

The IOWA ACADEMIE

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

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Greg Scholtz, Editor

AAUP president to speak about globalization and academic freedom at spring conference meeting

The University of Iowa chapter of the AAUP will host the spring meeting of the Iowa Conference, to be held in Iowa City on Saturday, April 7, beginning at 12 noon. The meeting will feature as its keynote speaker AAUP president Cary Nelson, whose remarks are entitled "The End of Education: Globalization and Academic Freedom."



Nelson

Jubilee Professor of Liberal Arts and Sciences at the University of Illinois at Urbana-Champaign, Nelson was elected forty-ninth president of the AAUP in 2006. Prior to his election, Nelson had served for ten years as a member of the AAUP's National Council, the last six as the Association's second vice president.

Though best known as a scholar of poetry, Nelson is the author or editor of twenty-five books on a wide variety of topics—including modern American poetry, the cultural heritage of the American left, literary theory, academic labor, and American higher education. He has published more than 100 essays in anthologies, disciplinary journals, and higher education periodicals like the *Chronicle of Higher Education*.

A champion of exploited academic labor, Nelson co-authored a number of reform proposals during his term as a member of the Modern Language Association's Delegate Assembly. One such proposal was a

major project to document salaries for contingent faculty in English and foreign languages. Nelson also co-authored the AAUP Redbook statements on graduate students and academic professionals.

Following Nelson's address, a group of panelists will lead a discussion of its key points and related issues. Panelists include University of Iowa faculty members Peter Hansen (Chemistry), chapter president; Lois Cox (Law), former university ombudsperson and a member of Iowa Committee A on Academic Freedom and Tenure; and Sheldon Kurtz (Law), president of the

Faculty Senate. Wartburg professor Greg Scholtz (English), chair of AAUP's Committee on College and University Governance, will also participate.

The meeting will take place in Room 2229 of the Seamans Center (the engineering building), to which is attached a parking ramp. For directions, go to <http://www.lib.uiowa.edu/locations/directions.html> and scroll down to Lichtenberger Engineering Library. For further information about the meeting, including luncheon plans, please contact Peter Hansen at peter-j-hansen@uiowa.edu.

PROGRAM

Spring Meeting of the Iowa Conference of the AAUP

Saturday, April 7, 2007

Seamans Center, Room 2229

The University of Iowa, Iowa City

- 12:00** Lunch (open to all; location TBA)
- 1:15** Keynote Address: "*The End of Education: Globalization and Academic Freedom*"
Cary Nelson, President, AAUP
- 2:00** Panel Discussion
Peter Hansen, moderator; Lois Cox (UI); Sheldon Kurtz (UI); Greg Scholtz (Wartburg)
- 3:00** Iowa Conference Business Meeting/Elections
- 3:30** Adjournment/UI Chapter Business Meeting

—both the keynote address and the panel discussion are free and open to the public—

Report: Iowa Committee A on Academic Freedom and Tenure

by Heimir Geirsson

According to its Constitution, the AAUP's central mission is "to advance the standards, ideals, and welfare of the profession" (*Constitution of the Association*, Article I). Since its founding in 1915, the AAUP's chief instrument for carrying out this mission has been its first standing committee—Committee A on Academic Freedom and Tenure.

Although the committee's chief function has always been to develop standard policies and procedures for incorporation into faculty handbooks and to monitor institutional compliance with these standards, the committee for many years has also provided advice and counsel to faculty members who call or write seeking assistance in matters of academic freedom, tenure, and due process. This assistance is provided by members of AAUP's national staff assigned to Committee A and is available to all, regardless of whether or not a complainant is a member of the AAUP.

This latter function of national Committee A is also carried on by state conferences and local chapters, a necessity given the thousands of faculty who experience such problems annually and the small number (five) of the already overburdened national staff officers who handle such complaints.

Thus, the Iowa Conference, like most state conferences, has created its own Committee A on Academic Freedom and Tenure, which, in fulfilling its task, works closely with the national Committee A staff, often referring the most serious complaints directly to them.

To give Iowa AAUP members a more concrete idea of our committee's work, I offer the following report of our eleven contacts in the past twelve months. (To protect the privacy of the individuals involved, these accounts have been heavily redacted.)

1. A tenured faculty member complained that the administration was attempting to renege on elements of its contract with him and, as a consequence, had deleted clauses in his written contract with correction fluid. Consultation with national staff made it evident that the critical

issues involved were legal, not professional, and that the professor should seek legal assistance.

2. An untenured faculty member said that he had been forced to stand for tenure upon short notice and earlier than two colleagues whose date of initial appointment was the same as his. Since his tenure evaluation was already well underway, he was advised to wait for the result before taking action. Among the complex additional issues about which the professor sought advice were several that seemed to lie beyond AAUP's appropriate purview. In an effort to disentangle these issues, we consulted with national AAUP staff. But before we could provide further assistance, the professor had left the country.

3. A tenured faculty member sought the committee's assistance because she was concerned about her chair's report to the dean following her post-tenure review. She viewed the chair's letter as unduly harsh and an improper characterization of the generally favorable report sent to the chair by the post-tenure review committee. We counseled her about her dealings with the chair and dean, and the availability of the grievance procedures.

4. An untenured faculty member contacted the committee a few months before her tenure decision. She was concerned about possibly hostile responses to her by the chair of the tenure committee. We counseled her about dealing with that person and advised her to take the issue up with the chair, if the hostile behavior continued. The faculty member eventually received tenure with no problems.

5. An untenured faculty member asked for help in the process of responding to the dean following a negative tenure recommendation from her chair. Her department had voted unanimously in her favor. The point of contention was the quantity of her scholarship, particularly the status of a book manuscript. As of the date of consultation, she had a contract from the publisher, subject only to final revi-

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Need Help?

The colleagues whose names, addresses, and phone numbers appear in the box 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.

Send letters/submissions to
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From the President:

How does a college or university achieve greatness?

The framing and execution of long-range plans . . . should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. . . .

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections.

—Statement on Government of Colleges and Universities, AAUP, Policy Documents and Reports, 9th ed., 2001, p. 219.

Since its founding, the American Association of University Professors has been keenly interested in improving the quality and reputation of institutions of higher education. In fact, some would argue that this goal was a reason for its foundation, and it is certainly in the hope of advancing academic excellence that many faculty have joined the Association.

Schools that have earned a reputation for excellence in teaching, research, and service more easily acquire outstanding faculty and students, thus further improving the quality of the academic life on their campuses. In addition, colleges and universities known for their outstanding graduates can more often easily secure grants, endowments, and alumni contributions to help defray college costs to current students. According to the mission statements of most colleges and universities, educational quality is more about the excellence of the faculty than the win-loss record of the football team or the size of



A. Frank Thompson

the new wellness center.

Faculty interest in improving the quality of higher education has manifested itself in a variety of ways. In Iowa, faculty have expressed concerns about governing boards and/or administrations that (1) fail to appoint a significant number of faculty to presidential search committees, (2) commit funds to constructing wellness centers that burden an institution with increasing debt, without consulting the faculty or looking to the long-term interests of the institution, (3) pay coaches astronomical salaries and then bemoan the lack of funds to pay competitive faculty salaries, hire new faculty, or increase faculty development funds, (4) use the merit review process to punish some administrators who stand on principle for the betterment of the university, while rewarding others for blind loyalty to the latest board perspectives, and (5) seek to negotiate long-term agreements about the structure of the university without including faculty in the discussion.

One hallmark of an excellent college or university is the willingness of an administration and governing board to require direct, meaningful faculty participation in strategic, financial, and long-term planning decisions.

Any administration or governing board that is firmly committed to seeking the best for its school in the long run should be eager to bring faculty into the decision-making process. As the key ingredient in the educational quality of the institution, faculty must be part of the long-term decision-making that affects both their service to students and their pursuit of truth.

Somewhere within the last decade, many institutions appear to have forgotten the fact that students come to a college or university to get a good education. They seem also to have forgotten that alumni, employers, and those who fund colleges and universities are counting on faculty, administrators, and governing boards to work together to deliver top-quality instruction at a reasonable price.

It may be difficult for the public to understand how a university might pay a football coach close to \$1 million but be unwilling or unable to pay its president the same amount. It may also be hard for some to understand how a university can guarantee a college coach an exorbitant amount of money each year (whether the team is successful or not) or can hand a coach a \$1 million golden parachute after a scandal, but pay faculty members a flat salary even when their research or the students they have taught accomplish great things for the school and the state.

Most reputable colleges and universities in this country accord faculty a significant role in "the framing and execution of long-range plans," in decision-making "regarding existing or prospective physical resources," and in deliberations about "the allocation of resources among competing demands" because they know that the faculty plays a fundamental role in fulfilling their institutions' missions.

Professors spend more than eight to ten years obtaining their terminal degrees and beginning a research and teaching agenda in the march towards tenure. After another seven years completing a probationary period that involves developing a specialization in one or two areas of research, honing the craft of teaching a variety of courses within their discipline, performing service in the community and for their scholarly organizations, and writing grants and mounting exhibitions or giving performances and presentations, professors compete for the honor of being awarded tenure.

The entire process, which can take fifteen to seventeen years, certainly demonstrates more than just

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From the president: achieving greatness

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a passing interest and commitment to a discipline and to the profession.

Great universities therefore respect the work of the faculty and are committed to providing a nurturing, fair, collaborative, and ethical environment for teaching, scholarship, and service. An administration that does not foster shared governance only serves to alienate faculty members and to underemploy their talents. Such decision-making is at variance with the role of the university to provide the best possible education for students and to create knowledge for society. It is also expensive, because after many years of bad decisions, the institution may find itself struggling to

recruit and retain highly qualified faculty members, to the detriment of the overall quality of the education provided.

Academic institutions are entitled to leadership that not only supports faculty efforts in the areas of teaching, scholarship, and service but includes the faculty in planning at all levels. Hopefully, as we make the public aware of the role of faculty and the AAUP in helping governing boards develop outstanding colleges and universities, faculty will be accorded full participation in the long-term decision-making processes of their institutions.

Best wishes for success in all your efforts to improve educational quality at your institution.

Report: Iowa Committee A on Academic Freedom and Tenure

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sions. We assisted in the drafting of her letter to the dean.

6. A senior faculty member, following a lengthy dry spell in terms of published scholarship, was told by his chair that the only way for him to receive pay raises was to do extra teaching. We advised him about approaching his dean and demonstrating that discrimination against him from the chair, both in relation to the nature of his scholarship and to his salary, pre-dates the dry period.

7. An unsuccessful tenure candidate was appealing a negative tenure decision. He had been denied following the dean's negative recommendation, despite a unanimous positive vote from the department. We advised him and assisted in drafting his appeal letter.

8. An unsuccessful tenure candidate sought the help of the committee in filing an appeal. He had received negative recommendations from both the dean and the department chair and a split vote from the department. We assisted him in framing his arguments and in drafting his letter.

9. An unsuccessful tenure candidate, who had received negative recommendations from the tenure committee, from the VPAA, and from the

president sought assistance in pursuing an appeal. We reviewed the draft appeal document and offered advice for revisions. A member of Committee A also accompanied the faculty member to his meeting with the appeals committee. The appeal was unsuccessful.

10. An unsuccessful tenure candidate who had received a positive recommendation for tenure from the department as well as a favorable vote from the tenure committee was denied tenure by the administration. We assisted in the filing of an appeal and in seeking legal counsel.

A member of Committee A also accompanied the professor to two appeal hearings. Although the appeals committee recommended against reconsideration, the faculty member was later granted tenure by the administration.

11. A tenured professor contacted Iowa Committee A when it appeared that his administration intended to initiate dismissal proceedings against him for reasons that the professor claimed were related to his disability. After consulting with national AAUP staff, we advised the faculty member to seek legal counsel. The professor accordingly retained an attorney with whose help he has managed so far to avoid any additional serious adverse actions.

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Iowa AAUP website

Point your browser to <http://www.aapiowa.org/> for Iowa AAUP information, back issues of *Iowa Academe*, and links to AAUP websites around the country.

PICTURE PAGE
Fall Meeting of the Iowa Conference
Loras College
 14 October 2006



Left to right: Paul Jeffries (Ripon College, formerly U of Dubuque), Wayne Oberle (St. Ambrose), and AAUP General Secretary Roger Bowen. Professor Jeffries was at the center of the most recent controversy at U of Dubuque (see last issue of *Iowa Academe*).



Keynote speaker and AAUP general secretary Roger Bowen



Left to right: Fred Schnee (Loras), Andrea Bixler (Clarke), and Peter Simon (Loras).



Iowa Conference president Frank Thompson and Julia McDonald (U. of Wisconsin-Platteville, formerly U of Dubuque)



Andrea Bixler (Clarke) makes a comment during the question and answer session. Also in picture: (l to r) Ruth Jeffries (UD), Paul Jeffries (UD), Bob Miller (UD), Fred Schnee (Loras).



Loras AAUP president Geoff Harrison dramatically indicates general direction of restrooms.



Loras College provost and academic dean Cheryl Jacobsen extends a warm welcome to Iowa AAUP.



Left to right: David Thompson, Laddie Sula, Dennis O'Connor, and Ann Maus, all of Loras, discuss campus issues during pre-meeting registration and coffee. Maus is vice president of Loras AAUP.



Left to right: Ann Pelelo, Rachel Daack, and Graciela Caneiro-Livingston (all of Clarke College). In the next row Dan Power (UNI), Vice President Marian Kimber (UI), and Peter Hansen (UI). Barely visible in the background: Jim Andrews (UI) and Treasurer Josef Breutzmann (Wartburg).



Row of attendees, headed by Julia McDonald, listens intently to Dr. Bowen's keynote address.



Yes! I want to join the AAUP

Name: _____
Last First Middle

Institution: _____

Academic Field: _____

Rank: _____

Preferred Mailing Address: _____

Tenured? Yes No

Daytime Telephone: () _____

E-Mail: _____

Please choose appropriate membership category:

Tenured Faculty (\$167)

Administrator or Associate Member (\$126)

Non-Tenured Full-time Faculty (\$84)

Public Member (\$126)

Part-time Faculty (\$42)

Joint Member (\$84)

Graduate Student (\$42)

(i.e. spouse already belongs)

Dues include National and Iowa Conference AAUP membership.

Note: National dues are tax deductible as a charitable contribution except for the \$30.00 attributable to *Academe*.

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