CHAPTER 12

ADJUNCTS FOSTER CHANGE: IMPROVING ADJUNCT WORKING CONDITIONS BY FORMING AN ASSOCIATE FACULTY COALITION (AFC)

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Thread: Self-Advocacy

It's no secret that adjunct faculty are poorly paid, lack resources for professional development, and rarely have adequate office space on campus. And it's no secret that universities are exploiting these contingent and part-time faculty by underpaying them and excluding most from benefits. Universities are also restricting access to resources and professional development for contingent faculty, providing none in many cases to part-time faculty. On top of all that, universities are generally devaluing these teachers by silencing their voices when it comes to university governance, grievance policies, and curriculum development decisions.

At Indiana University-Purdue University Indianapolis (IUPUI), the Associate Faculty Coalition was created to gain visibility and respect for part-time faculty, and to improve working conditions for adjuncts (which we will also use to mean part-time faculty). The group, which began in 2009 with a handful of English part-time faculty, has lobbied for—and received—university funding for conference presentations, improved office space, and modest raises. The AFC has held several annual teach-ins highlighting adjunct working conditions, and has gained local and national media coverage. Advocacy events have also helped raise the profile of adjunct faculty as members of the academic community.

But the race is far from over. Bureaucratic red tape can trip up even the most dedicated activists, so we invite contingent faculty to imagine the tape as stretching across a finish line: the point is to break through to the other side. There will be lots of such "races" for which part-time faculty must train: to receive better pay, benefits, work space/conditions, and more. This training—individually and

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as a collective team—will strengthen the movement, and ideally allow a better working situation for the hundreds of thousands of part-time faculty across the nation. And unlike an actual race, this one allows for many, many winners.

BACKGROUND/CONTEXT OF THE PROBLEM

The numbers are not in dispute. According to the U.S. Department of Education, more than 75 percent of all faculty at two- and four-year colleges and universities in this country are contingent, or off the tenure track. About 70 percent of contingent faculty, or half of all faculty, are part-time, meaning they are paid by the course and hired semester-to-semester, more like day-hire workers than anything else (USDOL).

This exploitation is possible because most part-time faculty want to teach full-time. Thus, they participate in department meetings without pay, sit on committees even if their vote does not count, and publish. They do these things, and more, because they strive to be the most effective teachers they can be, to be part of their department, and to provide the highest quality education to their students. The hope of full-time employment is the carrot on the stick.

All this is happening as universities use contingent faculty to teach the most vulnerable students, those in their first and second years of college where persistence, retention, and engagement are crucial to student success, despite clear evidence that this overuse of contingent and part-time faculty is detrimental to student learning. During a forum on associate faculty issues, one IUPUI student talked about the impact limited office space for part-time faculty has on students: "A big point that affects us is access. For office hours, I like to communicate in person, and some of my instructors either don't have office hours or have to hold them at Starbucks" (Schneirov).

And all this is happening despite calls for more equity and inclusion by groups like AAUP, Modern Language Association, New Faculty Majority, The Coalition on the Academic Workforce, and others. AAUP says all contingent faculty, including part-time faculty, should have a voice in faculty governance, and "be compensated in a way that takes into consideration the full range of their appointment responsibilities."

The MLA states that "the practice of hiring numerous adjunct faculty members year after year to teach courses required of large numbers of undergraduates undermines professional and educational standards and academic freedom." The group says that a pro-rated compensation formula should be used to pay part-time faculty after comparing their duties to those of full-time faculty. As a benchmark, MLA recommends that part-time faculty be paid $7,350 for a three-credit-hour semester course or $4,900 for a three-credit-hour quarter course.

The Coalition on the Academic Workforce in its monumental 2010 survey of more than 30,000 faculty (20,000 identified themselves as contingent) found that the median pay per course for part-time faculty was $2,700. These faculty said their education credentials were not taken into consideration for purposes of setting their salary, and support needed to teach as effectively as possible was "minimal." And the Campaign for the Future of Higher Education found in its study, *Who is Professor "Staff" and How Can This Person Teach so Many Classes?,* that just-in-time hiring, or the common practice of hiring part-time faculty just prior to the start of a new semester, is detrimental to student learning and "amounts to an underinvestment in and lack of commitment to the quality of students' education" (Street et al.).

Both the Campaign for the Future of Higher Education's report and CAW's survey, and reports from the Delphi Project, provide clear evidence that faculty working conditions equal student learning conditions and that change must happen.

So rather than accept the circumstances as they stand and continue to exist within a culture of disrespect, exclusion, and fear, a group of part-time faculty at IUPUI decided to be agents for their own change.

THE PART-TIME SITUATION AT IUPUI

Part-time faculty make up about 30 percent of the teaching faculty at IUPUI. This percentage continues to go against what the university's accrediting body deems an appropriate number. Three of the four previous reports by the North Central Association Commission on Accreditation and School Improvement cited IUPUI's overreliance on part-time faculty to some degree. In 1982, the university's first reaccreditation report included the recommendation, "As funds become available, attention should be given to adding more full-time faculty to reduce the dependence on part-time faculty." Ten years later, the accreditors said "IUPUI had not addressed adequately and systematically the concern expressed in the 1982 NCA report about over-reliance on part-time faculty. The percentage of instruction delivered by part-time faculty appears to have increased during the past decade as enrollment growth out-paced budget increases" ("Report" 5). Then, just prior to the 2002 site visit, IUPUI said it would hire one hundred full-time faculty over three years. Still, the accreditors said it was "not impressed by the prospect of lower division courses being taught primarily by lecturers and part-time faculty, and upper division courses taught primarily by faculty" (15).

As with most colleges and universities, the campus climate for adjuncts varies widely in terms of pay, facilities, and professional development. Generally speaking, a culture of fear permeates most efforts to collaborate, advocate, and im-

prove the working situation and professional life for adjuncts. Part-timers often feel that their teaching appointments are tenuous, and do not want to jeopardize their jobs. Even as adjuncts may privately complain about disparities in pay, most are unwilling to voice those concerns, in fear of losing even a meager salary. Many also hold out hope of becoming full-time employees, and therefore affect the stressful comportment of being on a semester-long job interview. In some cases, those "interviews" can last years, or indeed never end until the adjunct finds another line of work entirely.

The labyrinth of academic bureaucracy ensures that any progress on these issues occurs incrementally, as slowly as maple syrup tapped from a tree. Within the School of Liberal Arts at IUPUI, requests to negotiate with the dean over increasing salary, issuing contracts, and improving office space were delayed for months due to busy schedules; meetings and email follow-ups resulted in no progress almost a year after issuing a negotiation plan.

This is the life of adjunct faculty: trying to improve a working situation that has grown worse over time, and hitting roadblocks and dead-ends while trying to maneuver toward securing consistent employment. This culture has become so prevalent that we now see it reflected in television shows like *Community*, and novels like *Fight for Your Long Day*, by Alex Kudera. We see a national advocacy organization called New Faculty Majority. We see more and more part-time faculty in higher education coming to the realization that there is strength in numbers.

The Associate Faculty Coalition wants to use those numbers to bring adjunct faculty issues to the forefront and lobby for change. The group decided that one way to raise awareness would be to hold a teach-in as an opportunity for faculty members of any status to integrate the issue of contingent labor into their pre-existing lessons. Over the winter of 2009-2010, the AFC planned the event and created a packet of materials with local and national facts and statistics, and sample lesson plans across a variety of fields that could be used if a faculty member decided to participate. The teach-in was entirely voluntary, and explicitly designed not only as an advocacy opportunity, but to provide students with a teaching moment about campus issues, social justice, and disparities in pay and professionalization among faculty members.

Administrators reacted immediately to announcements and publicity for the first annual event, describing it as a "sit-in," as if the thirty percent of part-time faculty members were planning to protest in front of the administration building. The following year, in the weeks leading up to the teach-in, deans requested a meeting with Coalition leaders to point out a section in the faculty handbook that prohibits using class time for non-course-related content. The leaders explained—again—that the teach-in could be adapted to any course material:

sociology classes could explore how union efforts worked or didn't work; literature classes could feature work by or about part-time faculty, a widely published group in its own right; math classes could calculate how much tuition students bring in and compare that to the average amount an adjunct is paid per class, and so on.

Also worth noting: the faculty handbook excludes part-time faculty from holding any part in university governance, and does not recognize those members as faculty. Even though the adjuncts were following the rules, the rules don't, in fact, apply to them. Adjuncts in any institution should keep that in mind while planning advocacy work.

The teach-in garnered attention from both *The Indianapolis Star* and local news radio. Participants on campus noted that many students reacted with surprise that the majority of adjunct faculty at IUPUI receive low pay, no benefits, and are employed without contracts. The event was successful in engaging conversation across campus about the situation of those who teach at the university level. It is fair to say that the nation's universities see students not just as learners but as consumers. Shouldn't students be educated about the resources they are consuming? Shouldn't they be taught to think critically and ask questions about where their tuition money goes? Critical thinking is so valued at IUPUI that it is listed as one of the six Principles of Undergraduate Learning. Apparently, turning the critical lens on the university itself can be perceived as threatening, not part of a conversation.

The teach-in hoped to start that conversation in the classroom, imagining its migration to print and digital formats not only through the media but via the expressions of the participating instructors themselves, who might count the activity among their service to the university. The stance of administrators gave the impression that this wasn't a conversation they were willing to engage in—nor did they want to afford the opportunity to others. What could have been a professional development activity for adjuncts starved for such things (including a natural progression from the event to discussion, feedback, and eventual publication) instead became a bureaucratic struggle. At one point, fellow adjuncts approached Coalition members to express uncertainty over participating: they'd heard the teach-in was an opportunity to bash the university, and, in essence, bite the hand that feeds them. Trying to de-mythologize this event's clearly stated purpose distracted from the matter at hand: bringing attention to the issues of low pay and lack of professionalization in the ranks of adjunct faculty. And it's true that the message reached part of its intended audience. But it could have had a more meaningful impact had the administration viewed the event as a worthwhile teaching moment.

At issue for any part-time faculty lobbying for change is the lack of stability

within the profession. Of the nine members who bolstered the AFC in its first year, six have moved on or become full-time faculty members and are still involved in AFC efforts. The occasional creation of more positions for part-time faculty to move into is clearly a win, but competition is fierce and as of fall 2014, no new positions were being created for the next academic year.

Additionally, the transitory nature of adjuncts could be considered something that departments and schools count on in terms of avoiding a strike or unionization. Institutional fatigue plays a role, too, as people shuffle into a system where their hands are tied, and they give up rather than continuing to fight through the bureaucratic red tape that winds around all universities. This can keep numbers of those participating in advocacy low when people see that those who have been fighting have made little progress. What incentive do they have to join the fight? It makes more sense to focus instead on the other teaching jobs they've cobbled together; to doggedly try to earn a living, hoping that a part-time appointment eventually will lead to full-time work. That dispersion of energy keeps many from mustering the strength to retaliate by raising awareness, forming a union, or going on strike: all recommended courses of action from long-time adjuncts as a means to change. In the midst of the most recent external review for reaccreditation at IUPUI, one reviewer asked why adjuncts weren't unionizing. It was, she said, the only way she'd seen change happen for adjuncts. It's an oft-heard message that too few have heeded: adjuncts must advocate for themselves and each other.

It's clear that a university isn't going to make changes based on the simple fact that it's the right thing to do. Businesses operate on capital, not kindness. One adjunct who teaches at two universities in Indianapolis overheard a business office conversation not meant for her ears: officials were comparing adjunct pay rates at different institutions in the metropolitan area and using that information to set their own rate. The prevailing "wisdom" seems to be this: if pay remains low across the board, adjuncts have fewer options for upward mobility, and little incentive for lateral movement. However, there's strength in numbers, too: if adjuncts coordinate across multiple campuses and arm themselves with this information, they can—and should—use the numbers for their own leverage. Otherwise, adjuncts are just so much human capital, shuffled annually to an institution's bottom line.

It seems as if adjuncts want the protection of a union. The AFC has fielded requests from those who want the group to advocate on their behalf. Unfortunately, those individuals often are unwilling to be named or to stand up alongside Coalition members to join the fight, something a union organization requires, which we learned when we met with a local chapter of AFSCME. One adjunct faculty member outside of the School of Liberal Arts emailed to say that

the adjuncts' contracts had been voided and replaced with new ones, changing the minimum enrollment for a course from ten to fifteen. Numerous under-enrolled courses were canceled, and adjuncts who had turned down other course assignments now were left with no work. The AFC responded that it would like to support adjunct faculty across campus, but that the group needed those people to be part of the advocacy, and that the group couldn't lobby for those who weren't willing to participate in the lobbying. This faculty member who'd emailed was invited to join a meeting that week with the Executive Vice Chancellor, the second-in-command at IUPUI. We never heard back.

That was also the trend as the group tried to set a meeting with then-Chancellor Charles Bantz about the pay inequities within the Indiana University system. We were told that this was not a campus issue but an IU system issue, so we looked to get the attention of Indiana University President Michael McRobbie through an open letter that we also sent to local media. Both *The Indianapolis Star* and the *Indianapolis Business Journal* ran the letter on their editorial pages. We wrote:

> Associate faculty on the IU Bloomington campus earn substantially more than their counterparts at IUPUI—in some cases, nearly twice as much. This situation sets a double standard. We have been asking for a higher wage since the inception of the Coalition, yet few have seen any substantial gains. Associate faculty are exploited everywhere, but our question is why we are *more* exploited in Indianapolis than in Bloomington. No reasonable explanations have been offered for this glaring inequity. If an associate faculty member is qualified to teach introductory courses on either campus, location should not be the determining factor in compensation rates. (Schubert)

Soon after, the dean of the School of Liberal Arts contacted us for a meeting, even though we had not addressed the letter to him. The downward chain of command dictated that we stay in place: at the school level, where we learned once again that budgets were set at the university level. Or perhaps at the system level, depending on who was being asked and on what day.

THE ASSOCIATE FACULTY COALITION AS A RESPONSE TO THE ISSUES

We began with a small, but hugely significant goal: to get part-time faculty in the Writing Program included in the online faculty directory. This task sounded

not only easy to accomplish—just ask someone, right?—but also something that surely no one would object to. We were faculty, after all, and students had trouble finding us because our bios and contact information weren't where they looked.

Including us in the faculty directory would go a long way to making part-time faculty in the university's Writing Program feel included, respected, and wholly integrated with the Program. This was only right, not only because all employees deserve these things, but because the forty-five part-time faculty, at that time, represented 67 percent of all faculty in the department. We also taught just over 51 percent of all first-year writing courses where student engagement is crucial for student retention and success. The task proved not only difficult for all its red tape and obstacles, but working through this endeavor showed us that upper administration saw this as a problem of numbers, not people.

We were ultimately successful in getting the Writing Program's part-time faculty included in the online faculty directory. This came after being told initially that it was too difficult because there were "too many of us" and so the task of maintaining the list from semester-to-semester for faculty who come and go would be too time intensive for any of the full-time staff members. Of course, it was the administration who hired "too many of us" over the years; it was and still is their decision to participate in just-in-time hiring without contracts, and so part-time faculty are often forced to come and go from semester to semester.

But we persevered and refused to accept that as the answer. We offered to maintain the directory, which required nothing more than checking or unchecking a box in a directory bio that was automatically created for us by the system upon our hire. Until our request, that box had simply remained unchecked for anyone with part-time status. And thus, the harsh reality of our plight was evident from the start: a faculty record was automatically created for us but intentionally shut off by the administration. We won the right to check that box.

We felt empowered. We also felt lucky to be encouraged and wholly supported by the Writing Program's director, Steve Fox. He was the first to suggest we get part-time faculty included in the directory and still advises us today, adding his tenured voice to our contingent voices as we seek more tangible benefits than being included in the faculty directory.

But the couple of us working on getting part-time faculty included in the faculty directory knew we needed a larger voice. So we emailed all writing program faculty asking who wanted to serve on the board of our newly formed group. Eight answered the call and the Associate Faculty Advisory Board was formed. We quickly decided to expand and "represent" part-time faculty within the School of Liberal Arts, partly because much of what went on in the Writing Program was decided at the school level.

Our First Year: Collecting Information and Getting Noticed

We held our first Associate Faculty Advisory Board meeting November 3, 2009. At that meeting, we began to form a strategy that would prove challenging for a number of reasons. The hardest challenge would be getting other part-time faculty to speak up for their rights. That challenge exists to this day. Over that first year, we did a number of things to raise awareness of part-time faculty working conditions within the school. We collected data on our numbers and teaching loads to show the impact we have on student learning. We surveyed part-time faculty on their accomplishments and service to show not only their effectiveness as teachers, but to dispute the notion that part-time faculty contribute less to their university than do full-time faculty. We found that despite clear and sometimes almost insurmountable obstacles, contingent faculty were performing service and publishing.

Our first major initiative was hosting a "Dinner with the Deans" where we found space off campus and provided dinner to a number of deans and other administrators we invited. The Chancellor and the Vice Chancellor of the campus both declined our invitation but others attended. After a lively and sometimes contentious discussion of our issues, we showed the documentary, "Degrees of Shame, Part-time Faculty: Migrant Workers of the Information Economy" to the group. The intent was to show our issues were part of a national conversation.

By the end of the meeting, while we could tell we had some support, it was equally clear we would face powerful opposition to our efforts. But our point was made: we recognized and accepted the challenge because improved working conditions for part-time faculty was not only a fundamental right but crucial to improving student learning conditions.

We then decided to focus on health insurance as benefits, something part-time faculty are excluded from at IUPUI and a common gap for adjuncts at universities across the country. This proved to be a pivotal point for our group, not only in terms of gaining local and national media attention, but once again showing the harsh realities of being part-time faculty with no voice.

In a nutshell, we were able to find group health insurance at reasonable rates by working on our own with a broker and an insurance company. Once we were ready to initiate enrollment, we sought help from Human Resources at Indiana University, which handles benefits and certain other aspects of employee life at IUPUI. The health insurance we found required neither any employer share of the premiums nor any cost to IU or IUPUI. All we needed was access to part-time faculty contact information to distribute the information. In fact, all part-time employees would be eligible for this coverage but we lacked the means to

communicate with this huge population.

At this point, IU told us we were violating university policy by getting our own health insurance and we were told to cease our efforts in this area or face punishment. Our story was picked up by the local media and then the national media (Inside Higher Ed). The stories did not paint IU or IUPUI in a positive light, and while we knew this would further rankle the upper administration, it also prompted a number of full-time and tenured faculty to speak up on our behalf.

And so we continued. We gained our first board member outside of the English department when a part-time faculty member from World Languages joined the group. Communication, even with part-time and full-time faculty within a single school (let alone an entire campus) was challenging, so we asked for volunteers to serve as "liaisons," full- and part-time faculty who would help disseminate information to the others via meetings and emails.

Other initiatives included creating a Facebook page and a Twitter account. We submitted board meeting notices in the university's bi-weekly e-newsletter to all students, faculty, and staff. We got on the agenda and presented our group and mission at a department chairs meeting. We created fact sheets and flyers and distributed them around campus and at faculty and department meetings. We set up a booth at the university's annual part-time faculty orientation and resource fair. We collected reports on previous reaccreditation visits which pointed to an overreliance on part-time faculty. We reached out to the local AAUP chapter in addition to the teach-in. We launched a student letter-writing campaign to upper administration. We met with experts in labor relations, both inside and outside our university, to help us understand that we didn't have to be a union to act like one, despite being discouraged by upper administration to form a union or look like a union. And we created our own mini-documentary, *Part-time Faculty. Full-time Impact.* and uploaded it to YouTube (www.youtube.com/watch?v=NHb0PnpgWIw).

In short, we bombarded the school and the media with our presence.

And we researched our situation, which we knew mirrored what was happening on university and college campuses across the country. We learned the university had halted its practice of inputting education credentials into the permanent records of part-time faculty. Like the issue with including us in the online faculty directory, we were told there were simply "too many of us" and we were "too transient" to manage this task. Thus, there was no way to document the number of part-time faculty with advanced degrees.

We learned part-time faculty are paid using a "contract" employment status, which results in too little federal income being withheld. When we asked that this be changed so already underpaid part-time faculty are not also hit with a

hefty federal tax bill at the end of the year, we were told this would be too difficult to do. We learned no single mechanism existed to communicate with all part-time faculty on campus (in 2015, we finally gained this mechanism). Worse, we learned many schools and departments across campus failed to communicate with their part-time faculty at all and even excluded them from communications sent to full-time faculty. We learned that because part-time faculty are excluded from benefits, they also lack the ability to access IUPUI's counseling services, which are free or at a reduced rate for students and full-time faculty and staff. When asked if this could be corrected given the degree of stress and health issues many part-time faculty experience due to working multiple jobs and lacking health insurance, we were simply told this was not possible.

But we also made some gains. Where previously we'd had no private space to meet with students (the 107 part-time faculty in the School of Liberal Arts shared twenty-three cubicles), some space was converted to a private conference room for us. Where no part-time faculty served on any committees, the Writing Program Coordinating Committee expanded its eligibility to include this group and welcomed one to the committee and granted her all the rights of the full-time and tenured faculty on the committee.

And so, by the start of our second year we had adopted the maxim to be "patient, persistent, and professional," recognizing we needed to consistently exhibit all three qualities if we were to effect change, however slowly. In small steps, that change happened.

By 2010, we were ready to expand again and represent all part-time faculty across campus, despite being advised against expanding by upper administration. Of course we ignored this advice as well and announced our expansion and our name change to the Associate Faculty Coalition at IUPUI via the university's e-newsletter.

Our Second Year: Mobilizing, Organizing, and Learning

And we continued our efforts into our second year. We initiated a membership drive, creating an online portal to join on the Coalition's website. Membership was free, of course, and mainly served as a way for others to show their support. We knew membership numbers would be one way to prove the dissatisfaction and frustration many part-time faculty felt about their working conditions. Within the first three weeks, we had one hundred members.

We created a listserv for members and began communicating what the Coalition was doing. We held two "quiet" demonstrations on campus: the first when the President of IU gave his State of the University address and the second when IUPUI's Chancellor gave his State of the Campus address. We formed a student

delegation, recognizing that student voices were more powerful than ours. We gained a spot on one of the Reaccreditation Self-Study committees although we were told we could not speak; our role could only be as note taker. We continued posting to our Facebook page and calling for new members in the campus e-news blasts. We continued meeting with the Dean of the School of Liberal Arts on our efforts for change within that School. Importantly, we gained a board member from outside Liberal Arts to show we were a campus-wide group and not mostly just a group of disgruntled English teachers. We expanded the collection of data on our numbers and teaching assignments outside of Liberal Arts to include campus-wide data. We held a contingent faculty forum with the local AAUP chapter where we invited panel members to present their view of the issues and hear from attendees who shared stories about how their contingent status impacted their ability to teach and their students' ability to learn. At the teach-in described earlier, we collected narratives from faculty and students who participated. We chalked about our efforts on campus sidewalks and sent press releases announcing our initiatives. We partnered with students wanting to write papers and conduct research about our issues.

And we fought battles. We fought an attempt to censor us with prior restraint and argued for our right to issue our own press releases, rather than give the information to the university's media relations group and have them write the release, since there are no rules on the books against our writing our own.

We presented the Coalition and its mission to the university's faculty governance committee where we were met with skepticism about the true nature of part-time faculty working conditions (was it really as bad as we were saying?) and how part-timers view those conditions (most are fine because they teach to give back and don't need the money). The committee told us they don't control how much part-time faculty are paid; salaries are determined by the "market" and they are simply following the market. Besides, there isn't enough money to increase part-time faculty salaries. One faculty member said the committee was already "too busy" to deal with this issue. Again, this is the committee tasked with addressing faculty issues across campus, but once again, the perception that part-time faculty were not really "faculty" was sharply evident in the harsh comments. We were told we needed to survey faculty on our campus because it wasn't necessarily true that our situation mirrored what was happening and being reported on nationally. The committee said it would need to approve our survey questions.

Still, we continued to make gains. We were invited to serve on the committee to plan the campus-wide orientation for part-time faculty for fall 2011, the first such offer ever made. We increased membership in the Coalition to nearly 250 part-time faculty, full-time faculty, staff, and students. We gained additional me-

dia coverage. We met with upper administration at the campus level who agreed to hear our concerns. We created a list of conditions and practices that schools should strive for to ensure part-time faculty are treated fairly and equitably, and presented it to upper administration, deans across campus, and the campus faculty governance committee.

Where no raises for part-time faculty had been approved in years, the Coalition lobbied for and won raises for those working in the School of Liberal Arts. While extremely modest, the salary gain was a milestone in more ways than one. Whether it was the Coalition's doing or not, several other schools across campus followed the School of Liberal Arts move and raised salaries for their part-time faculty as well.

We held a "Coffee with the Coalition" event to promote our existence and remind students, faculty, and staff of our mission and the need to get involved. We held a third-annual teach-in. We gained professional development funds for all part-time faculty across campus who presented at conferences. While limited in scope, this was another huge gain as nothing of the kind had been awarded to part-time faculty in the past. This benefit has since been improved to cover registration to an annual conference for contingent and part-time faculty held in Indianapolis each year.

We continue to face the challenge of gaining more tenured faculty support. We realize this is due to several reasons. Some tenured faculty see part-time faculty as a threat, although many tenured faculty have less time for research because they are continually bombarded with the need to perform duties and service that many contingent faculty cannot be asked to do. Regardless of how much service many full-time contingent faculty are able and willing to perform, pure part-time faculty, a group that makes up 30 percent of all faculty at IUPUI, cannot be asked to perform any service given their tenuous status and extremely low pay. Thus, the more tenured faculty, the more faculty there would be to share the work needed to ensure quality learning conditions for students.

But despite the challenges, the Associate Faculty Coalition continues to exist and strive for improved working conditions for part-time faculty at IUPUI. Our initial maxim of "patient, persistent, and professional" continues to drive our efforts. Change is happening and will continue to happen, however slowly and in small steps.

PRACTICAL MATTERS FOR ADVOCACY

Perhaps the best thing part-time faculty can remember: we are hardly alone in our efforts. Joining advocacy groups can offer a sense of camaraderie for many Freeway Flyers. Part-time faculty can use social media to communicate, share

ideas, and gain momentum through collective action. *The Chronicle of Higher Education* and *Inside Higher Ed* have devoted more time and space to adjunct issues, and the body of literature on the subject is growing. Joe Berry's activist book, *Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*, provides his years of experience along with practical advice and support. (Berry also met with the AFC for a mini-workshop on expanding the movement to enact more sweeping change.) Berry cites isolation of part-time faculty as a contributing factor to stasis. "Contingent faculty themselves, however, almost never focused on structural barriers. Almost without exception, they saw fear, and fatalism, as the main obstacle to overcome" (89). Berry asserts that even if a group has yet to form a union, individuals can benefit from collective action. Twenty-five or thirty people with the same complaints are harder to ignore. Still harder: a hundred.

Those looking to enact change should find sympathetic full-time faculty to help advocate and advance the cause. This is a problem that has far-reaching effects; all should be concerned about the direction of faculty hiring practices. Ask for meetings with the higher-ups. Lay out the issues as they stand, and remind administrators that action is needed. When the adjunct issue seems to have fallen to the bottom of a mountain-sized "to-do" pile, the only way to remind universities that part-timers have a voice is to use it. And the only way to get past red tape is to push through.

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