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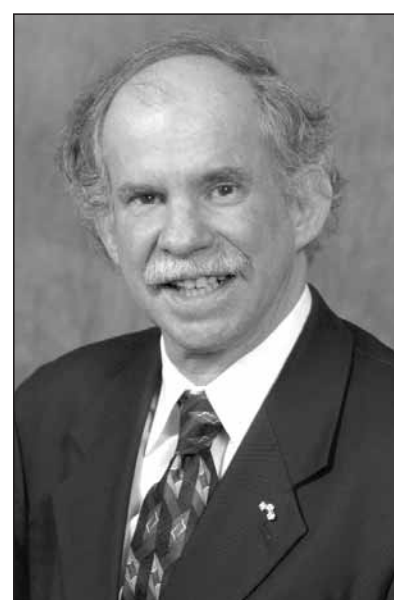
New York State Conference – American Association of University Professors

NEW YORK Academe

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From the President's Desk:

By Stephen Z. Goldberg (Adelphi University)



In the winter 2007-08 issue of *New York Academe* I wrote a column on shared governance and I try to not return to topics about which I have previously written. However, a recent posting in *Inside Higher Education* (August 4) entitled "Us vs. Them in Academe" prompted me to return to the subject of shared governance.

The article reports on a paper authored by Debra Guckenheimer, Sarah Fenstermaker and John Mohr of the University of California at Santa Barbara and Joseph Castro of the University of California at San Francisco, presented at the recent meeting of the American Sociological Association. The paper deals with the attitudes of administrators about the faculty role in shared governance.

It was stated that the survey used by the sociologists was sent to administrators at nine four-year colleges and universities. The campuses surveyed were from various parts of the country and included both large and small, private and public, unionized and non-unionized, schools. Since I am not a sociologist nor did I hear the actual presentation, I am not in a position to evaluate the study. It does seem to me that given the diversity of American higher a sample of nine schools is too small. Nonetheless, some of the conclusions drawn by the authors, as presented in the *Inside Higher Education* piece, are rather interesting.

It is reported that the study found that administrators claim that they want faculty members to be more involved but are also critical of faculty in four important areas: (1) ignorance, (2) inability to see the big picture, (3) a self-serving approach, and (4) a lack of appreciation for the role of administrators.

It is not my purpose here to either agree with or challenge the validity of such attitudes. For one thing, we all know that perception often trumps reality, so the attitudes are what they are and we have to deal with them. Rather, I would like to comment on some approaches which might result in more effective shared governance and which might ultimately change some of those attitudes.

First I suggest that administrators should recognize that the faculty are major stake holders in their institutions. We want and need our institutions to be successful. Administrators should never underestimate the commitment of faculty to their institutions. After all, most faculty careers at an institution are longer than the careers of administrators (as administrators) at those institutions. Administrators should recognize that collectively the faculty has great knowledge of their own institutions in terms of institutional history and culture. Administrators who often arrive at an institution with little knowledge of its history and culture would do well to learn from the faculty.

Faculty are concerned about institutional problems just as much as administrators are. Administrators who want the faculty to see the big picture should not be institutional cheerleaders. While they certainly should recognize institutional accomplishments they should also be forthright in discussing problems and challenges.

It is admittedly hard for faculty to see the "big picture" at an institution. At most campuses, even relatively small ones, the departmental structure tends to isolate faculty. Faculty rarely have the opportunity to come together beyond the departmental or school level. At most institutions there are perhaps two or three full faculty meetings a semester. The agendas of these meetings should be developed either by the faculty leadership or by the administration with significant involvement of the faculty leadership so that the meetings deal with items more significant than reports and other pro forma matters.

The faculty role in planning, be it short term or strategic, is often a point of

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Governor Paterson and Legislature Agree to Cuts in Higher Education Spending

On August 19, Governor David A. Paterson and the Legislature to agreed to enact an over \$1 billion, two-year savings plan that does not include any tax or fee increases and reduces spending in the current fiscal year so that growth is held to the rate of inflation. Included are reductions in the CUNY and SUNY budgets that amount to over \$100 million. According to the Governor and Legislative leaders, these actions will achieve savings of over \$400 million in 2008-09 and over \$600 million in 2009-10, guard against further declines in revenue during the current fiscal year, and reduce next year's state budget deficit from \$6.4 to \$5.4 billion.

On July 30, Governor Paterson called for a special emergency economic session of the Legislature and asked the Assembly and the Senate to make additional spending reductions in the 2008-09 fiscal year. At the same time, he also administratively imposed a hiring freeze and cut current-year state agency spending by \$630 million – on top of the \$500 million (3.35 percent) agency spending reduction implemented in the State Budget passed in April.

Under Governor Paterson's July 30 administrative savings proposal, the State University of New York (SUNY) was required to implement a seven percent General Fund spending reduction, amounting to more than \$96 million. Because the City University of New York (CUNY) is funded through local assistance rather than state operations, it was not impacted by the Governor's proposal. The Legislature's action reduces state support to CUNY by \$26 million. Additionally, CUNY will transfer \$25 million in reserves to the state. Together, the impact of these actions totals \$51 million, which is equal to seven percent of state support for CUNY, therefore achieving parity with SUNY. Similar cuts will be in place for the next fiscal year (2009-2010) as well. Neither institution will face a reduction from its tuition or other non-General Fund revenues.

The budget agreement did spare state aid to community colleges and veterans' tuition assistance.

Notwithstanding the cuts in the State Budget, there may be additional cuts in the future. At the press conference announcing the agreement, Governor Paterson warned that "While today's agreement represents a positive step forward for fiscal responsibility in state government, the looming deficit we face next year will demand even more difficult choices. And given the significant, continued uncertainty within the economy, there are no guarantees that we can avoid additional current-year spending reductions if revenues plummet even further. I will continue to monitor our state's finances carefully and will seek additional action if necessary."

State AAUP Fall Meeting Oct 17-18

The fall AAUP State Conference meeting will take place October 17 and 18th at Hilbert College, in Hamburg, New York, outside of Buffalo.

The meeting will include an Executive Council business meeting, and an open forum, from 4 p.m. to 7 p.m. on October 17, which is open to the general membership.

On Saturday, October 18, the major event will be a panel discussion on contingent faculty. The panel is scheduled from 11 a.m. to 12 noon., and will feature Vincent Tirelli, who has written extensively on the growing use of adjunct faculty and their impact on higher education and the nature of faculty employment. Tirelli is also an adjunct faculty member at Brooklyn College.

The Hamburg Holiday Inn has a block of rooms available for meeting attendees. Reservations for the rooms (for which the rate is \$109/night) can be made by calling the hotel at 716-649-0500. **More information on the meeting will be available on the Conference website: aaa.nysaaup.org.**

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AAUP National News

Gary Rhoades Appointed AAUP General Secretary

The American Association of University Professors (AAUP) has appointed a new general secretary, Professor Gary Rhoades. Rhoades succeeds Ernest Benjamin, who had served in an acting capacity following the departure of Roger Bowen in 2007. Bowen left the position after three years to serve as a consultant to the Association of Governing Boards, which represents university trustees and college presidents.

Professor Rhoades is currently professor of higher education at the University of Arizona and director of the university's Center for the Study of Higher Education, a position he has held since 1997. He has been on the faculty at the University of Arizona since 1981. He will begin his term of office as AAUP general secretary in January 2009. The general secretary heads the staff of the national office in Washington, D.C.

"I am delighted by the opportunity to serve as general secretary and look forward to working with the national staff, elected leaders, chapters, and members to further strengthen the AAUP and its important work. Among the priorities I hope to see the AAUP address are the expansion of due process rights for contingent faculty and graduate employees; the enhancement of professional development opportunities for graduate students, new faculty, and academics generally; the broadening of the Association's membership and diversity; and the positioning of faculty and a faculty perspective more centrally in national and state policy deliberations about higher education," Rhoades said, reacting to his appointment as AAUP general secretary.

Rhoades also noted the continuing importance of the AAUP: "The AAUP is at the core of what it means to be a faculty member in a democratic society: being able to pursue one's ideas where they take you; playing a key role in shaping the direction of academic departments, colleges, and universities; and having the due process rights and job security to make academic freedom and shared governance realities in practice."

Gary Rhoades holds BA, MA, and PhD degrees in sociology from the University of California, Los Angeles. His research focuses on professions in academe, university restructuring, and science and technology issues in higher education. In a recent National Science Foundation grant with two colleagues (Jen Croissant and Sheila Slaughter), Rhoades has been studying the use of new information technologies in instruction. In addition, with colleagues at the University of Arizona's College of Education and Early Academic Outreach Office, he has participated in a GEAR-UP project aimed at enhancing college preparation, access, and success for local low income, minority populations (particularly Latinos) in Tucson.

Professor Rhoades has worked in the field of higher education for more than twenty-five years. He is widely respected as a meticulous researcher, incisive writer, and engaging lecturer by an international audience. He has given keynote addresses recently to researchers and policy makers in England, Finland, Italy, Japan, and Mexico, and has spoken at the national meetings of groups including the European Association for Institutional Research, the American Educational Research Association, the Society for Social Studies of Science, and the American Sociological Association. Rhoades has worked at the local, regional, and national levels with the American Federation of Teachers (AFT) and the National Education Association (NEA), as well as with the AAUP. Rhoades is the former president of the Association for the Study of Higher Education.

Professor Rhoades is the author of *Managed Professionals: Unionized Faculty and Restructuring Academic Labor* (SUNY Press, 1998) and *Academic Capitalism and the New Economy* with Sheila Slaughter (Johns Hopkins University Press, 2004). He is currently working on two books, one on strategic positioning in higher education and the other on academic unions.

Among his extensive record of journal articles are: "Is Academic Capitalism, U.S. Style, for Japan?" (Higher Education Forum 2008); "Local Cosmopolitans and Cosmopolitan Locals: Towards New Models of Professionals in the Academy" with Judy Marquez Kiyama, Rudy McCormick, and Marisol Quiroz (The Review of Higher Education 2007); "Technology Enhanced Courses and a Mode III Organization of Instructional Work" (Tertiary Education and Management 2007); "Community College Faculty and Web-Based Classes" with Vernon Smith (Thought & Action 2006); "The Higher Education We Choose: A

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Martha S. West Appointed AAUP General Counsel

The AAUP has appointed Martha S. West as the Association's general counsel, effective August 1. West earned a bachelor's degree from Brandeis University and a JD from the Indiana University Bloomington School of Law. She is professor of law emeritus at the University of California, Davis.

As general counsel, West will work closely with the AAUP's legal staff to pursue the Association's legal activities, such as advising faculty, administrators, lawyers, and others on higher education legal issues, preparing amicus briefs and monitoring legal developments in higher education around the country.

Throughout her career, West has worked for the advancement of women and the prevention of sexual harassment and sex-based discrimination. She chaired a subcommittee that drafted the AAUP's Statement of Principles on Family Responsibilities and Academic Work. West has also served as a member of the Association's Committee A on Academic Freedom and Tenure and as chair of AAUP's Legal Defense Fund.

"I am honored to be asked to serve as general counsel for the AAUP," West said. "As the premier body representing faculty in higher education, the AAUP will continue to build on and expand its historic role in defining the standards under which faculty live and work. I look forward to assisting the AAUP in that process."

When asked about her goals as general counsel, West spoke of the threats to higher education that she hopes to address while serving the Association.

"With increasing budgetary pressures on higher education, and the challenges to academic freedom presented by the current U.S. government's security concerns, the AAUP and faculty everywhere will face difficult issues in the years ahead. I welcome the opportunity to work with the AAUP as we seek new ways for faculty to help strengthen higher education throughout the United States."

The AAUP Call for Proposals

The AAUP invites individuals and teams to submit proposals for its conference on Globalization, Shared Governance and Academic Freedom. Among the questions the conference intends to explore are:

What is the state of academic freedom around the world and what challenges does it currently face in the United States?

Can scholarship survive in an era of secrecy and censorship?

Who is making decisions in the corporate university? What ever happened to shared governance?

What are the implications of the excessive use of contingent faculty and how do we address the issue?

How are public policy decisions at the national and state levels affecting higher education?

What are the personal, professional and institutional responsibilities of faculty and how can conflicting responsibilities be resolved?

How can faculty communicate the intricacies and subtleties of their disciplines to a broad, non-specialist audience?

Conference strands are not limited to the above topics. Presenters are invited to propose a wide range of issues related to academic freedom, governance, faculty work life, rights and responsibilities.

The goal of the conference is to provide a faculty perspective on critical issues in higher education presented in a format accessible to the general public.

Individual presentations are limited to 25 minutes with a minimum of 5 minutes allotted for audience interaction. Team presentations are limited to 75 minutes with a minimum of 15 minutes allotted for audience interaction.

Deadline for submission of proposals: October 31, 2008.

Congress Sends Higher Ed Bill to the President

Hundreds of thousands of students graduated from high school, applied to college and completed their degrees in the time Congress took to pass the 1,158-page College Opportunity and Affordability Act of 2008 on July 31. The votes were 380-49 in the House and 83-8 in the Senate. The president is expected to sign the bill.

The bill, known as H.R. 4137, sponsored by House Education Committee Chair George Miller, (D-California) reauthorizes the Higher Education Act of 1965, which governs federal student aid and other important education policies. It expired in 2003 and had to be extended 13 times.

Key provisions of the bill include: Pell Grants and student persistence. H.R. 4137 makes Pell Grants year-round—a boon to nontraditional students—and increases the maximum award amount to \$8,000 in 2014.

The bill also enhances programs that help students persist through to degree despite financial, academic or other challenges. Under the Direct Loan Program, those serving the public interest can have part of their loans forgiven.

This includes teachers, some faculty, school counselors, librarians, early childhood educators, speech-language pathologists and audiologists, nurses, mental health professionals and others.

The bill requires lenders to adopt a code of conduct and provide enhanced consumer disclosures with respect to private education loans.

One of the more controversial aspects of the Bill deals with accreditation. A sticking point with the Bush administration, the bill blocks the U.S. Department of Education administration from issuing rules to regulate the accreditation process and how colleges measure student learning.

H.R. 4137 institutions give students more information about textbooks with an eye to helping contain students' costs, but the requirement does not encroach upon the instructor's right to choose appropriate textbooks.

It also requires institutions to provide information about who is teaching classes, the numbers of part-time and full-time faculty, and—for the first time—graduate teaching assistants' teaching load and each institution's faculty-to-student ratio.

Through Title II, the bill provides resources to schools of education to improve teacher preparation programs. Title II also includes language protecting collective bargaining.

H.R. 4137 followed a torturous path to completion. For many years after the Higher Ed Act expired, the reauthorization process languished in a Republican-controlled Congress.

Two years ago, when Democrats took control, leaders moved rapidly to pass some parts of the act separately.

One bill, made part of budget reconciliation legislation, delivered a \$20 billion infusion of student aid dollars, the largest post-WWII aid increase. More recently, Congress passed an expansion of the GI Bill.

AAUP Joins Call For Free Speech Protections

The AAUP today joined sixteen other organizations in calling for passage of the federal Free Speech Protection Act of 2008 (S. 2977). Modeled after legislation already passed in the state of New York, the act would protect American authors from libel suits filed in foreign countries with lesser protections for free speech.

The statement of support, submitted to the Senate Judiciary Committee, argues that passage of the Free Speech Protection Act is essential to protect the right of American authors to investigate and reveal wrongdoing anywhere in the world and to ensure that weaker protections for free speech elsewhere do not undermine First Amendment freedoms at home.

Meaningful Shared Governance Begins

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tration and Board of Trustees. The revised configuration has now been in place for a year and it appears to be a considerable improvement over the previous plan.

The new MMC Faculty Council has three officers elected at large (President, Vice-President and Secretary) for two year terms to which they may be reelected. In addition to chairing meetings of the Council, the President also serves on the Academic Policy Committee of the College along with the Dean and Chairs of the five academic divisions. Furthermore, the President coordinates the activities of a variety of faculty committees. In order for the President to manage the various tasks the governance guarantees that he/she will receive a one course teaching load reduction each semester.

While the Marymount Manhattan College faculty does not enjoy a collective bargaining arrangement with its employers, it does have a strong history of advocacy, and the support of the state and national offices of the AAUP have often been instrumental in its efforts. Several years ago research provided by the AAUP helped in crafting a creative and mutually beneficial retirement planning incentive program, and the salary and benefit data generated by the AAUP are the basis of an agreed upon salary arrangement at the College that requires that the minimum salaries at all ranks be at least equal to the 80th percentile of all other colleges in the category in which the College is placed.

Since the new governance structures have been adopted the Faculty Council officers have proceeded to establish regular meetings with College administrators that show promise of leading to more open communications among all constituencies and to a better implementation of the meaning of "shared governance."

Editor's Note: New York Academe welcomes articles on shared governance from Colleges throughout the State. Submissions can be sent to JFKraus1@aol.com

New School to Host Conference of "Universities in Dangerous Times"

As part of its Commemoration of the 75th Anniversary of the University in Exile, the New School will be hosting "Free Inquiry at Risk: Universities in Dangerous Times."

The Conference will take place October 29th, 30th, and 31st, 2008.

A group of experts will discuss trends that are reshaping universities around the world.

Among the questions that will be explored are the benefits and the risks to academic freedom and free inquiry as universities navigate rapid globalization, international collaborations, massification, corporate partnerships, growing franchises, regime

change, and other conditions of duress?

The Keynote Event will feature Aryeh Neier, the President of the Open Society Institute, in conversation with endangered scholars from Ethiopia, Zimbabwe, Belarus, and China.

The conference is sponsored by the Ford Foundation, Carnegie Corporation of New York, and the Eugene Lang College at The New School.

Neier has been with the Open Society Institute since 1993. Prior to joining the Institute, Neier spent 12 years as Executive Director of Human Rights Watch and, before that, 15 years with the American Civil Liberties Union. For eight years

he was the ACLU's national executive director.

Conference Tickets are available for \$30 (\$10 for a single session).

Admission is free for Full-time Students and New School Alumni.

To register or for more information, call 212-229- 5776 x3121; e-mail socres@newschool.edu, or online at www.newschool.edu/freeinquiry.

The Conference will be held in the The New School's Tishman Auditorium, which is located in Alvin Johnson/J. M. Kaplan Hall, 66 West 12th Street, New York City.

AAUP Business Committees

The following committees help guide the business of the Association. Members serve ex officio or are appointed by the president.

Inter-Organizational Relationships

Formulates policies and procedures to guide formal organizational relationships between the AAUP and other entities, including unions, governance bodies, disciplinary associations, advocacy groups, membership-based and non-membership organizations. Evaluates proposals and advises the national council regarding its undertakings in this area.

Estelle S. Gellman (Educational Psychology), Hofstra University, 2010

Panel on Chapter and Conference Sanctions

The AAUP Constitution establishes standards of conduct for chapters and conferences. If complaint is filed against a chapter or conference alleging breach of one or more of these standards, the general secretary (or designee) attempts to affect a resolution of the complaint. If this is unsuccessful, the matter comes before this panel, which determines merit or the lack of it. With a finding of merit, the panel may impose a sanction. Revocation of a chapter charter or rescission of conference status is reviewable by the AAUP national council and, in certain circumstances, by the annual meeting of the Association.

Simeen Sattar (Chemistry), Bard College, 2011

AAUP Advisory Committees

Academe Advisory Board

Advises on columns, features, design, and other matters regarding the Association's magazine, Academe.

Ellen W. Schrecker (History), Yeshiva University, 2010

Litigation Committee

Serves as a legal advisory board for the Association's office of staff counsel and general counsel. Provides expertise in such matters as employment law, education law, the First Amendment, intellectual property, labor law, and civil liberties. Individual committee members may serve as consultants on AAUP amicus briefs that fall within their specific areas of expertise. While the committee provides advice on whether or not the AAUP should file an amicus brief in a particular case, the final decision to file is made jointly by the president, general counsel, and general secretary.

Cynthia Estlund (Law), New York University, 2009

Deborah C. Malamud (Law), New York University, 2009

Steven H. Shiffrin (Law), Cornell University, 2009

AAUP Fund Governing Committees

Governing boards oversee the activities of the Association's Academic Freedom Fund (established 1956), Contingent Faculty Fund (established 2003), and Legal Defense Fund (established 1975).

Academic Freedom Fund Board

The Academic Freedom Fund provides financial assistance to faculty at institutions where a significant threat to academic freedom arises which implicates AAUP policy. Assistance may include temporary financial aid or help with legal defense costs for an affected faculty member. The fund also supports research or investigative projects that promote the importance of academic freedom. The governing board determines the policies that govern the fund, publicizes the fund, provides for it is administration, and approves requests for assistance.

S Jay Levy, Chappaqua, New York, 2010

Legal Defense Fund Board

The Legal Defense Fund assists academics across the country in cases that raise higher education legal issues of national significance and involve AAUP-supported policies. The fund provides financial assistance in cases at the trial and appellate levels that implicate important legal rights of those in academia, and especially cases that have presidential value. The average award is \$1,500-\$2,500. The governing board determines the policies that govern the fund, publicizes the fund, provides for its administration, and approves requests for assistance

Paulette M. Caldwell (Law), New York University, 2009

President's Report

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contention between faculty and administration. Academic planning clearly requires faculty involvement, but such planning cannot occur without recognition of institutional constraints. When faculty senates or other comparable bodies are asked to approve new academic programs they must certainly look at the academics involved, but they must also look at the new programs in terms of the long range plans of the institution. Unless those plans are clearly delineated faculty tend to approve or reject academic programs on their merits whether or not they will be supported or if they fit into a general plan for the future of the institution.

Special attention should be paid to the composition of committees. We all recognize that committees can be either exceptionally important or an incredible waste of time. Neither faculty nor administrators want to waste their time. Committees should have clear goals and reporting structures to effectuate their recommendations. Members from any constituency, be it students, faculty or administration, should be chosen by that constituency via an appropriate mechanism. All in a community should recognize that it is rare indeed for all to have one view or speak with one voice. Diverse opinions are the rule rather than the exception. They should be respected. Policy issues should be separated from personalities.

If administrators perceive problems with certain faculty attitudes then they should work to address those problems creatively. If faculty feel that they are left out of the decision making process they should be willing to devote some time to asserting their proper role in shared governance. The “us vs. them” mentality is ultimately a dead end approach, especially in “shared governance” since shared implies a “we.”

Rhoades Appointed

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Question of Balance” (The Review of Higher Education 2006); and “Graduate Employee Unionization as Symbol of and Challenge to the Corporatization of U.S. Research Universities” with Rob Rhoads (The Journal of Higher Education 2005).

Cary Nelson, Jubilee Professor of Liberal Arts and Sciences and professor of English at the University of Illinois at Urbana-Champaign, and president of the AAUP, commented on Gary Rhoades’ appointment as AAUP general secretary with these words: “I think Gary is one of the very best people in the country to do this job. His commitment to AAUP values and his knowledge of higher education are impeccable. I am already tremendously enjoying working with him.”

Executive Director

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theme was New York University Professor Barbara Weinstein, an internationally known historian of 20th Century Latin America.

AAUP National President Cary Nelson announced a new high in AAUP membership due in part to the membership campaign that offers reduced dues to new members from non-collective bargaining institutions. The reduced dues offer is still available to qualified new members when they join AAUP online at:

www.aaup.org/aaup/involved/join/

IMPORTANT NOTICE: Rachael Levinson, AAUP Senior Counsel announced new IRS filing obligations for all AAUP chapters and conferences. We are advised to file Form 990 before January 15th annually and use a fiscal year of July 1- June 31. An information FAQ is available at www.irs.ustreas.gov/pub/irs-tege/epostcard_faqs.pdf or call the IRS non-profit customer service line at 877-829-5500.

The 29th annual AAUP Summer Institute was held this year at the University of Rhode Island in Kingston from July 24th – 27th. Excellent workshops were held on negotiating, conflict resolution, higher education data and research, faculty advocacy, shared governance, organizing, media relations, and preserving tenure to name only a few.

One alarming, overriding trend that it is hard to ignore is the erosion of faculty status nationally as the corporatization of American Institutions of Higher Education continues. I would like to acknowledge and urge your continued support for our AAUP staff and leadership in their efforts to assemble and disseminate reliable information and data about the academy and the reports and defenses they produce to protect academic freedom in the classroom. Below is a chart that illustrates just how huge a challenge that job is.

Every year the NYS Conference and AAUP offer scholarships to first time faculty attending the AAUP Summer Institute. If you have never attended make a plan now to join us next year and be sure to ask about the scholarships we offer.

Empowerment at Marymount Manhattan: Meaningful Shared Governance Begins

by David Linton

For the first four decades of its existence the faculty governance of Marymount Manhattan College (MMC) was structured so as to assure that the affairs of the faculty were securely in the hands of administrative personnel. The Faculty Council was the only official body and it was chaired by the Vice-President for Academic Affairs/Dean of the Faculty. The only position in the Council elected by the faculty was the Clerk of the Faculty whose responsibilities were basically ceremonial and secretarial. The Dean set the agenda for monthly meetings and was the sole official link between the faculty and the President and other officers of the College.

Though it was long apparent that this was an especially weak form of governance when it came to faculty advocacy, it was not until just three years ago that the faculty undertook to create and promote a complete revision of all policies pertaining to the faculty’s role in the institution. Naturally, given how slowly change occurs in academic institutions, it took several years before a new system was designed and approved by all parties, including the adminis-

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We Can Help Defend Your Academic Freedom

by Irwin Yellowitz, Chair, New York Conference, Committee A on Academic Freedom and Tenure

Academic freedom protects all faculty members, tenured or untenured. If a faculty member in New York State has experienced, or is threatened with, a violation of academic freedom, or of the tenure rights which sustain it, the members of New York Committee A on Academic Freedom and Tenure are ready to help. We are prepared to receive complaints and provide advice about possible courses of action.

Our first function is to discuss the issues and actions thoroughly with the faculty member. This involves telephone conversations, e-mail exchanges, and a full examination of the available documentary record. In personnel actions, or any issue that has implications for academic freedom, faculty members should keep accurate and complete records of all relevant correspondence, telephonic and electronic communications, and meetings with colleagues and administrators.

Our counsel is based on AAUP guidelines and our own experience. (See AAUP Policy Documents and Reports, 10th Edition, 2006, “The Redbook”.) We offer advice on whether the procedures of the institution meet established academic practice, and whether they have been applied properly. We offer advice on whether the actions taken or contemplated have a prima facie aura of discrimination or malice. Our advice helps faculty members understand their situations better, allows them to maximize the effectiveness of internal institutional procedures, and clarifies the realistic possibilities for outside action.

When NY Committee A believes that a violation of AAUP policies or standards has occurred, it may:

- Try to arrange a settlement;
- Investigate the matter;
- Refer the complaint to national AAUP Committee A with a recommendation for a full investigation and appropriate action.

As Chair of NY Conference Committee A, I deal with an inquiry, or assign it to a member of the Committee, who then contacts the person and takes responsibility in the matter. The full Committee makes all decisions on how to proceed once the facts and issues have been established. Our actions are based on AAUP’s principles as stated in AAUP’s policy statements, and on our judgment of how a particular situation fits with those standards.

If you have reason to consult with NY Committee A, contact the Conference’s Executive Director, or the Chair of the Committee.

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Executive Director's Report

By Tom Policano

The 94th AAUP Annual National Meeting was held June 11th through June 15th, 2008 in Washington DC. The New York state contingent to the meeting was strong with fourteen of our representatives participating in Capitol Hill Day on Thursday, June 11th. It was my first Capitol Hill experience. We had meetings with both New York senators and fifteen of our state’s representatives. This is almost double the number of meetings scheduled last year. We met with the following congressmen or their representatives; Senators Hillary Clinton and Chuck Schumer, and Representatives Tom Reynolds, Brian Higgins, Pete King, Kristen Gillibrand, Randy Kuhl, Michael Arcuri, Louise Slaughter, Tim Bishop, Carolyn McCarthy, Yvette Clarke, John McHugh, James Walsh, Steve Israel, Charles Rangel, and Nita Lowey. In order to accomplish this in one day we broke into two groups. For our groups to get an early start on Capitol Hill we also arranged an “early bird” orientation meeting with Nicole Byrd, AAUP Government Relations Associate. At this meeting we reviewed this year’s talking points related to censoring political dissent at the border, academic freedom in the classroom, and the US Patriot Act. As a result of AAUP’s restructuring (reviewed below) that will allow us to legally lobby, I hope that at future Capitol Hill Days AAUP will prepare our membership with specific revisions, exclusions, and language for legislation under consideration so that our time with our busy representatives can be even more significant and productive. As it was, I perceived our visits as affable meet and greet sessions.

At the business meeting held in the Omni Shoreham Hotel the major item of consideration was a debate and final vote on the restructuring of the national organization. The changes set forth in the proposed constitutional amendments entailed the transformation of the organization from a public charity into three linked organizations; a professional organization, a labor organization, and a charitable organization. The professional association will be the core of the new AAUP association and will look in almost every respect like the AAUP does today. The labor organization will be called the AAUP-CBC and will allow us to unionize and lobby on behalf of our members. The charitable organization will be called the AAUP Foundation and will attract contributions and other resources to further AAUP principles. Each of these entities will have a constitution. The constitutional changes required a two-thirds membership vote and were passed along with a second motion that allows the AAUP leadership to further modify the constitutions to satisfy Internal Revenue Service feedback to our restructuring proposal. We anticipate that the approved restructuring will be finalized and operational by 2010.

The theme of this year’s Annual Meeting was Scholars in Peril - The War on Ideas. The Bush Administration is misusing the immigration laws to protect Americans from ideas perceived as dangerous. As in the Cold War, the current administration is denying visas to foreign citizens on the basis of their ideology. The plenary luncheon keynote speaker, Adam Habib, Deputy Vice-Chancellor of Research, Innovation, and Advancement at the University of Johannesburg in South Africa, is an example of such visa abuse and could only present by speakerphone to this year’s attendees. Adam Habib spoke on the history and status of academic freedom in South Africa. A second featured speaker was Professor Yoannis “John” Milios of the National Technical University of Athens, who has only recently been allowed to enter the United States after extended litigation. Professor Milios was blocked from presenting a paper entitled “How Class Works” at the State University of New York at Stony Brook in June 2006. A third speaker on this year’s

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Governor Paterson Announces Commitment to Low-Interest Student Loans and Regulatory Reform; Receives Final Report from Commission on Higher Education

On July 21, 2008, Governor David A. Paterson announced his administration's commitment to creating a low-cost student loan program - one of the key recommendations in the New York State Commission on Higher Education's Final Report. New York is one of the few remaining states without a state-financed student loan program. Governor Paterson met with members of the commission to discuss their recent recommendations to improve the State's education programs.

"I want to thank the members of this Commission for their commitment and dedication to improving higher education in the State of New York," said Governor Paterson.

"Their extensive work and research has resulted in a comprehensive list of exciting recommendations for our consideration. My administration is committed to ensuring that we provide the best education services to our citizens. Given the State's fiscal situation, we will first seek to implement those recommendations which achieve high impact at little or no cost and at the same time pursue innovative ways to finance some of the recommendations which require State funding."

Hunter Rawlings, Chairman of the New York State Commission on Higher Education said: "The Higher Education Commission report outlines a strategy for making New York competitive in the 21st century global economy. New York can and should be the national and international leader in higher educa-

UUP: Cuts May Force SUNY to Turn Away Students

United University Professions, the union of 35,000 SUNY professional and academic faculty, said that Governor David Paterson's call for more state-budget cuts will take another \$96 million away from the State University of New York and "will irrevocably damage the university's ability to fulfill its core mission."

"This reduction—on top of the earlier \$52 million cut from the general fund—will make it impossible to fulfill that mission and could result in tens of thousands of students being turned away, or closed out of courses needed for graduation," UUP President Phillip Smith said in a statement. "An education delayed is an education denied."

"It is inconceivable that SUNY is being directed to absorb an overall cut of \$148 million in anticipated state aid, just weeks before classes are scheduled to resume," Smith said.

SUNY is already under orders to reduce non-general fund spending by \$109 million, which affects residence halls, food service and other operations. Paterson, the Legislature and the leadership of SUNY should take steps to protect SUNY and avoid the need to turn students away.

tion. With this report and Governor Paterson's leadership, that can be a reality."

"One of the major recommendations in the report is the creation of a low-cost student loan program," said Governor Paterson. "As credit markets tighten and fewer financial institutions participate in student lending, students and their families are faced with the prospect of paying higher and higher interest rates. New York is one of the only states in the nation without a state-financed student loan program; it is time for that to change, which is why my administration will introduce legislation to include this critical program in next year's budget."

Governor Paterson has proposed the establishment of a low-interest loan program to be financed through the issuance of revenue-backed bonds. Resident students enrolled in a degree program at a college or university in New York State would be eligible to apply.

The proposal is cost neutral to the State over the long term since the costs of debt service and administration can be passed on to the borrower while still achieving a lower interest rate for students than that which they find in the private market.

In addition to announcing his support for a low-cost student loan program, Governor Paterson informed members of the commission that he will support their recommendation to provide regulatory relief for SUNY and CUNY.

"We need to give SUNY and CUNY the flexibility to act nimbly and respond quickly to change," said Governor Paterson. The Commission recommended regulatory reform in three key areas: the sale or lease of property, procurement, and construction. Governor Paterson's administration will work to include these changes as part of a larger effort for statewide regulatory reform.

Several other recommendations from the Commission's Preliminary Report issued in December 2007 have already begun to be implemented.

They include:
Critical maintenance: The 2008-09 Enacted Budget included \$834 million for critical maintenance at SUNY and CUNY as the first year in a five-year plan which would provide \$4.17 billion total;

Transfer of Course Credits: SUNY has created a task-force of community college and four-year college faculty which is dedicated to executing the commission's articulation recommendation; **the SUNY Board of Trustees** was restructured to provide more targeted focus on research and university centers; efforts are underway state-wide on Early College High Schools, College Access Challenge Grants and the Regents' P-16 agenda.

The New York State Commission on Higher Education was established by Executive Order in May 2007 by former Governor Eliot Spitzer and is chaired by Hunter Rawlings, President Emeritus, Cornell University.

The members of the Commission include presidents' of numerous public and private colleges throughout the State of New York as well as stakeholders in the higher education community

The Commission issued a preliminary report to the Governor in December 2007. In June 2008, they issued their final report.

New Yorkers on National AAUP Committees

National AAUP Committees

AAUP standing committees work on a variety of topics of importance to higher education and to faculty. In addition to topical standing committees, the AAUP has the following leadership committees: the Executive Committee of the governing Council; the governing committees of the Assembly of State Conferences and Collective Bargaining Congress; committees that govern special funds; advisory committees; Association business committees; and special committees appointed, often for limited time periods, to deal with specific issues.

A description of each standing committee follows, along with a list of New York-based committee members. Members are appointed to committees by the president of the Association. The date of appointment expiration is given after each name. Members of the national AAUP staff are assigned to assist the committees in their work. The Constitution provides that the president shall be ex officio a member of all committees except the Nominating Committee, the Election Committee, and the Election Appeals Committee.

Academic Freedom and Tenure (Committee A)

Promotes principles of academic freedom, tenure, and due process in higher education through the development of policy documents and reports relating to these subjects and the application of those principles to particular situations that are brought to its attention. The staff is authorized to receive, on behalf of the committee, complaints of departures from these standards and, where appropriate, to undertake formal investigations. Such investigations may lead to a recommendation from the committee to the Association's national council and annual meeting that the administration of an institution be censured for failure to adhere to the principles of academic freedom and tenure as endorsed by the AAUP and hundreds of other professional and educational organizations. Read Committee A reports or investigative reports.

Andrew T. Ross (American Studies), New York University, 2009

Joan E. Bertin (Public Health), Columbia University, consultant, 2010

Academic Professionals

Deals with issues involving college and university professionals who work in positions other than faculty appointments. Such issues include recruitment and appointment, compensation, job security, and protection of professional autonomy and responsibility. The committee also promotes the inclusion of academic professionals in the AAUP.

Thomas E. Matthews (Higher Education) College at Geneseo, State University of New York, chair, 2011

Iris Delutro (Labor Education and Advancement Program), Queens College, City University of New York, 2010

Stephen Leberstein (History), City College, City University of New York, 2009

College and University Governance

Promotes meaningful faculty participation in institutional governance through the development of policy statements and reports related to shared governance and application of those principles to particular situations that are brought to its attention. The staff is authorized to receive, on behalf of the committee, complaints of departures from these standards and, where appropriate, to undertake formal investigations. Such cases may lead to a recommendation from the committee to the Association's national council and annual meeting that an institution be sanctioned for "substantial noncompliance with standards of academic governance."

Lenore A. Beaky (English), LaGuardia Community College, City University of New York, 2010

Maurice Isserman (History), Hamilton College, 2009

Community Colleges

Deals with issues of concern to faculty in the nation's community colleges. Advances AAUP principles on community college campuses in such matters as faculty workload, shared governance, academic freedom, and the over-reliance on contingent academic labor.

Anne Friedman (Special Education), Borough of Manhattan Community College, City University of New York, 2009

Contingent Faculty and the Profession

Deals with issues related to contingent faculty appointments. Works to improve conditions for contingent faculty members and to reverse the trend towards part-time and non-tenure-track appointments.

Marcia Newfield (English), Borough of Manhattan Community College, City University of New York, 2010

Economic Status of the Profession

In collaboration with the Association's research office, prepares the annual Report on the Economic Status of the Profession, using data collected in the AAUP's annual faculty compensation survey. The report describes national trends in faculty compensation, as well as issues in the financial organization and condition of higher education, and is a valued resource throughout the higher education community.

Steven London (Political Science), Brooklyn College, City University of New York, 2009

Richard Romano (Economics), Broome Community College, State University of New York, 2009

Ronald G. Ehrenberg (Labor Economics), Cornell University, consultant, 2008

Government Relations

Advocates positions at all levels of government that are beneficial to the higher education community. Members of the committee analyze bills before Congress and state legislatures, recommend Association policy with regard to proposed legislation, and, on occasion, testify at legislative and executive hearings on matters of concern to higher education.

Patricia W. Bentley (Library and Women's Studies), College at Plattsburgh, State University of New York, 2009

Cecelia McCall (Communication), Baruch College, City University of New York, 2008

Ellen W. Schrecker (History), Yeshiva University, 2009

Professional Ethics

Promotes the observance of professional and ethical standards by members of the higher education community through the development of policy statements and reports and the application of those principles to particular ethical situations.

Frank M. Kirkland (Philosophy), Hunter College, City University of New York, 2009

Retirement

Deals with issues affecting retired faculty, including pension and retirement plans, emeritus faculty concerns, and protection against age discrimination.

David S. Linton (Communication Arts), Marymount Manhattan College, 2010

Ronald G. Ehrenberg (Labor Economics), Cornell University, consultant, 2011

Sexual Diversity and Gender Identity

Researches, monitors, and educates members of the higher education community and the public on issues relating to sexual diversity and gender identity. Works with other committees (government relations, governance, and Committee A, for example) to promote fair and inclusive policies on these matters on campuses and in the legislatures.

Patricia W. Bentley (Library & Women's Studies), College at Plattsburgh, State University of New York, 2010

Jeanne Laurel (English), Niagara University, 2009

Women in the Academic Profession

Formulates policy statements, provides resources, and reports on matters of interest to women faculty and the academic community, addressing such issues as equity in pay, work/family balance, sexual harassment and discrimination, affirmative action and the status of female faculty in rank and tenure. Sponsors data reports on gender equity, prepared by the AAUP Office of Research.

Muriel Poston (Biology), Skidmore College, consultant, 2010