

Departmental Chair as Faculty Advocate and Middle Manager

Elizabeth Hinson-Hasty

WHEN I WAS ASKED TO REFLECT as a department chair on my work with contingent faculty, I first began writing an essay that clearly passed judgment upon consumer-driven, market-oriented models for making decisions about university programs and the unjust treatment of adjuncts. I think it is important to begin by explaining why my comments will be more measured here. I soon realized in the process of conducting my research and reflecting on my experiences as an academic leader that my observations would be inauthentic if I did not place myself squarely in the middle of the conversation. As an academic leader, tenured full professor, and senior member of the department, I am dependent upon the institution that I serve for my own livelihood and benefit from hiring practices, pay scales, sabbatical policies, and teaching schedules biased in favor of fulltime faculty. The fact that I am a Reformed scholar who researches historical and contemporary issues related to economic ethics adds another layer of complexity to the conversation. Concepts of the preferential option for people in poverty and just solidarity, two basic principles of Catholic social teaching, are foundational to my scholarly work. These concepts serve as more than a theoretical lens; they are social commitments that demand action. However, clear pathways for action within the university are not always obvious due to a variety of factors, including the dependence of tenured professors upon the institutions they serve to secure their own livelihoods, lack of access for chairs to decision-making groups that determine salaries, and the broader disinvestment in higher education in the U.S.

My effort in these pages is to reflect authentically and honestly out of my own experience about the cognitive dissonance and moral incoherence one encounters when navigating two worlds—the world of tenured faculty and the world of contingency. I argue that chairs and other tenured faculty members must examine their own privilege, leverage that privilege to create more just employment policies for faculty and staff within the university as a whole, and begin to identify the interests of faculty with the larger common good of the university.

I consider concrete ways chairs can alleviate the circumstances of contingent faculty as well as wrestle with the role of a chair as both faculty advocate and middle manager. Department chairs should engage in reflective practice and advocacy for a university community that holds the values of fairness, reciprocity, collaboration, interdependence, accountability to a larger community, sustainability, and the inclusion of diverse peoples and experiences at the center of its mission.

CONSIDERING THE BROADER CONTEXT FOR DISCUSSIONS ABOUT FACULTY PAY

There are a number of factors that inform the broader context for discussions about faculty (fulltime and part-time) pay that must at least be named even if their implications cannot be fully explored in this essay. Worldwide, there is a trend toward disinvestment in higher education that reflects neoliberal economic policies that, among other things, question the responsibility of the state as the provider of social needs, favor the privatization of public good and services, and emphasize free markets as the most rational and democratic system of choice. Bruce Johnstone, former Chancellor of the State University of New York, observes that in the twenty first century “Governments are ... besieged with other pressing public needs, many of which seem more politically compelling than the claims of higher education, and which, together with higher education, greatly exceed, in almost all countries, the available scarce public revenues.”¹ The result is what Johnstone calls “extreme austerity” within universities. Institutions are held under constant scrutiny to be accountable and responsive to students and their parents, the government, and the academic community. Individuals and families increasingly bear a heavier share of the cost of a university education. There is a popular and pervasive narrative that liberal arts education is impractical and outdated and that academic institutions should offer more majors and programs that appeal to employers, due to both cost and limited resources.

At the same time, colleges and universities recruit students within the highly competitive environment where programs and services must match what is available at other institutions. Declining state support and extremely competitive markets for students leads to concerns about sustainability. Indeed, there are significant differences in the financial stability and sustainability of well-endowed institution and tuition dependent ones. More than 40 percent of all Catholic institutions of higher education in the U.S. have endowments of less than \$25 million. Inside Higher Ed and Gallup polled the Chief Financial Officers of 438 colleges and universities in 2014 and found that only 13 percent

¹D. Bruce Johnstone, “The Economics and Politics of Cost-Sharing in Higher Education: Comparative Perspective,” *Economics of Education Review* 23 (2004): 403.

felt confident in their financial model over the next 10 years.² The survey was prompted at least in part after the announcement of the closure of Sweet Briar College, which later reopened because of alumnae pressure.

Much more could be said here. My intent is to suggest that these factors point to why administrators and boards look to economics and finance to reshape their business models. Business models and business interests are radically reshaping higher education, including the professoriate, program development, and deployment and employment practices.³ Many scholars comment on the changing nature of and business models for U.S. higher education that reflect broader trends in society which open every domain in life to evaluation by market-based logic, the measurement of success in terms of growth, and a focus on individual prosperity.⁴ Ethicist James Keenan writes about commodification as a mindset:

The university aims not at its mission, that is, the education of its citizenry to promote the common good, but at its own financial survival. Subsequently the geography of the campus shifts with more staff and more managers providing students a wider array of services, from health care, extracurricular activities, police safety, varied dining service, sports facilities, housing opportunities, career and personal counseling, and technological support, among other services.⁵

I have argued elsewhere that economism as an “ism” prioritizes economics as the discipline with the best knowledge to lead to institutional flourishing and emphasizes the monetization of all things at the expense of nonmonetary values such as community, fairness, justice, and love.⁶ From an ethical perspective, this leads to questions about whether or not economics and business models alone can lead to just employment practices and build authentic communities of learning as

² Mark Toner, “The Highly Endangered Higher Education Business Model (And How to Fix It),” American Council on Education, www.acenet.edu/the-presidency/columns-and-features/Pages/The-Highly-Endangered-Higher-Education-Business-Model.aspx.

³ See The Brookings Institution, “Disruptive Innovations in Higher Education,” www.brookings.edu/series/disruptive-innovations-in-higher-education/.

⁴ One of my favorite texts to use in class is Michael Sandel’s, *What Money Can’t Buy: The Moral Limits of Markets* (New York: Farrar, Strauss, and Giroux, 2012).

⁵ James Keenan, *University Ethics: How Colleges Can Build and Benefit from a Culture of Ethics* (Lanham: Rowman and Littlefield, 2015), 174.

⁶ See Elizabeth Hinson-Hasty, *The Problem of Wealth: A Christian Response to a Culture of Affluence* (Maryknoll: Orbis Books, 2017), 51.

well as how chairs and other academic leaders can envision alternatives and affect the current consumer-driven trajectory of higher education.

COURSE CANCELLATION AND THE CHALLENGES CHAIRS FACE

Let me offer a concrete example of the difficult space in which chairs often find themselves within a tuition dependent university when working with contingent faculty. Last fall, I was faced with an ethical decision just before the beginning of the semester when the dean's office asked me to cancel a class due to low enrollment. The course subject to cancellation was to be taught by one of my fulltime tenured colleagues. Cancelling classes occurs infrequently in our department because Bellarmine, like most Catholic universities, requires two theology classes within the General Education program, so I asked for recommendations about making up the three hours of teaching load for the colleague who teaches fulltime. One of two recommendations given to me was to cancel an adjunct faculty member's contract and to put my fulltime tenured colleague on the schedule in his place. The second option was for my fulltime colleague to make up the three hours of her teaching load within two years.

I felt conflicted as department chair by these two options because I was well aware that my part-time colleague depends upon the income. Removing him from the course was a question of justice and equity for me. Ordinarily, he teaches five or six classes a semester at three or four different institutions. The timing of the cancellation meant that it was too late to schedule a class at another institution. Several questions about basic needs entered my mind due to my awareness that 31 percent of contingent faculty live near or below the poverty line.⁷ About 25 percent of adjunct faculty receive public assistance.⁸ If I enact the university policy reflected in option one, will he have enough money to pay his mortgage or to buy groceries and gas for his car? How would my decision affect his ability to be able to pay for things like health care premiums or prescriptions? At the same time, I work alongside my fulltime tenured colleague and felt a loyalty to her. I am aware of the significant amount of time and energy she devotes to students and on behalf of our department. My conversation with the associate dean about these issues ended with the abrupt realization that "it's the industry standard."

⁷ Caroline Frederickson, "There is No Excuse for How Universities Treat Adjuncts," *The Atlantic*, September 15, 2015, www.theatlantic.com/business/archive/2015/09/higher-education-college-adjunct-professor-salary/404461/.

⁸ Kevin Birmingham, "'The Great Shame of Our Profession': How the Humanities Survive on Exploitation," *The Chronicle of Higher Education*, February 12, 2017, www.chronicle.com/article/The-Great-Shame-of-Our/239148.

You may have been aware of these issues for some time if you have served as a chair, in another position of academic leadership, or as an adjunct faculty member, but my experience of fourteen years of teaching at a university compares more to that of Keenan. He writes,

The gulf between tenured faculty and adjunct faculty has few secured ways of passage connecting us. I know little about the terms of their employment. Like other tenured faculty I have consciously and unconsciously, and conveniently, worn blinders about their work and their context.⁹

Indeed, I found out through some minimal research that replacing adjunct faculty with fulltime faculty in the course cancellation process is a common practice, “the industry standard”; this is one way that tuition dependent universities deal with fluctuating student enrollment. Most often, little or no attention is given to course preparation that a part-time faculty member has already invested in the class. Some schools deal with this issue by offering minimal compensation for a course cancelled close to the beginning of the semester.¹⁰

Chairs confront a significant challenge here as we have little authority to challenge policies and practices related to course cancellation beyond ensuring that the university honors minimum enrollments previously established. Our duties, at least at smaller universities, do not include establishing rates of pay. The university defines the role of chair primarily as middle manager.

THE ROLE OF CHAIR AS MIDDLE MANAGER

The idea that upper administrators or colleagues would define and see my role in terms of “middle management” was far from my mind when I accepted the appointment as department chair. I approached my work with a sense of tenured professorial exceptionalism formed by memories of one parent’s career as an academic all-star and my early pre-tenure participation in faculty groups centering on Parker Palmer’s book *The Courage to Teach*. At first, I thought of chairs as visionaries for the department. Most professors do accept the position for intrinsic reasons because they see the position “as an opportunity

⁹ Keenan, *University Ethics*, 39.

¹⁰ Some institutions offer some pay to part-time faculty when course cancellation occurs with a few weeks before or just after the beginning of the semester. For example, when a course is cancelled within seven days of the start of class a part-time faculty member gets one sixteenth of his or her pay. See Colleen Flaherty, “Contracts Up Close,” *Inside Higher Ed*, April 21, 2015, www.insidehighered.com/news/2015/04/21/labor-conference-panel-centers-contract-provisions-adjuncts-course-cancellation.

to help either their departments or themselves.”¹¹ There is some of that as one creates an atmosphere that fosters collaborative work as a team, plans academic schedules, and takes charge of hiring faculty to teach particular classes. However, within the first year of my appointment, I discovered that chairs are evaluated primarily based on their efficiency, communication, and ability to implement academic policies.¹²

The expectation and demand for efficiency and long list of duties for chairs means that we have little time or energy to be visionaries and seek alternative ways to address the circumstance of contingent faculty. Walter Gmelch and Val Miskin, leading researchers in academic leadership, describe four roles of department chairs, which include faculty developer, manager, leader, and scholar; three-fourths of the job is managerial in nature.¹³ Eighty-six percent of chairs limit their own scholarly activities in order to lead their departments.¹⁴ Personally, I felt that I had to continue my scholarship in addition to fulfilling duties as chair because I am the first woman and Protestant to occupy the position at my institution.

My institution does better than most in helping chairs and program directors think about balancing their roles as both middle managers and faculty advocates, but we are primarily evaluated for our efficiency and productivity. Universities and colleges list an average of about twenty-five duties for department chairs.¹⁵ The duties for which chairs are responsible and the demand for efficiency make it increasingly difficult to build relationships with our colleagues, attend to their individual needs as human beings, and envision innovative alternatives to the scarcity that defines the experience of most adjuncts. I was reminded of this during the week that the fall schedule was due when an adjunct faculty member who teaches for us on a regular basis stopped by my office because he needed to pick up a class. He was unable to teach the previous semester and, for the sake of my own efficiency and due to time constraints, I scheduled classes only for those who were already listed on the prepopulated schedule. When I

¹¹ Walter H. Gmelch and Val D. Miskin, *Department Chair Leadership Skills* (Madison: Atwood Publishing, 2011), 6.

¹² It is worth mentioning here that I am challenging a definition of efficiency that does not allow enough time for chairs to consider faculty/employees as human beings with encumbrances and needs. When I invited one of the deans of my college to review my paper, she made an important observation that sometimes efficiency is important when other employees need to rely on information provided by chairs, such as the timeliness of schedules, in order to do their jobs.

¹³ Gmelch and Miskin, *Department Chair Leadership Skills*, 10.

¹⁴ Gmelch and Miskin, *Department Chair Leadership Skills*, 11.

¹⁵ This information was provided at a Workshop for Department and Division Chairs organized by the Council of Independent Colleges (2014), Baltimore, Maryland.

realized what I had done, I apologized profusely. He said, "I understand how it works. Out of sight, out of mind." His observation punctuated for me the invisibility of contingent faculty in the larger decision-making processes in the university, the precarity of their positions, and my own limitations.

Part of the conflict that I describe here in terms of my own understanding of the role of chair as middle manager versus visionary reflects the transition within universities toward the business model. Business dictionaries define middle managers as "an employee of an organization or business who manages at least one subordinate level of managers, and reports to a higher level of managers within the organization. The duties of a middle manager typically include carrying out the strategic directives of upper-level managers at the operational level, supervising subordinate managers and employees to ensure smooth functioning of the enterprise."¹⁶ Most of the list of duties for chairs within university or departmental handbooks relates to timeliness, attention to detail, efficiency, program growth, compliance with assessment procedures, the ability to deal appropriately with conflict, and the ability to manage departmental budgets and develop business plans for new programming. In other words, the nature of the professoriate has already changed.

TENURED PROFESSORS ARE AN EXCEPTION TO THE RULE THESE DAYS

Researcher Adrianna Kezar cites the causes for the creation of new models for the professoriate in her summary of a recent study on changing models of teaching conducted by the TIAA Institute: "massification of higher education, enrollment fluctuations, dwindling resources, corporatization, technological advances, and competition from the for-profit sector."¹⁷ Four teaching models that have emerged outside of the tenure track model include "the adjunct model, the full-time non-tenure track model, the medical/clinical model, and the for-profit/online model."¹⁸ One of the biggest issues that Kezar highlights is that the new models are not designed with "long term institutional goals in mind."¹⁹ An additional report written by Kezar with Elizabeth Holcomb and Daniel Maxey suggests that it is highly unlikely that universities will return "to a largely tenure-track faculty model ... given

¹⁶ "Middle Manager," *The Business Dictionary*, www.businessdictionary.com/definition/middle-manager.html.

¹⁷ Adrianna Kezar, "Changing Faculty Workforce Models," *TIAA CREF Institute*, www.tiaainstitute.org/sites/default/files/presentations/2017-02/changing-faculty-workforce-models.pdf.

¹⁸ Kezar, "Changing Faculty Workforce Models."

¹⁹ Kezar, "Changing Faculty Workforce Models."

current economic realities; concerns with the tenure-track model's lack of flexibility; and priorities of policymakers, legislators, and academic administrators."²⁰

You are likely aware that in spite of these trends the conversation on college and university campuses about faculty issues, pay, and other needs most frequently assumes that tenured or tenure-track positions are still the norm for faculty and represent the majority of faculty. The truth is that tenured professors are an exception to the rule these days, but I think that few established tenured faculty are aware of just how much the professoriate has changed.

The American Association of University Professors had found that "Since 1975, tenure and tenure-track professors have gone from roughly 45 percent of all teaching staff to less than a quarter. Meanwhile, part-time faculty are now more than 40 percent of college instructors."²¹ The majority of studies that I reviewed concluded that contingent faculty, both part-time and full-time, make up more than 70 percent of those teaching in U.S. colleges and universities. Some researchers and studies even more grim estimates that tenured faculty make up only 14 percent of those teaching at U.S. universities. There is an important additional observation worth making here that distinctions must be made in our debate about fair pay between contingent faculty who depend upon teaching for their livelihood and those who have fulltime positions and teach a particular course because of their expertise. For example, this happens often in schools with professional programs such as nursing, medicine, and sometimes in theological schools where professionals offer their practical advice in clinical, preaching, etc. Moreover, it is also noteworthy that the greatest growth in contingent faculty does not occur during times of economic crisis at a university or college, but instead when the institution is financially better off.

WHY DEPARTMENT CHAIRS AND FACULTY CAN'T JUST DIG IN OUR HEELS AND CALL FOR A RETURN TO A PAST ROMANTICIZED MEMORY OF TENURE

In light of these trends and statistics, department chairs and faculty may be tempted to dig in our heels and advocate for a return to an

²⁰ Adrianna Kezar, Elizabeth Holcombe, Daniel Maxey, "Rethinking Faculty Models/Roles: An Emerging Consensus about Future Directions of the Professoriate," *TIAA Institute*, www.tiaainstitute.org/sites/default/files/presentations/2017-02/rethinking_faculty_models_roles.pdf.

²¹ Jordan Weissmann, "The Ever Shrinking Role of Tenured College Professors (in 1 Chart)," *The Atlantic*, April 10, 2013, www.theatlantic.com/business/archive/2013/04/the-ever-shrinking-role-of-tenured-college-professors-in-1-chart/274849/.

earlier era in the university. Advocacy work certainly needs to be done, but I want to offer some caution here for chairs and other faculty members not to call simply for a return to a past model for fulltime tenured faculty as we lament the increasingly contingent nature of the professoriate. One reason is the need to challenge tenured professorial exceptionalism.

Universities can play a significant role in social change, but they are also a microcosm of what is happening in the broader society and the trust of market-oriented logic that pervades discussions of education, health care, politics, immigration, etc. The value of work in our society is almost exclusively defined in money terms. We, as professors, are workers in the professional managerial sector. Long-term worker relationships in the U.S. have been on the decline for decades.²² Should we be surprised that the academy reflects these broader trends? I imagine that many of us are not. We need to be aware that the nature of the professoriate is changing in similar ways as the nature of the relationship of other workers to their employers. Our task as academics is to engage the more reflective questions. We need to invite vigorous discussion of philosophical as well as systemic and structural issues in an effort to advocate for a professoriate, universities, as well as for workers in other employment sectors.

It is worth asking in this discussion of contingent faculty, fulltime and part-time, versus tenured and tenure track faculty whether or not values of fairness, justice, and inclusion have always been secured by the tenure system for faculty. The fulltime tenured model is far from an ideal form and norm for work. Let me offer a few examples. In the U.S., white women were not allowed to attend four-year colleges until the mid-nineteenth century. It took even longer for African American women to have access to the education necessary to earn bachelor's degrees. This delayed the time for women to enter the professoriate and to begin to make an imprint on higher education. Tenure for women at our nation's leading institutions only began to be awarded in the late 1940s. Helen Maud Cam was the first woman tenured at Harvard in 1948. In the 1950s, Bessie Lee Gambrill became the first woman to be tenured at Yale in a subject other than nursing; it was not until 1970 that a woman was hired as full professor at that institution.

²² See Richard Wartzman, *The Rise and Fall of Good Jobs in America*; Derek Thompson, "Where Did All the Workers Go: 60 Years of Economic Change," *The Atlantic*, January 26, 2012, www.theatlantic.com/business/archive/2012/01/where-did-all-the-workers-go-60-years-of-economic-change-in-1-graph/252018/.

The Chronicle of Higher Education reported that in 2016 that 75 percent of fulltime faculty were white.²³ These facts cause me to raise questions about the most ideal and important aspects of the tenure system.

The AAUP suggests that some scholars are able to consider only contingent status because of care-giving responsibilities and other encumbrances on their lives. Responsibilities as a parent or for other family members prevents these scholars from a position that would require them to be evaluated on their teaching, service, and scholarship. Ethicist Karen Peterson-Iyer observes in her essay in this volume on “Contingency, Gender, and the Academic Table,” that “as of 2008, women were ten to fifteen percent more likely to work contingently than their male academic counterparts” and “make up less than 42 percent of tenure-track faculty” and “far, far less (26 percent) of full professorships.”²⁴

A small group of colleagues is working on progressive policies for family leave and tenure-clock release at my university. In our meetings, younger male and female faculty have shared their own feelings of guilt for needing time off after the birth or adoption of a child or to care for other family members. These feelings are accentuated for women in their forties who fear that, if they wait to have children until after they earn tenure, they will no longer be able to do so. Many of my younger colleagues refuse to take the time off that the university currently allows because they fear being judged by a norm for tenure-track faculty that was formed years ago when dual earner couples headed few households and many professors relied upon spouses who worked at home fulltime.

I offer these observations to say that my hope is for chairs and other academic leaders to consider more broadly and deeply during this time of transition in the academy more models for faculty roles that provide for full inclusion, access in the curricular decision-making process, security, benefits, flexibility, support for research, respect, due process protections, and office space. Parker Palmer, Founder and Senior Partner Emeritus of the Center for Courage and Renewal, suggests, “The growth of any craft depends on shared practice and honest dialogue among the people who do it. We grow by private trial and error, to be sure – but our willingness to try, and fail, as individuals is severely limited when we are not supported by a community that encourages

²³ Ben Myers, “Where are the Minority Professors?” *The Chronicle of Higher Education*, February 14, 2016, www.chronicle.com/interactives/where-are-the-minority-professors.

²⁴ Karen Peterson-Iyer, “Contingency, Gender, and the Academic Table,” *Journal of Moral Theology* 8, special issue no. 1 (2019): 92-114.

such risks.”²⁵ Chairs can and should leverage our privilege to advocate for just models of the professoriate that reflect the true value of our work, will sustain a university’s long-term goals, and create authentic community.

SPECIFIC WAYS CHAIRS CAN BEGIN TO LEVERAGE THEIR OWN PRIVILEGE

The greatest privilege of chairs is having a bird’s eye view of the relationship of a department’s work to a larger whole, and one of our most potent powers is to persuade. A common response of tenured fulltime faculty is to direct most of our attention and energy toward the distribution of resources at the university and reducing administrative costs. Keenan points out, “There were about 250,000 administrators and professional staff members in 1975, about half the number of professors, by 2005 there were over 750,000, easily outnumbering tenure-track professors.”²⁶ Addressing this is a key aspect of the work of academic leadership, but it is not the only one. I will offer here several additional suggestions for specific things that chairs can and should do to leverage their privilege and work toward greater economic justice within the university as a whole.

Christian theologians and ethicists need to develop the vocabulary to speak across lines of disciplinary difference within the university.

Theologians in the middle ages claimed theology as “queen of the sciences,” but theologians and ethicists teaching at liberal arts colleges and universities in the twenty first century are now far more marginal in the academy. In 2012, the Society of Christian Ethics instigated a committee on the Future of Christian Ethics as a field to study trends in Ph.D. production, job placement, and job creation at seminaries, divinity schools and universities. The report showed that between 2001 and 2012 job postings listed in Openings of the American Academy of Religion showed that “free-standing seminaries and even Divinity schools are shifting their lines away from ethics and toward other specializations more directed towards successful church management.”²⁷ Of the jobs posted, “50 percent of jobs on average are being offered by Catholic institutions, followed by secular and Protestant institutions, in the 10-30 percent range from year to year.”²⁸ Many colleges and universities debate the cost-effectiveness of offering theology and

²⁵ Parker Palmer, *The Courage to Teach* (San Francisco: Jossey Bass, 2017), 144.

²⁶ Keenan, *University Ethics*, 67.

²⁷ The Society of Christian Ethics, “2020 Future of Christian Ethics Committee Report,” scethics.org/groups/2020-future-christian-ethics.

²⁸ The Society of Christian Ethics, “2020 Future of Christian Ethics Committee Report.”

philosophy in the liberal arts core and majors that do not attract a large number of students.²⁹

Awareness of the commodification of higher education implies that we cannot assume that our colleagues or students understand the importance of cultivating theological and ethical reasoning and its potential impact on the trajectory of higher education. We have to learn to speak across disciplines, including the language of business, in order to foster a more critical approach to employment policies within higher education. Theologians and ethicists too often rely upon the excuse that we have not been trained to think about budgets and to produce business models to project program sustainability. In my perspective, theology has always been about economics in terms of managing right relationships in God's household. Universities in the West first emerged from monastic communities where resources were shared in common. Moreover, economics and business in the past were taught in relation to disciplines such as moral philosophy, theology, and history. Revisiting more collaborative, cooperative, and conversational approaches to employment practices and university funding is essential and theologians and ethicists can influence a new trend.

Invite your department and other chairs to discuss and develop alternative models for funding universities.

Faculty members tend to raise issues of resource distribution as the main problem, but for smaller colleges and universities diminishing resources are also a problem. At the beginning of this essay, I emphasized the importance of context and significant differences in the financial circumstances and endowments of universities and colleges. Identifying new ways to fund universities and colleges and more ways to work collaboratively rather than in competition is a critical way chairs can help lead their institutions into a more just future and for the survival of the professoriate as a whole. In today's context, tenured chairs should educate ourselves and other fulltime faculty about our own economic position in relation to contingent faculty, specifically those who depend upon teaching to secure their livelihood. Chairs should research pluralist economics, cooperative economics, and steady state economics in order to design and suggest alternative and viable models for funding universities. A good example is the multi-stakeholder cooperative. Chairs in this way could contribute to and reframe business oriented and consumer driven models in education.

²⁹ One of the most well-known discussions of this was at Notre Dame University. See Heidi Schlumpf, "In Support of General Education that Includes Theology," *National Catholic Reporter*, August 15, 2015, www.ncronline.org/news/people/support-general-education-includes-theology.

Another option is to draw upon good work being done by universities who have changed their campus policies regarding contingent faculty by adopting multi-pronged strategies on their campuses. Villanova University, for example, adopted “multi-year contracts, clear governance representation throughout the university, and the beginning of conversations on paid leave to conduct scholarship.”³⁰ Advocate for shared positions, multi-year contracts, the establishment of different ranks for adjunct faculty and, when arguing for tenure-track lines, consider flexible options such as shared positions with other departments. For example, a theological school or department of theology could encourage partnerships with programs at other institutions to begin roving theological schools where teaching responsibilities are shared and collaborative so that there are more fulltime positions that have full benefits.

Invite your department to articulate the ethic by which it aims to function and then continue to revisit that ethic when making decisions about relationships with contingent faculty.

As a theologian, values of fairness, reciprocity, collaboration, interdependence, accountability to a larger community, sustainability, and the inclusion of diverse peoples and experiences are the pulsating core of my work. These values should also be the core of our advocacy work within the university for justice, fairness, and pay equity for fulltime and part-time faculty. Bring these values to the center of the discussion in your department meetings and work together as a department to answer how you will embody them within your university. I publish biennially a theology department handbook. Such a publication could include statements about the department’s understanding of inclusion of contingent faculty and values. Another possibility is to offer a course on university ethics either in the regular course schedule or through the faculty development office to create a vigorous and rich discussion of the changing nature of the professoriate and workers’ rights as well as to accent the relationship of theology to economics.

Work across the university to change the campus narrative about contingent faculty.

There are many strategies one can use to accomplish this goal. Most importantly, consistently emphasize that the interests of fulltime tenured and tenure-track faculty and part-time faculty are interrelated. Specific strategies include challenging fulltime faculty when their

³⁰ The Delphi Project on the Changing Faculty and Student Success, “The Path to Change: How Campus Communities Worked to Change Non-Tenure-Track Policies and Practices,” pullias.usc.edu/wp-content/uploads/2013/02/Villanova-University_PATH.pdf.

comments discount the intellectual vitality or creative contributions made by contingent faculty to university teaching. Sponsor dialogues on campus in the model of the Truth and Reconciliation Commission and the Church of Scotland's Poverty Truth Commission that bring administrators, board members, staff, and faculty together to across lines of difference to explore poverty and privilege within the university community as a whole.

Develop specific strategies to alleviate immediate needs of contingent faculty.

Contingent faculty may be reluctant to share immediate needs with chairs due to the precarious nature of their employment and fear of losing teaching opportunities. In order to address immediate needs, work with other chairs or a committee on contingent faculty concerns to create anonymous surveys of contingent faculty in order to better understand their working conditions at your university. You can also plan teaching schedules with justice and fairness in mind and that question past assumptions that the most senior and highest ranked faculty member should get priority scheduling. In addition, you can offer stipends for faculty to attend development events on a sliding scale by paying the highest paid faculty the least in order to encourage contingent faculty to take advantage of development opportunities. Or, chairs can help create a common purse on your campus where faculty and administrators can contribute development funds to provide more support for contingent faculty to remain active in their fields. Studies show that if adjunct faculty are supported in the ways that full-time faculty are supported the outcomes within the classroom, including the quality of their teaching, are the same.³¹

Advocate for the formation of unions at your institution.

Studies show that unions lead to better faculty working conditions for part-time faculty, including higher pay and benefits.³² Better working conditions for fulltime and part-time faculty lead to better outcomes for students. Both part-time and fulltime faculties across the nation have organized with union groups such as the Service Employees International Union and United Auto Workers. A recent study done by the *Chronicle of Higher Education* on collective bargaining agreements made on 35 campuses showed that "unionized faculty

³¹ Adrianna Kezar and Dan Maxey, "Faculty Matter: So Why Doesn't Everyone Think So?" *Thought and Action*, Fall 2014, www.nea.org/assets/docs/HE/e-Kezar.pdf.

³² See Colleen Flaherty, "Union Raises for Adjuncts: As Unionization of Those Off the Tenure Track Spreads, There are Substantial Gains in Pay and Benefits," *Inside Higher Ed*, July 26, 2013, www.insidehighered.com/news/2013/07/26/adjunct-union-contracts-ensure-real-gains-including-better-pay.

have negotiated steady increases that are significantly higher, and some of the steepest gains have come from unions formed within the last few years.”³³ Catholic universities and colleges have a special leadership role to play in creating just employment practices in higher education because one of the seven themes of Catholic Social Teaching is to promote the dignity of workers and provide for the right of workers to organize on behalf of their own well-being. **M**

³³ Kristen Edwards and Kim Tolley, “Do Unions Help Adjuncts?” *The Chronicle of Higher Education*, June 3, 2018, www.chronicle.com/article/Do-Unions-Help-Adjuncts-/243566.