

The IOWA ACADEMIE

NEWSLETTER OF THE IOWA CONFERENCE OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

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Greg Scholtz, Editor

St. Ambrose hosting fall conference meeting on faculty handbooks and AAUP standards

The St. Ambrose University chapter of the American Association of University Professors has put together a full morning's program (see box) for the October 25 meeting of the Iowa Conference of the AAUP.

Keynoting the meeting will be Wartburg professor Greg Scholtz, whose remarks will focus on the AAUP-recommended policies that every faculty handbook ought to contain. Scholtz is chair of Iowa Committee A and the liaison to national Committee A from the Assembly of State Conferences.

A panel of faculty and administrators from the Davenport area will provide further commentary before a period of general discussion.

Registration begins at 8:30 a.m. in McMullen Hall on the St.

Ambrose campus. The program begins at 9:30 a.m..

To get to St. Ambrose from I-74, take the Locust Street exit and go west on Locust until you reach the campus, which will be on the right after crossing Welcome Way/Harrison Street.

If you're coming from I-80, take the Brady Street or Hwy 61 exit. Stay on Welcome Way until you pass

VanderVeer Park on the left. Then move to the right lane for the turn onto Locust Street.

McMullen is an older building on the corner of Locust and Gaines. Registration will take place in the first-floor foyer.

For further information, please contact Wayne Oberle: 565-333-6102 or <oberlewayne@ambrose.sau.edu>.

Poston to speak at Wartburg

Wartburg AAUP is inviting all Iowa faculty to attend their annual chapter dinner on October 24 in Waverly. AAUP national activist Lawrence Poston will speak.

Poston, a professor of English at the University of Illinois at Chicago, has served on a number of AAUP's most important committees, including Committee A on Academic Freedom and Tenure, on which he is now a consultant. Poston will talk about how the AAUP is essential to the quality of higher education in America.

For detailed information, contact Wartburg chapter treasurer Josef Breutzmann: 319-352-8670 or <josef.breutzmann@wartburg.edu>.

PROGRAM

Fall Meeting of the Iowa Conference

Saturday, October 25, 2003

McMullen Hall (old library), Room 212

St. Ambrose University, Davenport, Iowa

518 Locust Street

- 8:30-9:30 **Registration and Refreshments**
- 9:30 **Welcoming Remarks**
Lorraine Rodrigues-Fisher, Vice-President of
Academic Affairs, Saint Ambrose University
Frank Thompson, President, Iowa AAUP
Ryan Dye, Chairperson-Elect, Faculty Senate, SAU
Brenda DuBois, President, SAU-AAUP
- 9:40 **Keynote Address: "Is Your Faculty Handbook Faculty Friendly?"**
Greg Scholtz, ASC Liaison to Committee A on Academic
Freedom and Tenure
- 10:30 **Roundtable Response to Keynote Address**
- 10:45 **Keynote Response to Roundtable Comments**
- 11:00 **Open Questions and Comments from Audience**
- 11:30 **Iowa Conference Business Meeting, including Elections**
- Noon **Adjournment**

Integrity and ordinary people: reflections following the AAUP Summer Institute

by Paul M. Hedeem

Fresh upon my return from the 2003 AAUP Summer Institute in Albuquerque, New Mexico (July 24-27), I was searching for ways to order and understand my experiences there. In the process, I encountered a couple of interesting texts. The first was *The Chronicle* article "Censure, Be Gone" (Scott Smallwood, "Censure, Be Gone," *The Chronicle of Higher Education*, 11 July 2003, sec. A, p. 11). It told the story of the University of Arkansas President Lu Hardin's completely positive and forthright response to the AAUP's 1998 censuring of the institution (which occurred under its previous leadership.)

The article focuses on the deteriorating administration-faculty relationship, which was caused primarily by the administration's attempts to undermine tenure, compromise due process, and take away the faculty's advisory role. President Hardin's empathetic and principled response to the situation has resulted in the removal of censure and a radical elevation of campus morale and the institution's sense of purpose.

The second text, one far afield, was Robert Young Pelton's *The Hunter, The Hammer, and Heaven: Journeys to Three Worlds Gone Mad* (Guilford: Lyons, 2003). (Which, I realize after attending the Albuquerque conference, might also be the title of a number of campus's academic histories.)

In his analysis of his meeting with Bougainvillian rebel leader Francis Ona, Pelton briefly surveys his own interpretation of the man whose dogged resistance has saved his island culture, "a small piece of what this world should be" (312), from resource predation. Is he a "crazy man," a "crafty manipulator," as some have said, or something else? Pelton wonders (312). The temptations for demonizing or mythologizing Ona and his movement are many. Pelton, however, resists them all, asserting that Ona is really just "an ordinary man" who "believes something is right," and from this belief and Ona's sacrifices come his power.

I found correspondences between my experiences in Albuquerque and these texts.

Sprinkled in the *Chronicle* article

are comments by other institutions criticizing the AAUP, decrying its fustiness and hostility toward not only certain kinds of institutions, but also the future of higher education. The Hardin piece revealed the relevancy of AAUP, the "essential" and foundational relationships between idea and practice that underwrite professional "integrity." Also, Hardin helped me to understand the simple power in a belief in "rightness," or, if not that, in what is "best" in the way of practices.

The Pelton text underscored how analyses of complex situations might be served by knowing that complexity itself is frequently buttressed by simple ideas. Dialectically engaged with anything extraordinary (circumstances or people) is something "ordinary." Like Francis Ona, we begin where we are, and that place is frequently a simple one.

Integrity and ordinary people in extraordinary situations (and professions) have led me to three conclusions about AAUP's role in higher education. AAUP provides affirmative sets of principles, processes, and experiences for understanding faculty service and institutional respect. These include

- **Academic freedom (free not only from the idea police but the profit police) has tenure as its only real guarantor.** The real examination of life takes place in an essentially liberal atmosphere of choice, empowerment, and privacy.
- **The faculty's advisory role has only one guarantor, shared governance.** The faculty, because of its unique training and centrality to the teaching-learning process, is in the best position to design and assess both curricula and the manner of its own stewardship.
- As matters of professionalism, civility, and justice, **all faculty and staff are entitled to due process** regarding decisions made by colleagues and administrators.

Fusty, yes, but sometimes issues are simpler and more ordinary than they seem, even in a profession as complex and often mysterious as higher education. With principles we have places to begin, and if experiences at Central Arkansas are seen in that light, a place also to begin "again."

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Paul Hedeem teaches creative writing, contemporary literature, and film at Wartburg College. He is also vice president of the Wartburg chapter of the AAUP. His attendance at the Summer Institute was funded by scholarships from the Iowa Conference and from the Association of State Conferences.

From the President:

The AAUP's commitment to liberal education

The AAUP national meeting (June 11-15) provided an opportunity for delegates to exchange ideas, reinforce AAUP principles, and determine the future course of our organization. The major theme of this year's meeting was liberal education and social responsibility. Special sessions on affirmative action and on liberal education as well as regular committee updates on academic freedom and tenure, accreditation, governance, work and family issues, and retirement offered attendees a glimpse of the interconnection between liberal education and the ongoing work of the AAUP. The role of the AAUP is to encourage and maintain educational quality in American higher education.

Liberal education is the foundation upon which the reputation of a college or university is built. Undergraduate liberal education determines opportunities available to students after graduation. For instance, lack of grounding in English, logic, or history can limit a student's eventual pursuit of legal studies.

Similarly, the absence of an undergraduate calculus course may reduce a student's graduate choices in economics, psychology, business or analytical chemistry. Understanding the fine arts, the humanities, and the sciences allows students to become productive members of society, to be able to converse on many topics, to appreciate different viewpoints, and to help others.

Despite this readily apparent interconnection between liberal education and preparation of qualified graduates, many university and college administrators appear to be neglecting these fundamental building blocks of undergraduate education.

Evidence of the lack of administrative commitment to liberal education takes many forms. During the current budget crisis here in Iowa, one administrative response to funding shortfalls has been to reduce the number of general edu-



A. Frank Thompson

cation courses and increase the class sizes in the offerings that remain. Administrators claim these reductions in educational quality will cause students to complain to their parents who will then place pressure on state legislators.

Such talk fails to consider the golden rule in education. We should provide to students the same quality of education or better than what we received as undergraduates. Students arriving on our campuses deserve access to a quality undergraduate education. Budget politics should not enter the equation in determining classroom quality. Unfortunately, administrators in a number of departments across Iowa control scheduling and class sizes, a situation that has created this educational-access problem for students.

Further compounding this difficulty is the potential perception that faculty are limiting classes for students. Not only do administrators determine class sizes and scheduling in a number of academic areas, they also allocate funds for faculty positions. In some instances, money won for the betterment of general education may not wind up in the hands of the departments offering liberal education courses.

For example, at UNI two years ago the administration went to the

Board of Regents and made a very convincing case for additional budget allocations towards hiring Ph.D.-qualified general education faculty. Ultimately, the funding for the new positions had to be taken from other academic areas at the university through retirements and resignations. However, once these allocations came to the university, those same dollars were directed towards nine full-time faculty positions in the College of Business. The College of Business provides two courses in the general education curriculum as part of the economics program. Ironically, out of the nine positions given to the College of Business, none resulted in the hiring of a faculty member to teach general education.

Too much of the budgeting by administrators is the by-product of a zero-sum game. One department or college gains at the expense of another. Allocations under such circumstances fail to consider the strategic nature of reinforcing the mission and quality of the institution. Business students that know little of art, literature, history, sociology, philosophy, geography, culture, language, and science are likely to be poor leaders.

Business schools are now emphasizing "business ethics" in light of the publicized failures of our business-educated leaders from Worldcom, Enron, Global Crossing, and HealthSouth. To date, none are advocating the inclusion of additional liberal arts courses for business students as part of their general education requirement. Business ethics may be an important applications course for business students, but the foundation and theory for all undergraduates should come from a strong general education curriculum including courses in areas such as philosophy, literature, history, government, sociology, and psychology.

As always, thank you for your help in supporting the cause of faculty and the improvement of higher education.

Resisting the spectre of a volunteer faculty

by Karen Thompson

Some time ago, I saw an ad for “volunteer teachers.” It was somewhat apologetic as it specified a “not for profit” enterprise and suggested that applicants might “get experience” through these positions. The ad stipulated that after working two semesters for free, qualified teachers of English as a second language (ESL) might be hired at the two-year public institution. I was shocked. While “getting one’s foot in the door” has always been one of the justifications for accepting low pay for benefit-free work, no one had actually called for volunteer teachers before, as far as I knew. Since that time, I have noticed other related and disturbing trends.

I will address several: what I call “administrateachers”; retirees; and wannabes. Taken together, these groups can lead us into the realm of the volunteer faculty. It may be too late to curtail this trend completely, but redirect it we must if college teaching is to remain a profession. To that end I propose open organization among all of these groups.

“Administrateachers” are administrators who also teach. I’m not talking about individuals on faculty lines who are released from some teaching or research in order to perform administrative duties. Instead, I refer to the growing number of full-time administrators who take on a course, often at no extra pay, in addition to their regular administrative duties. Several Rutgers administrators have called me to inquire about part-timers’ salaries because they wanted to demand extra pay. Of course, many administrators, who are typically at-will employees, may feel they have little choice when asked to pick up a course for a program in distress. As the ranks of administrative personnel increase, so does the possibility for this kind of abuse.

Consider retirees in a similar light. Many faculty take buy-outs or incentive packages for early retirement, or accept standard pension programs, with the understanding that they will continue to teach a

course or two. Some retirees negotiate pay that makes up the difference between their pensions and original salaries. That’s an equitable arrangement that helps boost the negotiating position for all part-time faculty. On the other hand, some faculty emeriti teach a course or two without pay, content merely to “keep a hand in” and maintain their old offices. Some arrange for small salaries along the lines of what other contingent faculty members earn. Retiring faculty, especially those accepting incentive programs, should stipulate that their full-time lines remain intact and that they are reasonably paid for teaching. Contingent faculty, administrateachers, and teaching retirees have interests in common and should organize around those interests.

Many contingent faculty members fall into my final, largest category: the wannabes. In addition to administrators and retirees teaching for free, there are widespread patterns of part-timers practically teaching for free. Administrators like to protest that most adjuncts are full-time professionals who do not need income from teaching. In my experience, most people not only need their salaries but think equitable pay is just whether they need it or not. But if some people are willing to work for free, it becomes more difficult for the rest of us to request, negotiate, or demand fair compensation. Why do so many agree to teach for so little?

Many of us do it because we enjoy passing ourselves off as professors. After years of education, numerous job searches and interviews, and, often, extensive publication records, college teachers don’t want to broadcast the fact that they’re not really legitimate or that they’re not considered important enough to be paid adequately. Why would we undermine the little respect that standing in front of the classroom generates by outing ourselves as exploited reserve labor? Plenty of contingent faculty advocates encourage this kind of “passing.” In their book *The Invisible Faculty*, Judith Gappa and David Leslie stress integrating part-timers

into the university community and “making part-time faculty genuine partners,” while downplaying the need to increase compensation. Jill Carroll, an adjunct columnist for the *Chronicle of Higher Education*, suggests such things as making friends with full-time faculty, avoiding competition with other part-timers, or adopting other means to a more positive attitude. The *Adjunct Advocate*, the only magazine devoted entirely to part-time and adjunct faculty affairs, reports on Fulbright awards, has an “administrators’ corner,” and provides various kinds of professional or classroom aid. But although all of these approaches move toward bringing part-timers into the respectable light they deserve, they don’t address the inequities at the core of the profession.

Emphasizing the problems associated with contingent faculty appointments is often labeled as whining. Organizing a union, with its associations of “labor,” can appear inappropriate or even in conflict with the professionalization that goes with passing as a professor.

But how did we get from “professional” to “volunteer”? By not acknowledging the facts of our employment situation: low pay, no benefits, little security. Instead of hiding these facts, we should announce them to the world, publicize them to our students, and, finally, refuse to work if conditions are too dire. We must reach out to administrators, teaching retirees, teaching assistants, and all of our other allies in the educational enterprise.

If you want to volunteer, give some time to your faculty association. Flexibility in organizing can be the new goal. Only by organizing together can we curb the disturbing trend towards a volunteer faculty.

Karen Thompson is a member of the AAUP’s Committee on Part-Time and Tenure-Track Appointments. A linguist, she teaches composition part-time for the English department at Rutgers University.

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Need Help?

The colleagues whose names, addresses, and phone numbers are listed above are prepared to assist you. Don't hesitate to contact one of them if you encounter problems related to your academic freedom or rights to due process.

The Coalition of Contingent Academic Labor works for higher education

by Gwendolyn Bradley

A growing group of faculty activists is working to reverse the trend towards the overuse of part-time and non-tenure-track faculty appointments and the exploitation of faculty members who hold such contingent appointments. This work is vital to the future of higher education, but it can also be difficult and isolating, particularly for those who are themselves contingent faculty members.

"The common view of organizing assumes that the workforce is first organized by production or work itself," says Richard Moser, a staff member in the national AAUP's Department of Organizing and Services. "Contingent work, however, is much more challenging because the fact of contingency inhibits a visible community of interest from developing."

In response to this problem, a network of activists involved in contingent faculty issues formed the Coalition of Contingent Academic Labor (COCAL) in the late 1990s. COCAL's main function is to share information, to educate campus and wider communities, and to provide solidarity for faculty activists. COCAL is an independent, grassroots coalition with no regular staff or budget.

To foster information sharing, COCAL has organized a listserv and a series of conferences. The most recent conference was held in October 2002 in Montreal; the next conference will be held in Chicago in 2004.

COCAL organizes Campus Equity Week, a period of coordinated activity also known as Fair Employment Week. During the week, faculty across the United States, Canada, and Mexico carry out actions designed to bring attention to the unfair treatment of contingent faculty and the threat that an overreliance on contingent faculty poses to the future of higher education. The next Campus Equity Week will be October 27-31, 2003.

Local COCAL working groups form to deal with specific issues, and they raise funds and hire staff as needs arise. In California, faculty

from the University of California, California State University, and California Community College systems, believing that the exploitation of any class of faculty in California undermines the power and professionalism of all faculty, banded together to form a statewide COCAL that held its first conference in May.

"Local autonomy as we have practiced it has been an effective way for dealing with the wide variations in conditions, political traditions, and language. It means that the extent to which any organization complies with COCAL initiatives varies greatly and the style and emphasis adopted is up to each organization to work out on its own. In this way we propose to have unity without uniformity," says Moser.

"One of COCAL's most important accomplishments has been the emergence of an international leadership able to develop and exchange information, insights, and organizing strategies," he adds.

For example, faculty associations and unions were initially uninterested in organizing contingent faculty because of the high costs and low financial return associated with such activity. By articulating the long-term consequences of the erosion of tenure and exploitation of contingent faculty, COCAL activity helps to effect a shift in attitudes and policy so that all the major faculty associations and unions now engage in some form of contingent faculty organizing.

To subscribe to the COCAL listserv, send an e-mail to <adjl-request@listserv.gc.cuny.edu>. Put the following command in the body of the message (not the subject line): SUBSCRIBE ADJ-L firstname lastname <emailaddress>.

For more information about contingent faculty appointments, visit the AAUP's Web page on Part-Time and Non-Tenure-Track Appointments <<http://www.aaup.org/Issues/part-time/>>.

Gwendolyn Bradley is the managing editor of Academe: The Bulletin of the AAUP.

#

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(i.e. spouse already belongs)

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