seem like a slightly more humane form of academic part-time employment. We should include in any discussion of part-time faculty all those instructors scrambling to fill the swelling ranks of short-term, nontenure-track appointments posted in the *MLA Job Information List*. We need do no more than glance through that listing to discover just how widespread such “full-time, one-year, temporary positions” actually are. In every sense but one, these colleagues are also part-time teachers. They, too, are migrant workers.

Maintaining technical distinctions between part-time and nontenure-track, full-time faculty may help administrators balance departmental budgets, but such distinctions also remind us of how easy it is to obfuscate the issues that set the conditions for either type of appointment. Although one group teaches a full load of courses at a single institution, both groups are temporary workers. In both cases, these teachers are painfully aware that their appointments are short-term, and that although they are contractually members of an academic department, they will rarely, if ever, be considered full-fledged colleagues. Accordingly, a commitment to accuracy would demand that we abandon the distinction between part-time and temporary full-time teachers of English and call both groups "short-termers." But the echoes of that phrase would not strike most of us as particularly appealing. And on further reflection that designation also leaves too much to be accounted for. We need only remind ourselves that most of these "short-termers" continue to teach for years, although they do so by drifting almost randomly from one campus to the next.

Still another category of migrant academic labor is faculty wives—said to be otherwise unemployable—playing the proverbial role of maidservants, catering to the interests of their full-time colleagues both in what they are given to teach and in how they are expected to entertain at faculty social gatherings. Surely, such women are not short-term teachers of English. Yet just as certainly they are imperiously granted few opportunities to be little more than part-timers. But in whose eyes—in whose terms—are they "part-timers?" Surely not their own.

We need a far more precise and respectful vocabulary to describe the professional circumstances of these part-time colleagues. And when we look more closely at the patterns evident in their careers as part-timers, and in their daily schedules, we can see more clearly the breadth and depth of the professional issues facing these teachers and the departments that hire them. The following are two cases.

Adjunct "A" is married and is the father of two children. His wife works. He does too—all the while chipping away, however slowly, at his Ph.D., which he finally completed this year. This semester he is teaching, as he has done for the past four years, two courses at each of four different colleges in the New York metropolitan area. His eight courses a semester usually include a highly unbalanced mixture of basic writing and introductory literature classes. With four summer courses thrown in adjunct "A" averages a staggering total of 20 courses a year. This man teaches more courses in one year than most professional people teach in three years. Consider all the opportunities he has to grade papers, hold conferences, and generally improve his craft. I have observed him teach, and I can testify that his students benefit enormously from his wealth of experience. He is first-rate—a master teacher at a relatively young age. He cannot match my years in college teaching but I cannot match his classroom experience. I am not embarrassed about that, nor is he. We both have families we help to support.

In a good year, his 20 adjunct courses gross him roughly \$30,000 a year. That is certainly excellent pay for a part-time teacher who, as a short-termer, has taught more than the equivalent of three full-time years to earn that \$30,000. At one college, he makes approximately \$1,900, before taxes, for each composition course; at another, he earns \$1,000 to teach the same course, up from \$900 last term when

he got his Ph.D. and could enter the "real" job market. During each of the years he has taught, he put roughly 25,000 miles on his car, literally speeding to and from four campuses. His first class started at 8:30 a.m.; his last class ended at 10:30 p.m. But that was only twice a week. The other nights, he finished at 8:00 p.m. He teaches and earns more as an adjunct than anyone else I have ever known—or perhaps would ever care to meet. He is a top-of-the-line adjunct much in demand at many colleges, but as a part-timer. His dissertation defended, he now faces the challenge of a full-time appointment: teaching four courses a semester. No doubt he will succeed; and with only two additional part-time courses, "A" will have what, for him, will be an appreciable amount of free time to devote to publishing.

Consider a second case. The salary and teaching schedules of adjunct "B" are more representative, nationally, of part-time faculty in English. "B" is also working on his Ph.D., but given what he knows of the job market, "B" feels no special urgency about finishing it. He averages two composition courses a semester, earns \$900 for each of them, and survives with the aid of food stamps. He never knows until the last minute exactly where and what he'll be teaching—or even if he will be hired at all. His brand of teaching may also be labeled part-time by the department that hires him, but for him it surely is not. Teaching occupies him full-time. In some respects, it is all he has.

These two cases are admittedly extremes of the adjunct problem most English departments now face. Two clear pieces of evidence suggest, however, that their cases are representative of the professional prospects of part-time faculty in English. First, there is at present no shortage of Ph.D.s in English. Second, adjunct faculty are the most "cost-effective" means to teach composition. Most often, hiring adjunct faculty is simply an accounting decision, not a professional decision based on clearly defined standards of how these part-timers should be selected, trained, and integrated into the intellectual communities of the college or the English department.

The overwhelming evidence makes it clear that adjunct faculty are granted few opportunities to think of themselves in professional terms. Most remain isolated. Here is but a sampling of the separations that distinguish "them" from "us." At most colleges, adjunct faculty are denied a proportionate share of basic health insurance, or even the time to recover from an illness. At many colleges, adjuncts, unlike full-time faculty, are required to make up the classes they miss. Adjuncts are rarely, if ever, granted paid leaves, despite literally years of consecutive service in many cases. Only a few colleges award research funds and travel grants to adjuncts. Curiously, most of the departments in which they serve require adjuncts to attend staff meetings but deny them a franchise. More generally, their participation in departmental decisions and governance, if it exists at all, is restricted to nonessential matters. Fundamentally, however, the personal and professional dignities we expect are all too infrequently extended to adjunct colleagues by our departments. Many colleges do not extend to part-time faculty such routine professional courtesies as adequate office space or, in some cases, even mailboxes with departmental memos about the courses they are teaching. Adjuncts are often casually bumped from one course to another to accommodate full-time faculty whose electives have failed to register. And adjuncts always stand last in line

when it comes to simple clerical assistance. They are paid, unlike their full-time colleagues, at the college's convenience—usually C.O.D.—and often without any provision for increments or merit raises.

Compressing the range of the abuses of part-time faculty as I have done highlights, I trust, their collective poor lot. But I also feel obliged to underscore the obvious: not all of these forms of professional exploitation occur regularly on every campus. Enough of these abuses do exist at enough colleges, however, to warrant our most serious consideration, as well as that of our colleagues and our professional organizations. We must begin to respond to the professional needs of our part-time colleagues.

Yet I do not intend this essay to be converted into a basic text for a union hall revival meeting. Nor can we treat adjunct faculty—as most colleges and unions now do—principally as a labor issue. To do so would be to ignore the larger, and yet more profound, intellectual and pedagogical implications of the increasing presence of part-time faculty in English departments. And if colleges exist primarily to respond to the needs of students, then it is entirely appropriate, and in fact long overdue, that such professional organizations as the Council of Writing Program Administrators, the Association of Departments of English, the Conference on College Composition and Communication, the American Association of University Professors, and the Association of American Colleges (the national alliance of deans, provosts, and college presidents) rigorously examine the “costs”—in every sense of that word—of the increasing use of adjunct faculty in teaching college English.

I would like to propose that a national task force be established to synthesize fully what are now rather disparate, if not entirely isolated and fragmented, efforts to explore, define, and refine the complex web of issues related to employing part-time faculty in English departments.¹ The list of specific charges to the task force needs to be worked out in considerable detail, but let me note at least a few of the more obvious tasks that this group might undertake.

1. It could document the number of part-time faculty and graduate teaching assistants currently teaching in English departments. We need, for example, definitive information on the current and former percentages of part- and full-time departmental appointments. We also need to chart the changes in these proportions. Five years ago in my department, for example, we employed 65 graduate teaching assistants and virtually no adjuncts. We now have 23 graduate teaching assistants and nearly 50 adjuncts. We also need to consider the extent to which such shifts are consistent with the decline of Ph.D. students in English.

2. It could gather hard information on the number of temporary, nontenure-track, full-time positions. What percentage of these appointments are slated as replacements for senior faculty on leave? What are the nature and the number of teaching assignments for temporary faculty?

3. It could collect reliable data on the professional status of part-time and temporary full-time faculty and, in effect, get a better bearing on the extent of the rights, privileges, and fringe benefits granted them and the restraints and indignities they must endure.

4. It could convert impressions into facts. How effective are part-time and temporary teachers of writing? Are they more or less effective than their full-time, tenure-track colleagues? What, for example, is the extent of part-timers' professional training? Are the goals they set for themselves as teachers of writing consistent with those of their senior colleagues? How can writing program administrators maintain instructional excellence with so many underpaid, professionally isolated, part-time faculty? How can part-time faculty be trained on-the-job in a time of shrinking budgets?

5. It could develop and publicize reasonable and specific criteria for hiring part-time teachers of writing and consider more carefully their professional development. What, for example, are the consequences of little or no variety in course assignments? What are the best ways to reward excellence in teaching for part-time faculty? How, specifically, can part-time faculty be encouraged to strengthen their knowledge of composition theory, research, and pedagogy? Or, to return for a moment to my two cases of migrant workers: As a writing program administrator, whom would you rather hire, adjunct “A” or adjunct “B”?

6. It could clarify the relation, if any, between part-time faculty and projected enrollments in English department elective courses. To my knowledge, we have yet to assess the impact of adjunct faculty on either the number of English majors or on Ph.D. programs in English. What, in effect, are the long-range consequences on our discipline of the presence of more and more underpaid and frequently dispirited part-time faculty teaching more and more composition classes?

7. It could draft specific guidelines on the responsibilities, if any, of part-time faculty to the English department—and more particularly the writing program—beyond their work in the classroom.

8. It could determine, at least provisionally, what voice part-time faculty should be given in policy decisions as they affect the writing program or the broader range of issues facing English departments.

9. It could estimate the contributions that English departments can reasonably expect part-time teachers to make toward reinforcing the sense of a college as a spirited community of intellectual inquiry. How can part-time faculty be fully integrated into the professional life of the college?

10. It could weigh carefully the special benefits and liabilities of bringing English departments into line with other departments by drawing more of their part-time teachers from the business world by tapping the skills of those who would, like the part-timers in other disciplines, regard their teaching as a source of supplemental income. There are many professionals “out there”—and more now than ever before with Ph.D.s in English—who earn their livings working with words and who would welcome an invitation to return to the academy. In this respect, the part-time faculty problem might also prove to be an opportunity, at least as a prospect for broadening everyone's sense of the meaning of intellectual community.

These are but a few of the needs, issues, and questions the proposed task force

could address. Other issues, no doubt, would suggest themselves during the course of the group's work. Subcommittees could be formed, with additional colleagues involved at that level, to explore reasonable, dignified, and cost-effective solutions to each major aspect of the part-time faculty problem. Based on information gathered and recommendations made, this task force could follow up on its report by initiating and coordinating pilot projects to test potential solutions to the problems targeted.

Adequate funding would be required to complete the requisite research, conduct the appropriate regional hearings, draft the specific recommendations and underwrite the cost of the pilot projects. To that end, I call on the presidents of the Council of Writing Program Administrators, the American Association of University Professors, the Association of American Colleges, the Association of Departments of English, and the Conference on College Composition and Communication to appoint a representative of each organization—along with adequate representation from the ranks of part-time faculty—to explore areas of mutual concern on the part-time faculty issue, with an eye toward drafting a preliminary proposal for submission to such federal agencies as the National Institute of Education or the Fund for the Improvement of Post-Secondary Education, or even the Department of Labor. Private funding sources ought also to be explored.

The work of such a task force must begin soon. The ranks of part-time and temporary full-time faculty grow larger each semester. And a concerted professional response is the best way to understand and solve an increasingly complex problem. Yet listening to the exchanges in the meeting rooms and corridors of convention halls makes it abundantly, and all too painfully, clear just how fragmented we are professionally. The prospect of this proposal is that it can serve as one professional way to reinvigorate, and perhaps even to help restore, that fragile sense of intellectual community within a discipline that seems more splintered now than ever before. As I see it, the alternative—at least metaphorically—is that we may *all* wind up as part-time teachers of English.

Notes

¹ Howard P. Tuckman, William D. Vogler, and Jaime Caldwell, *Part-Time Faculty Series* (Washington, D.C.: AAUP, 1978), as quoted in Carol Simpson Stern, Jesse H. Choper, Mary W. Gray, and Robert J. Wolfson, "The Status of Part-Time Faculty," *Academe*, 67 (February-March, 1981), 31.

² See, for example, the AAUP reports cited above. The executive committee of the Conference on College Composition and Communication has authorized a subcommittee to study the working conditions of part-time teachers of writing, and the Association of Departments of English has recently created an ad hoc committee on the same subject. In addition, the Council of Writing Program Administrators has established a commission on part-time teachers. (See Ben McClelland's report on WPA's preliminary findings in this issue.)

A cheap, efficient, challenging, sure-fire and obvious device for combatting the major scandal in higher education today

Wayne C. Booth

I suppose it could be said that one test of a civilized society is whether it can recognize a scandal when it sees one. According to that test, we could say that the society of college teachers in 20th century America is not dangerously over-civilized, so comfortably do we live with the persisting scandal of intellectual, economic, and social abuse of part-time faculty. The scandal is not peculiar to English departments, of course, and it is not confined within those departments to writing programs. But writing programs are probably its worst victims. Some measure of the scandal can be seen in the statistics recently compiled by Morello and Gibaldi. They report that when they polled departments of English about programs for training and integrating part-time faculty only one-third replied, and, of those, only about one-half offered *any* training or in-service instruction. But quite aside from the statistics, we all know that there is something radically wrong with the selection, care, and feeding of those who do a fair share—and in some colleges the lion's share—of the composition teaching.

The abuses both of the teachers and of their students are so many that one hardly knows where to begin. There is first the issue of slave wages—of plain and shameful economic exploitation by administrators who inevitably make their savings where resistance is weakest. There is second the issue raised by the knowledge that a majority of part-time faculty are women, many of them caught in situations that make resistance equivalent to loss of their jobs. As one correspondent wrote to me recently, part-time faculty members do not need to be fired; they simply do not appear on next semester's schedule of courses. There is third the puzzling issue of the conflicting interests of part-timers themselves. Insofar as they have professional ambitions, they will naturally side with those who think the use of part-time faculty in itself an abuse, because it reduces the number of full-time jobs and increases the ranks of unemployed academics. But insofar as they need a job, any job, they will naturally see the hiring of a full-time person as a threat to two or three part-time teachers. Thus scarcity budgeting produces rivalries that threaten all of us. Fourth, there is the issue of university governance and the lack of full citizenship for part-time teachers. Should they organize to obtain full citizenship? What should full citizenship mean for part-time teachers? Fifth, there is the issue of credentials. And on one could go. There is scarcely a contemporary issue in higher education that does not bear on the plight of the part-time teacher.

From all of these overlapping issues, *WPA* is concentrating on one that may

seem much less pressing than the political and economic plight of teachers, namely, their selection, training, and integration. But it takes no very deep thought to see that our topic will finally affect the others. Any college that takes seriously the task of selecting, training, and integrating its part-time faculty will immediately find itself facing all of the other problems. And any college that decides to oppose current shameful practices of *nonselection*, *nontraining*, and *nonintegration* will find that the political and economic questions will be transformed—and even to some degree solved.

We don't have space to argue the matter here, so I'll simply assert that you can tell whether a college is serious about teaching its students at any level simply by looking closely at how many freshmen are taught by part-time faculty members who have had no training and who have no stake in the future of the institution and its programs, no sense of how their work relates to anything else the college is doing, no long-range prospect of full-time or permanent appointment, and thus little reason to think that what they do matters to anyone.

The college that places unlicked B.A.s into composition classrooms, with little or no attention to what they do or how they do it, is no proper college at all, but one guilty of a cheap and shoddy con act. By the same token, a college can prove that it is not a con act by the simple measure of choosing and implementing a serious program of continuing education for all beginning faculty members, and by taking part-time teachers as seriously as lucky tenured teachers.

Such a program cannot, of course, be faked. While it does not necessarily take a lot of money, it does require a lot of commitment from the established faculty and from the administration. No doubt there can be many different models of successful programs, and as I turn now to the one I know best, I am aware that its precise details may fit few institutions. But it does have one universally admired quality: it is cheap. And it has another supreme advantage: it is intellectually profitable to the full-time faculty on which its success depends.

The model was not devised in order to integrate and train part-time faculty, but rather to develop the best possible required courses, taught by large, heterogeneous staffs. After World War II, there was suddenly a flood of students into colleges that had lost their faculty members to the armed forces. Suddenly every college needed new teachers, fast. As a consequence, when I completed my M.A., in the spring of 1947, I had a surprise call from the director of composition at the University of Chicago College, asking if I would teach two courses the following autumn, as a part-time "assistant instructor." Poverty and vanity overrode the anxieties of ignorance, and I accepted. Needless to say, nobody in my graduate courses had mentioned teaching composition, just as nobody was to mention composition in my remaining three years of graduate study. What I knew about teaching composition was what most beginning part-time faculty members still know: what can be remembered from the freshman course taken many years ago. In my case, nine years had passed since I'd even seen a composition class, except for a four-month stint pretending to teach in a U.S. Army "University" in Shrivenham, England.

What saved me from total disaster, though I had plenty of bad moments, was a device that every college could employ, simply by deciding that such matters are important. The college at that time required every teacher of every required

course to participate each week in a staff meeting about the teaching of that week's work. What this meant, of course, was an extra hour or hour and a half each week for all concerned. As you would imagine, many of the junior people, half-time and full-time, initially resented both the extra time and the necessity of listening to each other talk about how and what to teach. But most of the resistance quickly faded as we discovered that we were being offered what was, quite simply, a superior kind of liberal education: a sustained and intense conversation about the arts of reading and thinking and writing, and about how to teach those arts.

It was a conversation that included beginners as well as veterans with up to 40 years of teaching experience. There were specialists in rhetoric, but there were also poets and novelists and historians and sociologists and even a mathematician. As the term progressed, we not only discussed the difficult readings and possible writing topics, we also had sessions in which we graded sample papers and discussed our results, results that often conflicted widely. And we discussed, because of our heterogeneity, why we were teaching composition at all—and how such teaching contributes to a liberal education.

I don't think it is only the glow of memory that makes those meetings so important to me. I am convinced that in them, and in similar meetings in other staff-taught courses, I learned more than I did in any graduate course—not just more about teaching but more about how to read and think. If there were space I could report exhilarating battles with people like James Sledd over the question of how style relates to substance; with a future scholar of Edmund Burke over the nature of analogical proof; with Richard Weaver over the proper role of ethical concerns in the freshman teacher. There were debates about whether short readings or extensive readings worked best; about whether classical rhetorics should be on our reading list—a question that, of course, required some reading of the classical rhetorics. But the precise substance mattered less than the fact that I, a part-timer, was incorporated into those meetings and was thus made part of an institution that everyone visibly cared about.

The weekly meetings spilled over into the corridors and offices. "Were you scared," I remember asking Wilma Ebbitt, "when you first began teaching?" "Did you ever find yourself running out of material after the first 30 minutes?" I asked Robert Streeter. "What kind of notes do you make for the structure of the hour?" I asked Henry Sams. "How do you manage to get papers that are not as dull as my student's papers?" I asked the poet, Reuel Denney. "What do you make of this passage in Aristotle?" I asked my junior colleague, Richard Levin.

I cannot pretend that my students that first year got a very good education in how to write. But they got a lot better start than they would have had if I'd been on my own. And I was given a first-class beginning in rhetorical education.

You may say, "But all that depended on having a majority of experienced full-time faculty in the meetings. The part-timers were a small minority. But in most of our programs, the majority of the teachers will be beginners, quite unable to give each other the sort of thing that your staff gave you." Well, I admit that the proportions did help. Obviously the nature of weekly staff meetings must shift depending on who is attending, and I think it is quite true that if we do not involve a fair number of experienced faculty members, such discussions will not

work as well. But surely we can now hope that with proper nudging, experienced faculty members *will* again take part in sufficient numbers to produce the serious weekly arguments that make such meetings count.

Colleges that are wondering how to retool older faculty members who for some reason have been required to return to composition teaching could find in this device a painless way to combine interests: part-timers and returnees educating themselves together. Other faculty members can perhaps be brought into such activity, at least long enough for them to discover that their commitment to the profession can, through such encounters, be born again.

Note that there is one grand assumption in my suggestion that such staff meetings can do the job that is needed, namely, that in the teaching of how to write, there can be as much intellectual challenge and excitement as in the most recondite subject we know. If we teach writing on certain popular models of mere correctness or immediate serviceability to some corrupt norm imposed by prophets of the back-to-the-basics movement, then of course we will find that no self-respecting senior teacher will choose to attend weekly discussions about how to do it better. But if we ask ourselves honestly what it means to say well something worth saying—if, that is, we revive the sorts of questions that were taken for granted in the great rhetorical inquiries of the past—we will find, as I found in 1947 through 1950, that nothing in the world is more interesting than the question of how to transform those confused and semi-literate freshman souls into alert, curious, and effective writers.

I assume that it must seem utopian for me to claim that the composition course could in fact become a center of intellectual vitality for a whole campus. I would think it utopian myself if I hadn't seen it happen—not at Chicago, because there we had other favorable factors that no doubt contributed a good deal, but at places as diverse as Earlham College and Diablo Valley Junior College in California. In short, any college that takes seriously the problem of how to teach writing will become intellectually alive, and any college that is intellectually alive will automatically train and integrate its part-time faculty, provided only that faculty members meet to debate the questions that such a mission automatically raises.

I confess that I do not feel terribly optimistic about many colleges adopting this one inexpensive and promising measure, and I feel even less optimistic about its working well if adopted. What is most likely to happen, if a college attempts to require weekly briefing sessions, is that everyone will look upon it as just another chore, an *hour* that should surely be paid for, counted like any other hour, an additional burden in an already overburdened life. If the part-time faculty members are graduate students, one might well pay them in academic credit. But what about the seniors? Will they insist on counting those hours as hours requiring extra pay?

Even if they do, I think administrators would do well to try to find some way to provide that pay, at least for a few experienced teachers. But I would hope that at many colleges people would find their compensation in a renewed pleasure in what they themselves learn. In 1947, you could not have paid me enough to get me to miss one of those sessions, so much more challenging than any class, so much more to the point of my own progress as a would-be literary scholar.

I need hardly point out that for any staff that holds such weekly planning ses-

sions, the problem of evaluation becomes much simpler. When you have been briefed by a junior colleague, in an hour or so of discussion, and observed his or her response to your own briefings, you are no longer dependent entirely on chancy student evaluation forms when retention decisions are to be made. As we all know, student evaluations are especially untrustworthy in required writing courses. Staff meetings are one way to make us less dependent on them.

They are also one good way of ensuring that when retention and promotion decisions are made, juniors feel that they have been given a genuinely fair shake. They will, that is, if senior faculty members have become genuinely engaged in freshman teaching as the single most important task any of us faces. And as Helen Vendler told us in her presidential address, if that does not happen, if we do not once again recognize where the heart of our endeavor lies, we can expect far worse troubles than we have yet known.

Notes on contributors

Susan Blank, who has a B.A. from Brandeis University and an M.A. from Brown University, taught English at Tuskegee Institute and at Brooklyn College and La Guardia Community College, CUNY. While she taught as an adjunct at CUNY she also worked as associate editor of the New York State Bar Association's *Law Studies*. As a freelance writer she has written for the Amalgamated Clothing and Textiles Workers Union, the American Federation of Musicians and Music Performance Trust Funds, the American Civil Liberties Union, and the American Friends Committee. In December, 1978, soon after the article that appears in this issue of *WPA* was first published, she stopped teaching. She now works as a writer and editor for the Manpower Demonstration Research Corporation, a nonprofit firm in New York City that monitors and evaluates employment programs.

Wayne C. Booth began teaching as a part-timer in composition and humanities at the University of Chicago. He was coordinator of a freshman composition experiment at Haverford College for three years, and then chairperson of the English department of Earlham College for nine years. He has been at the University of Chicago since 1962, where he regularly teaches freshmen. He has served on the national Executive Council of CCCC, and will serve as president of the Modern Language Association in 1982. His books are *The Rhetoric of Fiction*, *A Rhetoric of Irony*, *Now Don't Try to Reason with Me*, *Modern Dogma and the Rhetoric of Assent*, and *Critical Understanding: the Powers and Limits of Pluralism*. He has published many articles on teaching writing, the most recent is "The Failure of Idecom," *College English* (February, 1981).

Beth Greenberg has spent the past two years teaching English at John F. Kennedy High School in the Bronx, New York. Before this, as an adjunct lecturer, she taught more than 40 courses in basic and freshman writing. Most of these courses were at branches of the City University of New York: Hunter College, five semesters; Lehman College, three semesters; New York City Community College, five semesters; La Guardia Community College, two quarters; and Bronx Community College, four semesters. She also taught at Rutgers University and Long Island University. She received a masters degree in English and American literature from the State University of New York at Binghamton after graduating Phi Beta Kappa, cum laude, and with highest distinction in English from the State University of New York at Buffalo.

Ben McClelland is associate professor and chairperson of the English Department at Rhode Island College, where he established the Writing Center and composi-

tion program in 1975. His Ph.D. in English is from Indiana University. In 1976-77 he held an ACE fellowship in academic administration and in the summer of 1977 he held an NEH fellowship for study in composition at the University of Pittsburgh. He has spoken at meetings of ADE and CCCC on metaphor and composition and on administration. He is coeditor of *Eight Approaches to Teaching Composition*. He was recently selected as a writing program consultant-evaluator for the Council of Writing Program Administrators.

Donald McQuade is a member of the English Department at Queens College, CUNY, where he has served as associate chairperson, director of American studies, and director of the writing program. He has written and edited books on composition, linguistics and stylistics, American advertising, and Ralph Waldo Emerson. His most recent work on composition is *Thinking in Writing: Structures for Composition* (Knopf).

Geoffrey Weinman teaches at Fairleigh Dickinson University, Madison, New Jersey. He is chairperson of the Department of English as well as director of the Freshman Writing Workshop. His Ph.D. in English and American literature is from the Johns Hopkins University. He has lectured in America and abroad on Black American literature and the Jew in American literature. Under an NEH grant he studied American satire of the Revolutionary War period at the University of California, Irvine. He wrote the Circle in the Square study guide for Michael Weller's play, *Loose Ends*. And he presented a version of the paper published in this issue of *WPA* last year at the University of Wyoming's Conference on English Language and Literature.

Announcements

Nominations for the WPA Board of Consultant-Evaluators

The *WPA* Executive Committee invites nominations for consultant-evaluators to take part in *WPA*'s Exxon-funded project in writing program evaluation.

Nominees should have a doctorate, at least three years experience in writing program administration, and professional involvement at the regional or national level. Prior experience as a consultant or evaluator is desirable but not necessary. Nominees must be members of *WPA*. *WPA* members may nominate themselves or others.

Nominees must submit the following materials: a nominating letter; two letters of recommendation (one from outside the nominee's own institution); the names of two additional people who have knowledge of the nominee's professional capacity and administrative experience; and a curriculum vitae. Letters of recommendation should address the nominee's academic background, administrative ability and experience, and ability to work with people. *WPA* consultant-evaluators must be able to interview and evaluate, recognize and acknowledge strengths and weaknesses of people and programs, and present findings in a well-organized, clearly written report. Tact, integrity, and intelligence are equally important in a well-qualified consultant-evaluator.

Nominees appointed to the *WPA* Board of Consultant-Evaluators must be able to attend a day-long training workshop at CCCC in San Francisco, on March 17, 1982. Complete application materials for nomination must be received by December 15, 1981. Selection will be by vote of the Executive Committee of *WPA*.

Address nominations to Winifred B. Horner, *WPA* Vice-President, Department of English, University of Missouri, Columbia, MO 65211.

WPA Editorial Board

Three members of the *WPA* Editorial Board retire at the end of the year. Nominations are welcome for their replacement. Editors must be willing to read, comment thoughtfully on, and return promptly up to a dozen articles a year. Qualifications include broad present or past experience as a writing program administrator at either a two-year or a four-year institution, and/or special expertise in one area of writing program administration. Professional prominence is desirable but by no means necessary. *WPA* members may nominate others or themselves. Nominations should include a brief supporting statement of qualification and must reach the editor no later than December 15, 1981. The *WPA* Executive Committee will make editorial appointments during the December MLA convention in New York. Appointments will be announced in the spring issue of *WPA*.

WPA guest editors

WPA invites interested WPA members to propose themselves to serve as guest editors for one or more of the 1983 issues of the journal: spring, fall, winter. Proposals should be brief (one-page maximum) and include a tentative plan for the issue or issues to be edited. Guest editors may choose to focus on a single topic or to seek out good material on a variety of topics. In either case, material selected for publication should maintain WPA's general interest in administrative concerns as distinguished from exclusively pedagogical ones.

The guest editor of each issue will take responsibility for planning the issue and for gathering and editing the articles to be published in that issue. The guest editor will also consult with members of the *WPA* Editorial Board regarding the quality of the material under consideration and its suitability for publication in *WPA*. For guest editors, previous editorial experience may be helpful, but it is not necessary. Guest editorship may in fact be a convenient opportunity to gain editorial experience.

An executive editor will serve as liaison between guest editors and the *WPA* production staff, and will edit regular features of the journal. Editorial deadlines will be as follows: guest-edited copy for the Spring, 1983, issue must reach the executive editor by September 15, 1982; copy for the Fall and Winter, 1983, issues, by April 1, 1983.

Proposals nominating guest editors should reach the editor of *WPA* by November 15, 1981. Appointments will be made early in December.

WPA at MLA

At the MLA convention in New York City this December, Elaine Maimon will lead a discussion on "Writing Program Administration: Dealing With an English Department." Panelists will be Peter Conn, University of Pennsylvania; Winifred Horner, University of Missouri/Columbia; and Merrill Whitburn and S. Michael Halloran, Rensselaer Polytechnic Institute. Please consult the convention program for hour and room. WPA's general membership meeting will follow this special session.

WPA at CCCC

At the CCCC convention in San Francisco next March, Elaine Maimon will lead a second discussion of "Writing Program Administration: Dealing with an English Department." At this session, the panelists will be Daniel Fader, University of Michigan; Richard Young, Carnegie-Mellon University; and Peggy Broder, Cleveland State University. Please consult the convention program for hour and room. A general meeting will follow the session.

WPA in The Forum for Liberal Education

By invitation of the editors of *The Forum for Liberal Education*, a publication of

the Association of American Colleges, Harvey Weiner and Elaine Maimon compiled an anthology of brief articles describing writing programs at 24 American postsecondary institutions. The articles appeared in the April, 1981 issue. Copies of the issue were sent to active members of WPA in June.

Regional notices

WPA gladly publishes short accounts of regional WPA activities. The journal also publishes announcements of coming events. But since the deadline for announcements is many months in advance of each issue's mailing date, regional associations may find it more convenient to report their activities in *WPA* after they have happened. Please see the front matter of this issue for announcement due dates.

Writing In the Humanities

The National Endowment for the Humanities will sponsor a five-week institute in Writing in the Humanities at Beaver College, June 28 to July 30, 1982. Prospective participants must apply in teams of three: two college or university instructors from the same institution (one in writing, one in another humanistic discipline) and one instructor (in English, social studies, or foreign language) from a secondary institution in the same geographic area as the college or university. For further information and application write to: Professor Elaine P. Maimon, Beaver College, Glenside, PA 19038; 215-884-3500, X320.

Kentucky regional WPA

The Kentucky affiliate of WPA met December 6, 1980, at Berea College. Charles Whitaker, Eastern Kentucky University, and Tom Kreider, Berea College, organized the program on developmental writing. Mary McGann, Ohio State University, was the speaker for the first half of the meeting. In the second half, a panel of people from two- and four-year colleges in Kentucky discussed developmental writing programs. Panelists were Doris Betts, University of Kentucky; Mike Coyle, Elizabethtown Community College; Jackie Maki and Jan Schmidt, Eastern Kentucky University; Gretchen Niva, Western Kentucky University; and Barbara Wade, Berea College. Twenty-five people, representing a wide variety of colleges in Kentucky, attended the meeting.

The Kentucky WPA held its spring meeting on May 16, 1981 at Murray State University, Murray, Kentucky. Twenty-six representatives from 11 community colleges and universities in Kentucky, Tennessee, and Oklahoma attended the conference. The focus of the meeting was holistic evaluation of student writing samples. Participants explored the origins of holistic evaluation, engaged in holistic reading sessions, and discussed methods for implementing holistic assessment. The principal speaker for the conference was Judith Bechtel, director of freshman English, Northern Kentucky University. Conference coordinator was Charles R. Duke, director of freshman English, Murray State University.

Writing Center Administration: Call for papers

The University of Alabama will host the second annual Southeastern Writing Center Conference on February 6, 1982. This conference will be a one-day event in which speakers from colleges and universities will present papers on issues relevant to writing center administration. The theme of this year's conference is problem solving in the writing center: confronting the day-to-day difficulties of center operation. Deadline for submitting papers or detailed abstracts is December 1. Preference will be given to early submissions. Papers must be short enough to be presented within 15 minutes, and will be returned only if postage is included. Send papers or abstracts to Dr. Gary A. Olson, President, Southeastern Writing Center Association, Drawer AL, University of Alabama, University, AL 35486.

Research Funds Available

The American Business Communication Association's C.R. Anderson Research Fund offers limited support for research advancing business communication knowledge and educational practice (dissertation research is not eligible). For guidelines and application form, send double-stamped reply envelope to Professor L.O. Feinberg, 309 Ross Hall, Iowa State University, Ames, Iowa 50011.

Reference shelf

The *CEA Directory of Writing Programs in the United States and Canada*, edited by Gerald Siegel, covers training programs, rhetoric and composition graduate programs, creative writing, business, and journalism programs. Programs are arranged alphabetically within states. Each item lists course offerings, writers in residence, undergraduate and graduate requirements, and financial aid opportunities. A single copy is \$5; \$3 for CEA members. Write to Gene O. Young, Managing Editor, CEA Publications, English Department, Texas A & M University, College Station, Texas 77843.

Improving Writing Skills, edited by Thom Hawkins and Phyllis Brooks, is the March, 1981, Jossey-Bass sourcebook. It focuses on the current state and growth of writing centers and describes innovations in both tutorial and self-paced instruction. A single copy is \$6.95, prepaid. Write to Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104.

Membership List Council of Writing Program Administrators

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Abbott, Janet S., 2281 Prescott Ave., Monterey CA 93940.
Adrian, Daryl B., English Dept. Ball State Univ. Muncie IN 47306.
Anderson, Barbara, English Dept., Augsburg Coll., Minneapolis MI 54454.
Anderson, Paul V., English Dept., Miami Univ. Oxford OH 45056.
Andereach, Robert J., Writ. & Read. Clinic, Monmouth College, W. Lng. Branch NJ 07764.
Armstrong, Doris B., 286 North Maple Ave, Ridgewood NJ 07450.
Arnold, Donna I., Dir. of Writing Prog., Coll. of St. Francis, Joliet IL 60435.
Axelrod, Rise, 1137 Humanities, Univ. California, Riverside CA 92521.
Balderson, Jay, English Dept., Western Ill. Univ., Macomb IL 61455.
Ball, Jane L., Humanities Div., Wilberforce Univ., Wilberforce OH 45384.
Bart, Frederick, English Dept., Colorado Schl. Mines, Golden CO 80401.
Barton, Marcia, N. Seattle Comm. Coll., 9600 College Wy. N., Seattle WA 98103.
Baubles, B.L. Jr., English Dept. Western Conn. St. Coll., Danbury CT 06810.
Bauerly, Donna, English Dept., Loras College, Dubuque IO 52001.
Bay Area Wrting. Proj., School of Educ., Univ. of Calif., Berkeley CA 94720.
Bazerman, Charles, English Dept., Baruch Coll, New York NY 10010.
Beams, Richard B., Comm. Skills, Pine Manor Coll., Chestnut Hill MA 02168.
Bean, John C., Dept. of English, Montana St. Univ., Bozeman MT 59717.
Bechtel, Judith, Literature & Lang., Nrthn. Ky. Univ., Highland Hts. KY 41076.
Beem, Beverly, English Dept., Walla Walla Coll., College Pl. WA 99324.
Bellace, Patricia N., Lord Fairfax C.C., Middletown VA 22645.
Bensen, Robert R., English Dept., Hartwick College, Oneonta NY 13820.

Berger, Mary Jo, Bauer Center, Claremont Mens Coll., Claremont CA 91711.
Bernstein, Alison, FIPSE, 400 Maryland Ave. SW, Washington DC 20202.
Berthoff, Anne, Harbor Campus, Univ. of Mass., Boston MA 02125.
Bertolozzi, Mel, English Dept., Loyola Marymount Un., Los Angeles CA 90045.
Bigelow, Donald N., Graduate Ed. D.O.E., 400 Maryland Ave. SW, Washington DC 20202.
Bishop, Jonathan, English Dept., Cornell Univ., Ithaca NY 14853.
Bizzell, Patricia, English Dept., Coll. of Holy Cross, Worcester MA 01610
Black, Nancy B., 178 Lincoln Rd., Brooklyn NY 11225.
Blazey, Jerry, Foundations Office, Eckerd College, St. Petersburg FL 33733.
Bloom, Lynn Z., English Dept., Coll. William & Mary, Williamsburg VA 23185.
Boiarsky, Carolyn, 3617 Duberry Ct. Ne., Atlanta GA 30319.
Bonham, George, Council on Learning, N.B.W. Tower, New Rochelle NY 10801.
Bowker, Albert H., Post Scndry. Ed. D.O.E., 400 Maryland Ave. SW, Washington DC 20202.
Boynton, Robert W., Hunting Ridge Rd., Sharon CT 06069.
Brand, Alice G., English Cont., Univ. of Missouri, St. Louis MO 63121.
Branscomb, H. Eric, Cordin. Wrting. Ctr., Northern Essex C.C., Hvenhill MA 01830.
Broder, Peggy F., English Dept., Cleveland State Univ., Cleveland OH 44115.
Broome, Michael C., English Dept., Columbia College, Columbia SC 29203.
Brown, Jody, Composition Center, Ferrum College, Ferrum VA 24088.
Bruffee, Kenneth A., English Dept., Brooklyn College, Brooklyn NY 11210.
Bryant, Alma Green, English Dept., Univ. of So. Florida, Tampa FL 33620.
Buerger, Daniel R., English Dept., San Jose State Univ., San Jose CA 95192.
Bumde, Daryl, Biology Dept., Idaho State Univ., Pocatelb, ID 83209.
Burnes, Patricia, English Dept., Univ. of Maine, Orono ME 04473.
Burnham, Christopher, English Dept., Stockton State Coll., Pomona NJ 08240.
Carling, Robert, English Dept., Lehman College, Bronx NY 10468.
Carlson, Patricia Ann, English Dept., Rose-Hulman Inst., Terr Haute IN 47807.
Carr, Patricia, English Dept., Greenville Tech. Coll., Greenville SC 29606.
Catano, James V., English Dept., Tulane University, New Orleans LA 70118.
Cen. Prof. Devel., RL 310 Univ. of Dayton, Dayton OH 45469.
Central Receiving, Dev. Studs.-Willis 305, Kean College, Union NJ 07083.
Chairperson, English Dept., Emmanuel College, Boston MA 02115.
Chapion, Larry S., English Dept., N.C. State Univ., Raleigh NC 27650.
Cheney, Merlin G., English Dept., Weber State Coll., Ogden Utah 84408.
Cheney, Theodore, Prof. Writing. Prog., Fairfield Univ., Fairfield CT 06430.
Cherry, Roger, Undergrad. Ed. Studies, SUNY Buffalo, Buffalo NY 14260.
Christensen, Charles, Little Brown, 34 Beacon St., Boston MA 02106.
Christman, David C., 210 Weed Hall, Hofstra Univ., Hemstead NY 11550.
Christopher, Robert, English Dept., Ramapo College, Mahwah NJ 07430.
Church, Gladdys W., Dir., Learning Skills, SUNY Brockport, Brockport NY 14420.
Clark, Beverly L., English Dept., Wheaton College, Norton MA 02766.
Clark, Wilma, English Dept., Univ. of Wisconsin, Eau Claire WI 54701.
Claxton, Evelyn, Arts Comm. Dept., Rend Lake College, Ina IL 62846.
Clifford, Jane Parks, English Dept., Univ. of Miss., St. Louis MO 63121.
Coleman, Viraleni, English Dept., Univ. of Arkansas, Pinebluff AR 71601.
Collins, Terence, Arts Comm. Phil., Univ. of Minnesota, Minneapolis MN 55455.
Comprone, Joseph, English Dept., Univ. of Louisville, Louisville KY 40208.
Cooper, Charles R., Dir. Third Coll. Comp., U. Cal. San Diego, La Jolla CA 92093.
Cosgrove, Robert, English Dept., Texas Tech. Univ., Lubbock TX 79409.
Costello, Pricilla, English Dept., Marymt. Manhattan, New York NY 10021.
Cowan, Elizabeth, English Dept., Texas A & M Univ., College Sta. TX 77843.
Crane, Anne, Div. of Humanities, St. Edwards Univ., Austin TX 78704.

Crosby, Harry, Rhetoric Dept., Boston Univ., Boston MA 02215.
Crow, Peter, Language & Liter., Ferrum College, Ferrum VA 24088.
Cummins, Marsha Z., English Dept., Bronx Comm. Coll., Bronx NY 10453.
CUNY Instr. Res. Ctr., 535 E. 80 St., CUNY, NY NY 10021
Curran, Paul, General Education, SUNY Brockport, Brockport NY 14420.
Curtis, Mark, President, AAC, 1818 R St. NW, Washington DC 20009.
Davis, Kenneth W., English Dept., Univ. of Kentucky, Lexington KY 40506.
Deblois, English Dept., Syracuse Univ., Syracuse, NY 13210.
Dempsey, Francine, English Dept., Coll. of St. Rose, Albany NY 12203.
Devlin, Francis P., English Dept., Salem State College, Salem MA 01970.
Dias, Patrick, 3700 Mctavish St., McGill Univ., Montreal QUB H3A1YZ.
Dille, R., Head Basic Comp., Univ. of S. Colorado, Pueblo CO 81001.
Dinan, John S., English Dept., Ctr. Mich. Univ., Mt. Pleasant MI 48859.
Diomedes, Matthew, Cen. Acad. Devel., Univ. of Missouri, St. Louis MO 63121.
Dir. Writing Prog, Rm 14E-310F, M.I.T., Cambridge MA 02139.
Dixon, Arthur L., Humanities Div., Reynolds Comm. Coll., Richmond VA 23241.
Doe, Sandra M., English Dept., Metro State Coll., Denver CO 80204.
Donovan, Tim, English Dept., Northeastern Univ., Boston MA 02115.
Drum, Alice, Learning Center, Hood College, Frederick MD 21701.
Dubs, Kathleen E., Dir. of Composition, Univ. of Oregon, Eugene OR 97403.
Duffey, Joseph, N.E.H., 806 15 St. NW, Washington DC 20506.
Dufner, Angeline, English Dept., Coll. of St. Benedict, St. Joseph MN 56374.
Duke, Charles, English Dept., Murray State Univ. Murray KY 42071.
Dummer, Luann, English Dept., College of St. Thomas, St. Paul MN 55105.
Dunbar, Georgia, English Dept., Hofstra Univ., Hempstead NY 11550.
Dunlap, Louise, English Lab., Bentley College, Waltham MA 02254.
Dykstra, Timothy, Div. Devel. Ed., Franklin Univ., Columbus OH 43215.
Ede, Lisa S., English Dept., Oregon State Univ., Corvallis OR 97331.
Edmond, Louis, English Dept., Dean Junior Coll., Franklin MA 02038.
English Dept., 5151 State U. Dr., Cal. State Los Angeles, Los Angeles CA 90032.
Faery, Rebecca B., Box 9514, Hollins College, Hollins Coll. VA 24020.
Fahy, Linda, 878 N. 22 St., Phila. PA 19130.
Fairbanks, Harris A., English Dept., Univ. of Conn., Storrs CT 06268.
Fassler, Barbara E., Loyola College of Maryland, Baltimore MD 21210.
Fiellin, Dean A., City College, New York NY 10031.
Fincke, Gary, Writing Center, Susquehanna Univ., Selinsgrove PA 17870.
Finnell, Mary Lu, English Dept., Principia Coll., Elsay IL 62028.
Fisher, Dexter, M.L.A., 62 Fifth Ave., NY NY 10011.
Fisher, Lester A., English Dept., Univ. of New Hampshire, Durham NH 03824.
Fisher, Lois B., 1324 N. Washington, Weatherford OK 73096.
Flake, Sandra, Skills Center, General College, Minneapolis MN 55450.
Flanigan, Michael C., English Dept. Indiana Univ. Bloomington IN 47401.
Foreman, Ruth, English Dept., S. Dakota State Univ., Brookings SD 57007.
Freedman, Sarah W., English Dept., San Francisco State U., San Francisco CA 94132.
Freshman Comp Prog., English Dept. Univ. of Louisville, Louisville KY 40208.
Friedman, F. Richard, Lang. & Lit. Dept., Central Comm. Coll., Bend OR 97701.
Fucci, Donald, Learning Skills, Ramapo College, Mahwah NJ 07042.
Furcron, Margaret, Acad. Found. Dept., Rutgers Univ., Newark NJ 07102.
Garbarini, Arline, English Dept., Dominican Coll., Orangeburg NY 10962.
Garber, Eugene K., Writing Dept., State Univ. of NY, Albany NY 12222.
Gebhardt, Richard, Dir. of Writing Progs., Findlay College, Findlay OH 45840.
Gefvert, Constance J., English Dept., Va. Polytech Inst., Blacksburg VA 24061.

Gendron, Dennis, Dir. Freshman Studies, Saint Pauls College, Lawrenceville, VA 23868.
Gere, Anne R., English Dept., Univ. of Washington, Seattle WA 98195.
Gillman, Ken, Research Foundation, SUNY New Paltz, New Paltz NY 12561.
Gleason, George, English Dept., SW Missouri State U., Springfield MO 65802.
Goldberg, Susan H., English Dept., Univ. of Hartford, W. Hartford CT 06117.
Goldenberg, Myrna, English Dept., Montgomery Coll., Rockville MD 20850.
Goldman, Maureen, 32 Avalon Rd., Needham MA 02192.
Gould, Christopher, Div. Lang. Arts, S.W. Oklahoma St. Univ., Weatherford OK 73096.
Gowen, James A., English Dept., Univ. of Kansas, Lawrence KS 66044.
Gracie Wm. Jr., English Dept., Miami Univ., Oxford OH 45056.
Gray, Barbara, 159 Bergen St., Bklyn Polytech, Bklyn NY 11217.
Gray, Donald, English Dept., Indiana Univ. Bloomington IN 47401.
Green, Anna M., Language Arts, Coll. of New Rochelle, Bronx NY 10475.
Green, Eugene A., Writing Skills Dir., Stonehill Coll., N. Easton MA 02356.
Greenberg, Karen, 142 Irma Dr., Oceanside NY 11572.
Gregg, Joan, 170 Park Row, NY NY 10038.
Greenwald, Fay T., Eng. Hum. Dept., Mercy Coll., Dobbs Ferry NY 10522.
Griffin, Claudius W., 141 Aldersmead Rd., Richmond VA 23235.
Grimes, Carroll, Humanities Div., Univ. of Pitt., Johnstown PA 15904.
Gross, Jeffrey, English Dept., Univ. Mississippi, University MS 38677.
Gutierrez, Kris, EOP Academic Affairs, Univ. of Colorado, Boulder CO 80309.
Gwaltney, Corbin, Chronicle of Hi. Ed., 1717 Mass. Ave. N.W., Washington DC 20036.
Haber, Carol S., English Dept., Assunck Comm. Coll., Enfield CT 06082.
Hagen, Cynthia S., Communications Skills, New England College, Henniker NH 03242.
Hahn, Thomas, Dir. Freshman Eng., Univ. of Rochester, Rochester NY 14627.
Haines, R. Michael, English Dept., North Adams State Coll., Adams MA 01247.
Hairston, Maxine, Dept. of English, Univ. of Texas, Austin TX 78712.
Halog, Donald B., English Dept., Delta College, Univ. Cntr. MI 48710.
Hammond, Eugene R., English Dept., Univ. of Md, College Pk MD 20742.
Hankenrat, Frank, English Dept., Lynchburg Coll., Lynchburg VA 24501.
Haney, Mary K., English Dept., Col. of Charleston, Charleston SC 29401.
Harper, Pamela B., Media Systems Corp., 757 3rd. Ave., NY NY 10017.
Harwood, John T., English Dept., Penn. State Univ., Univer. Pk. PA 16802.
Hauser, David R., Dir. of Comm. Skills, Elmira College, Elmira NY 14901.
Hawkins, Thom, Student Learning Ctr., Univ. of Calif., Berkeley CA 94720.
Hays, Janice, English Dept., Univ. of Colorado, Colo. Springs CO 80907.
Healy, Anne, 822 W. 40 St., Baltimore MD 21211
Held, George, English Dept., Queens College, Flushing NY 11367.
Heller, Janet, 5254 S. Dorchester Ave. No 505, Chicago IL 60615.
Hemmeter, Tom, English Dept., St. Lawrence Univ., Canton NY 13617.
Hendricks, Richard, Fipse, 400 Maryland Ave. S.W., Washington DC 20202.
Herkdeen, Warren, College Skills, Mercy College, Dobbs Ferry NY 10522.
Hickman, Dixie Elise, English Dept., Univ. of So. Miss., Hattiesburg MS 39401.
Hirsch, E.D., English Dept., Univ. of VA, Charlottesville VA 02119.
Hofelt, William, Freshman Composition, Juniata College, Huntingdon PA 16652.
Hoffman, Marion B., Dept. of English, Towson State Univ., Baltimore MD 21204.
Hoilman, Dennis, Coord. Gen. Ed. Eng., Ball State Univ., Muncie IN 47306.
Holbrook, Sue Ellen, Div. of Wrting. Prog., Frkln Marshall Coll., Lancaster PA 17604.
Holder, Carol R., English Dept., Cal. St. Polytc. Univ., Pomona CA 91768.
Hollis Edna S., Commun. & Human., Lewis Clark Comm. Coll., Godfrey IL 62035.
Hook, Frank S., English Dept., Lehigh Univ., Bethlehem, PA 18015.
Hootman, Richard S., English Dept., Univ. of Iowa, Iowa City IA 52242.

Horner, Win, 11 So. Glenwood, Columbia MO 65201.
Learning Resources, Little Patuxent Pky, Howard Comm. Coll., Columbia MO 21044.
Howard, Douglas, English Dept., St. John Fisher Coll., Rochester NY 14618.
Hubbach, Dr. S.M., Writing Skills Cntr, Lewis & Clark Coll., Portland OR 97219.
Irsfeld, John H., English Dept., Univ. of Nevada, Las Vegas NV 89154.
Jambeck, Karen K., English Dept. U-25, Univ. of CT, Storrs CT 06268.
Jeffery, Marshall, N.E.H., 806 15 St. N.W., Washington DC 20506.
Johnson, Paula, Dept. of English, N.Y.U., NY NY 10003.
Johnson, William J., Dept. of Lang. & Lit., Augusta College, Augusta GA 30910.
Jones, Jesse, Commun. Div., Richland Coll., Dallas TX 75243.
Jorman, Janis, 1390 N.W. Passage, Bldg. 4D307, Marna Del Ry CA 90291.
Jucci, Donald, Learning Skills, Ramapo College, Mahwah NJ 07042.
Kantz, Margaret, English Dept., Monroe Comm. Coll., Rochester NY 14623.
Kaplan, Stella, 18 Woodcrest Dr., Armonk NY 10504.
Kasden, Lawrence, 122 Montclair Dr., W. Hartford CT 06107.
Kaska, Thomas, Lang. & Lit., Wilkes College, Wilkes Barre PA 18766.
Kaufman, Betsy B., Acad. Resource Cntr., Queens College, Flushing NY 11367.
Kelton, Robert W., English Dept., N.C. State Univ., Raleigh NC 27650.
Kenyon, Regan C., Nonpub. Ed. D.O.E., 400 Maryland Ave. S.W., Washington DC 20202.
Khan, Norma B., Grad. Schl. of Educ., Univ. of Phila., Phila PA 19104.
Kiether, James A., Dir Writing Program, St. Thomas Univ. N.W. Brnswk. Canada E3B5G.
Kimber, Loux Ann, English Dept., St. Marys Coll., Notre Dame IN 46556.
King, Barbara, Writing Center, Douglass Coll., New Brunswick NJ 08903.
Klammer, Thomas, English Dept., Calif. St. Univ., Fullerton CA 92634.
Knoblauch, Cyril, English Dept., N.Y.U., NY NY 10003.
Kovich, Charles, English Dept., Northwest Mo. St. Univ., Maryville MO 64468.
Kozok, Ann, Writing Dept., Coll. of the Atlantic, Bar Harbor ME 04609.
Lamb, Catherine, Writing Center, Albion College, Albion MI 49224.
Lambert, Judith R., 3878 Vinecrest, Dallas TX 75229.
Lanham, Richard, 371 Kinsey Hall, Univ. of California, Los Angeles CA 90024.
Larson, Richard, 30 Greenridge Ave., White Plains NY 10605.
Laufer, Joseph M., Arts & Humanities, Burlington Cty. Coll., Pemberton NJ 08068.
Leewe, Lois Marie, Writing Center, Hunter Coll., NY NY 10021.
Lewes, Uille E., Coord. Writing, Ohio Wesleyan Univ., Delaware OH 43015.
Lezberg, Amy, Liberal Arts Div., Mass. Coll. of Pharmacy, Boston MA 02115.
Library, Athabasca Univ., Edmonton, Alb. Canada T5L2W4.
Lindemann, Erika, English Dept., Univ. of N.C., Chapel Hill NC 27514.
Lloyd, Jones Richard, English Dept., Univ. of Iowa, Iowa City IA 52242.
Longfellow, A. Rev., English Dept., Louisiana State U., Shreveport LA 71105.
Lovas, John C., Language Arts Div., De Anza Coll., Cupertino CA 95014.
Lovell, Jonathan H., Teachers Coll., Box 66, Columbia Univ. T.C., NY NY 10027.
Lundgerg, N.D., Lit. Lang., Kentucky Ste. Univ., Frankfort, KY 40601.
Lunsford, Andrea A., Univ. British Col., Vancouver B.C., Canada V6T 1W5.
Lutz, William, English Dept., Rutgers Univ., Camden NJ 08102.
Lynch, Robert E., Humanities Dept., N.J. Inst. of Tech., Newark NJ 07102.
Lyons, Peter, English Dept., Trinity College, Hartford CT 06106.
Lyons, Robert, English Dept., Queens Coll. CUNY, Flushing NY 11367.
Maimon, Elaine, English Dept., Beaver Coll., Glenside PA 19038.
Makosky, Donald R., English Dept., St. Lawrence Univ., Canton NY 13617.
Manning, Sylvia, Chr. Frshman Writing, Univ. of So. Calif., Los Angeles CA 90007.
Marcus, A. Mulkeen, Div. of Humanities, Edison Comm. Coll., Fort Myers FL 33907.
Marcuse, Michael J., English Dept., Univ. of Maryland, College Pk MD 20742.

Marius, Richard, Expository Writg. Prg., Harvard Univ., Cambridge MA 02138.
Markel, Virginia L., English Dept., Univ. of Nebraska, Omaha NE 68182.
Marquette Univ. Lib., Serials Dept., Marquette Univ., Milwaukee WI 53233.
Marshall T.A., Humanities Div., Robert Morris Coll., Corapolis PA 15108.
Martin, Edward E., Freshman Writing Prog., Middlebury College, Middlebury VT 05753.
Mascolini, Marcia, Dept. Bus. Ed., West Mich. Univ., Kalamazoo MI 49008.
Matalene, Carolyn, English Dept., U. South Carolina, Columbia, SC 29205.
McClelland, Ben W., English Dept., Rhode Isl. Coll., Providence RI 02908.
Mc Cur, Katherine W., English Dept., Framingham Ste. Coll., Framingham MA 01701.
Mc Daniel, Barbara, English Dept., Simon Fraser Univ., Burnaby CAN V5A1S.
McInnis, B. Sr., English Dept., Our Lady of Angels Col., Aston PA 19014.
McLane, Bill, College Dept., Harcourt Brace, NY NY 10017.
Mc Lean, H.V., Clearwater Campus, St. Petersbrg Jnr Cl., Clearwater FL 33515.
Mc Mann, Mary A., English Dept., Univ of Missouri, Kansas City MO 64110.
Mc Namara, Sr. Pat, Humanities Div., St. Catherine Coll., St. Catherine KY 40061.
Meagher, Eileen, English Dept., Univ. of Tennessee, Chattanooga TN 37402.
Merrill, Stephen, 135 Crawford Ave., Somerset KY 42501.
Meredith, Emily, REAP Program, Coll. Virgin Islands, St. Thomas VI 00801.
Meyer, John & Mary, 125 W.76 St., New York NY 10023.
Miles, Thomas, English Dept., W. Va. Univ. Foundation, Morgantown W. VA 26505.
Miller, George, English Dept., Univ. of Delaware, Newark DEL 19711.
Minot, Walter, English Dept., Gannon Univ., Erie PA 16541.
Morahan, Shirley, Language & Lit., N.E. Miss. Ste. Univ., Kirksville MO 63501.
Moran, Robert, English Dept., U. of Wisconsin Stout, Menomonie WI 54751.
Morgan, Jeanette P., English Dept., Univ. of Houston, Houston TX 77004.
Morrissey, Dr. T.J., English Dept., State Univ. of NY, Plattsburgh, NY 12901.
Morse, Donald E., Chair. Learning Skls., Oakland Univ., Rochester MI 48035.
Murphy, Lorraine M., English Dept., Univ. of Dayton, Dayton OH 45469.
Myers, Victoria, Coord. of Writing, Pepperdine Univ., Malibu CA 90265.
Nassar, Joseph M., Learning Dev. Cent., Rochester Inst. Tech., Rochester NY 14623.
Nedd, Anne, Coord. Fresmn Eng., Bowie St. College, Bowie MD 20715.
Nelson, Sally, 727 Cooke, West Helena AR 72390.
Newman, Ronald B., English Dept., Univ. of Miami, Coral Gbls FL 33124.
Nigliazzo, Marc, English Dept., Del Mar College, Corps. Chrst. TX 78404.
Nimchinsky, Howard, English Dept., Kingsboro Comm. Coll., Bklyn NY 11235.
Nold, Ellen W., Schl. of Engineering, Stanford Univ., Stanford CA 94305.
Nonon, Charles Jr., English Dept., U.S. Naval Academy, Annapolis MD 21402.
O'Brien, Rev. George, English & Speech, Mt. St. Marys Coll., Los Angeles CA 90049.
O'Connell, W.R. Jr., Vice Pres. A.A.C., 1818 R St. N.W., Washington DC 20009.
O'Connell, Paul E., Winthrop Publishers, 17 Dunster St., Cambridge MA 02138.
Oliver, Larry, Off. Student Aff., Penn State Univ., Univ. Pk. PA 16802.
Olshin, Toby A., English Dept., Temple Univ., Philadelphia PA 19122.
Orlow, Eve, Learning Skls. Ctr., Phila. Coll. of Art, Phila. PA 19102.
Ostling, John, Dept. Writing Speech, N.Y.C. Tech. Coll., Brooklyn, NY 11201.
Overton, Betty J., English Dept., Fisk Univ., Nashville TN 37203.
Palmer, Beverly, English Dept., Pitzer College, Claremont CA 91711.
Park, Douglas, English Dept., W. Washington U., Bellingham WA 98225.
Parra, Albert, Dept. of Comm., Cntrl. Fla. Comm. Coll., Ocala FL 32970.
Pasti, Elizabeth, Feinberg Lib., PSVC, Plattsbg. Ste. U. Coll., Plattsburgh NY 12901.
Patton, Jon F., Dir. Fres. English, University of Toledo, Toledo OH 43606.
Penfield, Elizabeth, English Dept., Univ. New Orleans, New Orleans LA 70122.
Pergus, Patricia, English Dept., Mt. St. Marys Coll., Emitsburg MD 21727.

Perrin, Kyle, Box 5518, E. Texas Ste. Univ., Texarkana TX 75501.
Perron, Bro. John, Humanities Div., St. Edward Univ., Austin TX 78704.
Perster, Judith, English Dept., Brandeis Univ., Waltham MA 02154.
Peterson, Linda, Box 4431, Yale Univ., New Haven CT 06520.
Petrick, J., English Dept., Ohio Dom. Coll., Columbus OH 43219.
Pfeffer, Arthur S., English Dept., John Jay College, New York NY 10019.
Pixton, William H., English Dept., Oklahoma Ste. Univ., Stillwater OK 74074.
Popkin, Michael, English Dept., Touro Coll., New York NY 10036.
Prater, Montague, Coll. Skills Comp., Centrl. Miss. Ste. Univ., Warrensburg MD 64093.
Presley, John W., Spec. Studies Dept., Augusta College, Augusta GA 30910.
Proett Libry., Humanities Bldg., Montgomery Coll., Germantown MD 20767.
Provost, Renee, English Dept., Notre Dame College, Manchester NJ 03104.
Raimes, Ann, English Dept., Hunter Coll. CUNY, New York NY 10021.
Rankin, David, English Dept., Cal. St. Domngz. Hls., Carson CA 90247.
Rapinchuk, Gloria, Dir. Learning Skills, Mo. Western St. Coll., St. Joseph MO 64506.
Raspa, Richard, English Dept., Univ. of Utah, S. Lake Cty. UT 84112.
Reed, P.L., English Dept., Va. Ste. College, Petersburg VA 23803.
Regan, Mariann, English Dept., Fairfield Univ., Fairfield CT 06430.
Reyes, Ramon, Apt. 908, 100 Manhattan Ave., Union NJ 07087.
Reynolds, William, English Dept., Hope Coll., Holland MI 49423.
Richard, Johnson, Exxon Ed. Foundation, 111 W. 49 St., New York NY 10020.
Riether, James A., Dir. Writing Program, St. Thomas Univ., Fredericton NB.
Risdon, Kenneth C., Coord. Wrting. Prog., Univ. of Minnesota, Duluth MN 55812.
Rivers, Thomas M., Dir. Comp. English, Indiana Ste. Evansvle., Evansville IN 47712.
Robertson, Linda R., Chapman Hall, Univ. of Oregon, Eugene OR 97402.
Roche, John A., Dir. Wrting. Centr., Rhode Island Coll., Providence RI 02908.
Roderick, John M., English Dept., Centrl. Ct. Ste. Col., New Britain CT 06050.
Root, Jobert L. Jr., English Lang. & Lit., Cntrl. Mich. Univ., Mt. Pleasant MI 48859.
Rowe, Richard J., Trng. Fac. Sec. Ed., 400 Maryland Ave., S.W., Washington DC 20202.
Rudiger, Charles, Hunt. Free Schl. Dist., P.O. Box 1500, Huntington NY 11743.
Rudwick, Diane, Humanities Dept., Wentworth Inst., Boston MA 02115.
Scalon, Leone, Dir. of Writing, Clark Univ., Worchester MA 01610.
Schafer, John C., English Dept., Newcomb Coll., New Orleans LA 70118.
Schenck, Mary Jane, English Dept., University of Tampa, Tampa FL 33606.
Schipke, Rae C., Box 1093, Apt. 1506, 3600 Chestnut St., Phila. PA 19104.
Schoen, Carol, Coord. Basic Writing, Lehman College, Bronx NY 10465.
Schultz, John, English Dept., Columbia Coll., Chicago IL 60605.
Schwartz, Mona, English Dept., Inst. Fashion & Tech., New York NY 10001.
Sedgwick, Ellery, English Dept., Longwood College, Farmville VA 23901.
Serials Dept., Library, Indiana Univ., Bloomington IN 47405.
Serials Dept., Library, Rensselaer Polytech., Troy NY 12181.
Serials Dept., Library, Tulane Univ., New Orleans LA 70118.
Shafer, Michael R., Act. Dir. of Comp., Calif. St. Univ., Carson CA 90747.
Shapiro, Herbert, Wrting. Prg. Emp. St. Col., 8 Prince St., Rochester NY 14607.
Shopkow, C.M., Devel. Ed. Dept., Bklyn. College, Brooklyn NY 11210.
Sider, John, English Dept., Westmont College, Sta. Barbara CA 93108.
Skertl, Jennie, Writing Cntr. Dir., Rensselaer Polytech., Troy NY 12181.
Slade, Carole, English Dept., Columbia Univ., New York NY 10025.
Slevin, James F., Dir. Writing Cntr., Georgetown Univ., Washington DC 20057.
Sloane, David, English Dept., Univ. of New Haven, West Haven CT 07516.
Smith, Catherine F., English Dept., Bucknell University, Lewisburg PA 17837.
Smith, Don Noel, English Dept., Frostburg State Coll., Frostburg MD 21532.

Smith, Mark, English Dept., Northern Mich. Univ., Marquette MI 49855.
Smith, Patrick, English Dept., U. of San Francisco, San Francisco CA 94117.
Smith, William E., English Dept., Utah State Univ., Logan UT 84321.
Southwell, Michael, English Dept., York Coll., Jamaica NY 11451.
Spector, Stephen J., English Dept., Univ. of Bridgeport, Bridgeport CT 06602.
Stanley, Linda C., English Dept., Queensborough Comm. Col., Bayside NY 11364.
Steel, Mildred, Central College, Pella, IA 50219.
Stevens, Bonnie K., English Dept., Coll. of Wooster, Wooster OH 44691.
Steward, Joyce, English Dept., Univ. of Wisconsin, Madison WI 53706.
Storinger, Richard L., Oakton Comm. Coll., 1600 Golf Rd., Des Plaines IL 60016.
Storms, C. Gilbert, English Dept., Miami Univ. Ohio, Oxford OH 45056.
Struxness, Dawn M., English Dept., Huron College, Huron SD 57350.
Stubbs, Marcia, English Dept., Wellesley Coll., Wellesley MA 02181.
Stull, William L., Dir. Writing Program, Univ. of Hartford, W. Hartford CT 06117.
Sullivan, Francis, English Dept., Temple Univ., Phila PA 19122.
Tadie, Andrew A., English Dept., Seattle Univ., Seattle WA 98122.
Tang, Melanie, Dir. of Basic Skills, Park College, Parkville MO 64152.
Taylor, Daniel B., Voc. & Adult Ed. D.O.E., 400 Maryland Ave., S.W., Washington DC 20202.
Teich, Nathaniel, English Dept., Univ. of Oregon, Eugene OR 97403.
Thomson, Woodruff C., English Dept., Brigham Young Univ., Provo UT 84601.
Timpane, P. Michael, Dir. N.I.E., 400 Maryland Ave., S.W., Washington DC 20202.
Topping, Pamela C., Study Center, Southampton Coll. L.I.U., Southampton NY 11968.
Trimmer, Joseph, Coordinator Gnr. Ed., Ball State Univ., Muncie IN 47306.
Tucker, C. Wayne, Rhetoric Dept., Hampden Sydney Coll., Hmpdn. Sdny. VA 23943.
University Center, East Tx. State U., Texarcana TX 75501.
Vahle, Cornelius W. Jr., Heldref Publ., 4000 Albemarle St., N.W., Washington DC 20016.
Van Duren, David, English Dept., Bergen Comm. Coll., Paramus NJ 07652.
Van Scyoc, Leo, English Dept., Univ. of Ark., Fayetteville AR 72701.
Veler, Richard, English Dept., Wittenberg Univ., Springfield. OH 45501.
Vella, Dorothy B., English Dept., U. of Hawaii Manoa, Honolulu HI 96822.
Viggiano, Jacqueline, Writing Lab, Onondaga Comm. Coll., Syracuse NY 13215.
Voss, Ralph F., English Dept., Univ. of Alabama, University AL 35486.
Wade, Barbara, English Dept., Berea College, Berea KY 40404.
Waldman, Theodore, Humanities Dept., Harvey Mudd Coll., Claremont CA 91711.
Ward, Jerry, English Dept., Tougaloo College, Tougaloo MS 39174.
Wasson, Richard, Livingston College, Rutgers U., New Brnswck. NJ 08903.
Weaver, Barbara, English Dept., Anderson Coll., Anderson IN 46011.
Weiss, Robert H., Dir. of Writ. Prog., Wchester. Ste. Coll., Westchester PA 19380.
Weller, Robert, English Dept., Eastern Wash. Univ., Cheney WA 99004.
Whiting, John H., English Dept., Orange Cty. Comm. Coll., Middletown NY 10940.
Wickline, Lee E., Dissem. & P.F. D.O.E., 400 Maryland Ave., S.W., Washington DC 20202.
Wiener, Harvey S., 309 Clearview Lane, Massapequa NY 11758.
Williams, James M., Dir. Com. & Arts Div., Johnson Cty. Com. Col., Overland Pk. KS 66210.
Williams, Olga, 913 Terrace Acres, Auburn AL 36830.
Wilson, Joseph, English Dept., Anna Maria Coll., Paxton MA 01612.
Winn, Howard, English Dept., Dutchess Coll., Poughkeepsie NY 12601.
Wood, Nancy V., Study Skills, Univ. of Texas, El Paso TX 79958.
Woodman, Leonora, English Dept., Purdue Univ., W. Lafayette IN 47907.
Woolever, Kristin R., 1225 S. Maple 2 Rd., No. 308, Ann Arbor MI 48103.
Young, Arthur P., Dept. of Humanities, Mich. Tech. Univ., Houghton MI 49931.
Young, Jan P., Little Brown & Co., 34 Beacon St., Boston MA 02106.
Zuercher, Nancy T., English Dept., Univ. of S. Dakota, Vermillion SD 57069.

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