

AAUP Report

Fall 1999

American Association of University Professors
Bloomington Chapter

The Special Interests of the Faculty

In our last AAUP Report, Ted Miller noted that the chairman of IU's Board of Trustees had explained the limited role given faculty in the recent presidential review by pointing out that faculty are simply employees, only one of many constituency groups at the university. About the same time, a bill to mandate faculty trustees on governing boards of state universities was quashed without a hearing in the Indiana Senate. The Senate leadership explained that granting trustee seats to a specific interest group, such as faculty, would lead to requests from such comparable interest groups as support staff, coaches, and vendors (a phenomenon that seems not to have occurred in states that have mandated faculty trustees -- like that radical state, Kentucky).

The portrait of the faculty as an interest group hides the unique institutional role that the faculty plays behind the less central fact that we are paid for playing that role. While a reduced portrait of faculty may be congenial to groups who wish to focus decision making on issues of market opportunities and consumer demand, it reflects a failure to understand the nature of the university and how traditions of faculty governance are essential to it. Faculty design and implement the research agendas and teaching curricula of universities, and as they exercise academic freedom in doing so, they are the source of the institution's intellectual direction and momentum. This role is more difficult to convey to those outside of academics than is the fact that we are, indeed, employed.

Many of us can remember how we somehow became white collar workers a decade or more ago, as financial crises made "the university as a corporation" seem like the wave of the future. But corporate styles of narrow bottom-line thinking and top-down management are destructive to the nature of a university. They are also poorly suited to our current changed environment.

Technological transformation and a strong economy have now created a different set of stresses, products of opportunity more than emergency. Universities are under pressure to anticipate fast-changing trends in research agendas and funding sources, and in instructional demands and methodologies. Whether we

welcome it or not, the strategic choices we make during this transitional period will have an outsize effect on our future, and their implications go to the heart of the process by which research and instruction are designed. If academic freedom is to survive as the compass of the university, faculty can't wait until they're asked to react to fully developed proposals, we should be leading and guiding the debate in the interest of the entire university community.

The AAUP has been lobbying to gain faculty trustee seats in Indiana so that we can do this more effectively, but whether or not we attain that goal now, the more important point is that there is a great deal an active faculty can do to reclaim recognition of our guiding role. By gathering information, building a shared understanding of key issues, and bringing the pressure of informed faculty judgment to bear through mechanisms of faculty governance, faculty can demonstrate that they do not constitute a special interest, as important bodies in this state are attempting to cast us, but are uniquely advocates on behalf of the principles and goals of the university.

This AAUP chapter has contributed to this by protecting the principle of academic freedom, providing forums for faculty discussion of key issues, and actively recruiting colleagues to join faculty governance. In the coming years, change will accelerate and the challenges will grow. If we don't want the pressure of events to relegate us to the status of a special interest within our own university, more of us will need to contribute time and energy to ensuring that we are recognized as advocates of the institution, and not the moral equivalent of vendors.

Robert J. Eno
East Asian Languages and Cultures

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What Kind of Faculty?

In the 21st Century: Who will be your colleagues? What will be the qualifications of those who teach your students? Will academic work be carried out with the protections of academic freedom? In whose hands will academic governance rest?

The use and abuse of non-tenure track faculty (NTTF) appointments in higher education is a nationwide issue. The AAUP position, since the 1940 Statement of Principles on Academic Freedom and Tenure, has been that there may be only two classes of faculty: probationary and tenured. While it may be questionable whether the AAUP position has ever been rigidly adhered to in any college or university, consistent adherence to it has become increasingly untenable in the current higher education environment. In these circumstances, how can we be assured that universities' academic missions and governance are in the hands of tenured (and tenurable) faculty. To the extent that universities employ NTTF, how can we be assured that NTTF work with protections of their academic freedom and enjoy conditions of work that enable them to make quality contributions to universities' missions.

At IU, NTTF have been most heavily used in Indianapolis and on the regional campuses where fluctuating enrollments make long range commitments to all teaching faculty financially hazardous, problems with prestige, facilities, and teaching loads disadvantage campuses in attracting tenurable faculty, meeting the needs of local communities shape the campuses' missions, and graduate students are unavailable to serve as Associate Instructors. In Bloomington, the absence of these factors that influence practices on the other I.U. campuses, and especially the availability of graduate students (future faculty) to share a substantial portion of the teaching load, has made use of NTTF a less significant problem. Even here, however, decreased state support, increasing enrollments, shrinking graduate programs, increased undergraduate education in schools in which graduate students do not teach, and other factors raise questions about present practices and concern for the future. In an RCM environment, there is substantial benefit, financially, if a school can charge

full tuition for an increased number of lower level courses staffed by less costly faculty.

The University Faculty Council has been working on the NTTF issue for several years, so far with limited progress. The Clinical Ranks resolution adopted by UFC in 1995, ratified by the Trustees, and incorporated in the Academic Handbook, addressed a circumscribed part of the overall problem. That work was worthwhile in itself and provided good experience in working with NTTF issues, but subsequent attempts to tackle the wider problem have not succeeded. And there is evidence clinical ranks are being used in some academic units for NTTF where "their primary duties are [not] teaching students and residents/fellows and providing professional service in the clinical setting."

The UFC's Faculty Affairs Committee is currently tackling the problem with renewed effort. The elements of an effective academic appointments policy are: classification of academics ranks in a way that allows for unambiguous assignment of academic appointments with appropriate responsibilities, regulation of the use, rights, and responsibilities appropriate for each appointment class, and a scheme of accountability that will promote adherence to those regulations. The Committee's strategy this year is to first bring to the Council the classification of academic appointments and then propose regulations for the most important classes of NTTF appointments. A draft of the classification scheme may be considered in the BFC as early as December, with placement on the UFC agenda for action at the beginning of next semester.

Several members of the AAUP-IUB Executive Committee are serving on the BFC Faculty Affairs Committee and are closely involved in this project. Our goal is the adoption of policies that will promote the use of tenure track faculty for the performance of academic work and, to the extent the University employs NTTF, that employment should be as consistent as possible with AAUP principles. We urge faculty to pay close attention to this work. The work we do on these issues at this time will determine the evolving character of the University.

Edwin H. Greenebaum
Law School

Academic Freedom Is Not Free -- Join The AAUP!

Name _____

Address _____

Send to: Dick Carr, Department of French and Italian, Ballantine Hall 642, carr@indiana.edu.

Notes From the President

One of the most important initiatives undertaken this year by the IU Bloomington Chapter of the AAUP will be a major membership campaign, done in cooperation with the AAUP National Office. Our official campaign will kick off in January, and I urge all IUB faculty and graduate students to consider becoming members. A strong AAUP voice on this campus, as evidenced by active and broad membership, is one of our most potent tools for protecting the principles of academic freedom that are under increasing attacks.

Adding your support to AAUP through membership will bring you some tangible benefits, such as the monthly magazine "ACADEME," subsidized legal advice through the State AAUP, and others. Perhaps more important than these tangibles, though, are the intangible benefits that come from a strong and influential collective voice speaking up for principles of academic freedom.

The need for a strong faculty voice defending academic freedom has never been greater, and the opportunities to do so continue to present themselves. Committee A of the IUB AAUP continues to advise and advocate for faculty members and graduate students, university-wide, who believe their academic rights have been violated. We have held discussions with state governmental leaders (Senator Vi Simpson and Higher Education Commissioner Stan Jones,) to provide a faculty voice on legislative issues facing higher education. We maintain close contact with colleagues at other institutions of higher education in the state through the active state AAUP Conference, which is mounting a statewide lobbying effort for legislation to mandate a faculty member on university boards of trustees.

In tandem with our membership drive, the IUB AAUP Executive Committee is reorganizing its activities related to Bloomington Faculty Council elections. In recognition of recent changes in BFC voting procedures, we are appointing "AAUP Liaisons" in each BFC election unit to recruit faculty in their units who will be the strongest representatives to the BFC and who will be willing to accept the nomination and support of the AAUP. (Membership in AAUP is not required.) The Executive Committee will continue to recruit and seek the nomination and election of campus at-large members, in both the general and untenured categories, as well as solicit support for those recruited by the AAUP liaisons in their units. We hope these AAUP Liaisons will serve other outreach functions, such as serving as a contact during the membership campaign, communicating AAUP concerns to unit faculty, communicating local unit concerns to the Executive Committee, and generally making the AAUP more present to faculty consciousness.

Through these and other actions, the Executive

Committee of the IUB AAUP is working to protect principles of academic freedom at IUB. Please join us.

*Julie Bobay
Libraries*

How Do Faculty Find Committee A?

It is the now decades old link between academic freedom, tenure, and the AAUP that directs Indiana University faculty to our offices. The defense of academic freedom and tenure has been the primary purpose of AAUP since its creation in 1915 in the midst of political witchhunts against faculty. The organization's very first report on academic freedom and tenure declared that academic freedom of inquiry for professors was necessary to "advance the sum of knowledge," and connected that freedom to a "reasonable security of tenure." Those commitments were renewed in the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure: "teachers are entitled to full freedom in research and in publication of the results, subject to the adequate performance of their other academic duties." And, the statement added, "teachers are entitled to freedom in the classroom in discussing their subject." Logically, the organization designated its first unit "Committee A" and charged it with the defense of academic freedom and

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The Executive Committee wants to hear from you (chapter members, non-members, possible members) about matters that you think should be on the AAUP agenda.

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Ben Brabson (Physics), Ann Bristow (Library), Ann Gellis (Law), Ed Greenebaum (Law), Michael Grossberg (History), Steve R. Johnson (Law), Douglas Maynard (Sociology), Theodore Miller (SPEA).

Visit our web page: <http://www.indiana.edu/~aaup>

Standards of academic freedom and tenure built up by the AAUP over 80 years represent a body of persuasive professional opinion with high levels of organizational endorsement. The AAUP also seeks to strengthen faculty governance, provide fair procedures for resolving grievances, promote the economic well-being of the faculty, and advance the interests of higher education.

tenure. Every chapter of AAUP has followed suit by expressing its commitment to academic freedom and tenure through the creation of its own "Committee A." IU faculty concerned about annual evaluations, promotions, conditions of work, university governance, curriculum conflicts, tenure, and a host of other issues find out about our chapter's Committee A in a number of ways. Many of them already know about the organization and bring their cases directly to us. Others learn about us very quickly when they ask their colleagues for help and AAUP is the first response. Still others learn about AAUP during the grievance process as members of university committees suggest that they seek help from us. And some faculty find their way to AAUP when they discover that the organization's basic statement of principles, The AAUP Redbook, cited as the primary source of standards of academic and tenure in documents like the IU faculty handbook. In other words, AAUP's mission of defending academic freedom and tenure has become so deeply embedded in the

culture of institutions like this one that inevitably faculty faced with academic freedom and tenure problems learn of AAUP's existence and its standing offer of assistance.

However, the continued existence of Committee A at IU cannot be taken for granted. University of Virginia law professor Robert M. O'Neil, chair of the national AAUP's Committee A, makes that clear: "There is one stark contrast between the AAUP and other organizations. The AAUP never inquires into the membership status of a professor who seeks its help. That is because the AAUP's mission is to serve the profession. Nonetheless, to continue, the Association needs the support of faculty members. Without that support, the AAUP may not be there to offer aid and counsel when you need it." All of this is true at IU-Bloomington.

*Michael Grossberg
History Department
Co-chair Committee A*

Coming Next February AAUP 10th Annual Forum

**(Watch for details
coming soon!)**

The Changing Role of Trustees in University Governance

Speakers: John Walda, President, IU Board of Trustees
Mary Burgan, General Secretary, AAUP
Ted Miller, SPEA Professor of Environmental Science and Geography
and Past President of the Bloomington and University Faculty Councils