

From the President's Desk:

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also other benefits. For example, this year (November 11th and 12th at D'Youville College in Buffalo) Hans-Joerg Tiede, the new Senior Program Officer in the Department of Academic Freedom, Tenure, and Governance of the AAUP is our keynote speaker and we will be offering a 4-hr. Political Mobilization Training workshop put on the AAUP Assembly of State Conferences (for more information and to register go to <http://nysaaup.org/news/25/nys-aaup-conference-fall-2016>). Keep in mind that you can also Chair or join a committee or run for office. If you don't want to do that, consider other ways that you could contribute.

Accordingly, I am taking a closer look at our individual and collective roles and responsibilities at the state level. While we have certain rights and privileges if we hold an elected or appointed office, or we are hired to do the work of the AAUP, we also have responsibilities. What I have noticed is that, while there are a number of offices and committees at the State AAUP level on which people serve, historically there has been a lack of clear direction about roles and responsibilities.

In order to make this information more transparent, and everyone's job easier, I have asked each of the individuals currently holding elected and appointed positions - Members-at-Large, Council Members, Chair of Committees, the Academe newsletter Editor, as well as our Executive Director - to submit a summary of what they believe their roles and responsibilities are and the tasks associated with their position (I, in conjunction with past Presidents, will be doing the same for my position). From that information we will formulate job descriptions which will not only guide these individuals in their respective roles, they will help me and the rest of the membership understand the 'who does what and why' so that we (the NYS AAUP) can function more effectively.

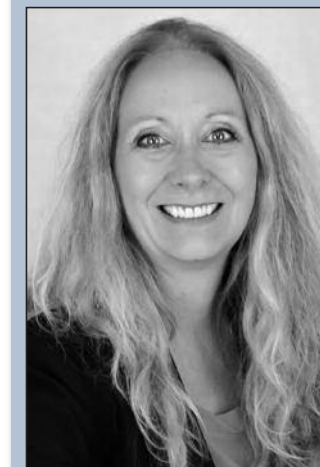
One of the other areas which needs attention is fiscal responsibility, not only for our organization but at individual institutions and within academia as a whole. As the academic world faces questions and struggles involving institutional

liquidity, long-term investments, long-term debt, declining enrollment levels, as well as student loan capital and demand for financial aid (among a host of other issues), professors and departments nation-wide are facing claims of financial exigency at their institutions and many contingent faculty remain over-burdened, undervalued, and underpaid. Tenure, once thought to be safe, no longer provides security as tenured professors face layoffs and departmental and institution-wide closures (including our own St. Bonaventure University and the College of St. Rose), positions are converted, and faculty voices are undervalued and undermined. Relatedly, student-debt continues to rise. Given this culture it only makes sense that we too re-examine our policies and procedures so that we have a clearer accountability for and accounting of assets and expenses.

I also wanted to mention my most recent visit with members of the Hartwick College Chapter of the AAUP (<http://hccaaup.org/announcements.html>). Hartwick serves as an excellent and also sad example of what is going on at academic institutions in our state and across the nation. Before, during, and after my visit I have been impressed with the energy and determination of their officers and members and encourage you to visit their webpage, read what has been going on there, and lend your support. Please do the same for other colleges and universities in the state who suffer from similar problems and issues. They need us. We need them.

Finally, so that members and others can be more informed about what is going on at the State and National level, I have created a Facebook page for the NYS AAUPC (<https://www.facebook.com/NYSAAUPC1/>). Please like us and share widely! Since this is your Facebook page, I also invite you to post relevant articles and information as well as comment on the materials posted.

I am honored to be and look forward to serving you as President of the NYS AAUP. Please feel free to contact me at any time with questions, issues, or comments. **You can best reach me at sdearhealeyaaup@gmail.com**. Also, please visit our website at <http://nysaaup.org/>.



From the President's Desk:

By Sally Dear-Healey

As I take on the responsibility of being your President, I am reminded of how I became involved with the AAUP in the first place. It was 2009, and I was experiencing a myriad of issues at my own institution which - since they were directly related to academic freedom and integrity - brought me straight to AAUP, and the AAUP to me. There was what I believed to be a reciprocal responsibility on both sides to reach out, connect, and support. It is that same sense of responsibility that guides me as I embark on this leadership position. It is my intention to reach out to, connect with, and support each of you and at the same time invite you to reach out to, connect with, and support the NYS AAUPC.

When I asked our Editor what the distribution of this (award-winning) newsletter was, I was astonished to hear 4000 copies were sent out. This is because the NYS AAUP currently has 4000 members. What that ultimately means is that we - the NYS AAUP - have a responsibility to each of those 4000 individuals, not to mention the individuals and institutions that have yet to reach out to us and become members. But I'd like you to also consider what members responsibilities are - beyond paying their membership dues - to the AAUP?

While much of the work that AAUP members - CB and Advocacy - do is within their own chapters at their local institutions, imagine the potential benefit for everyone if they became more active at the State and National level. Imagine the possibilities if, instead of just reaching out when they had questions, or experienced problems (which I/we hope members and non-members will continue to do), people stepped up and said "What can I do to help?" and "How can I lend my strengths, skills, and talents to the AAUP?" In that spirit, I invite each of you to become more involved. One of the things you can do is send delegates to the NYS AAUPC bi-annual (spring and fall) meetings. Not only is this a great way to connect with other like-minded individuals, there are

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What's Next for Faculty at The College of Saint Rose

By Kathleen Crowley, AAUP Chapter President

What comes after censure of an executive administration by national AAUP? This is the question that Saint Rose's AAUP chapter is now grappling with on the heels of national's censure of the College's administration last June for serious violations of tenure and shared governance.

The censure was the result of the College President Stefanco's decision to cut 28 so-called "low-growth" programs (including Environmental Science, Sociology, and Spanish), and to lay-off 14 tenured and 9 tenure-track faculty members last December.

Over the intervening summer weeks since censure, the administration completed confidential settlements with the majority of the 23 faculty members who were issued lay-off notices. The settlements include several reinstatements (but only after senior faculty retired to preserve lines for their colleagues) and a couple of early retirements. Others negotiated cash pay-outs, contingent on non-disclosure and non-disparagement clauses. A few have found new jobs and moved on. And then there are those still pursuing settlements or simply planning on teaching their last semester before they enter the ranks of the unemployed. It has, obviously, been a time of great anxiety and sorrow at Saint Rose.

The question we now face is "What's next?" All of the problems that existed before censure still remain: A lack of shared governance and due process, a draconian email policy that seriously limits communication and free speech within and between constituencies on campus, an administration and Board of Trustees that apparently does not respect tenure, a loss of confidence in the President (and increasingly in other key administrators and Board members), the elimination of benefits

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NYS AAUP Conference Fall 2016 is November 11 and 12

The NYS AAUP Conference Fall 2016 will be held at D'Youville College, Buffalo on November 11-12th, 2016.

The agenda for the meeting can be found at <http://nysaaup.org/library/16/nys-aaup-agenda-fall-2016>.

Nassau Community College at the Crossroads

By Timothy Strobe, Ph.D., Associate Professor of English

If we consult a symbolism dictionary, the entry for “crossroads” tells us it’s a meeting place of two realms. It’s a place between. In academic parlance, it’s a liminal spot. It connotes—depending on your reading of the stars—either an unsettling or exhilarating state of indeterminacy.

The crossroads suggests, then, a crisis of definition and direction: Who are we? Where are we going? (One longs at moments like this for an existential GPS). One response to questions like these is written into the lore of the crossroads: you eliminate the pain of indecision and secure the glitter of short-term victory by making a bargain with the devil. In 2016, Nassau Community College finds itself wounded and limping to a crossroads. And we ask: Who are we? And where are we going?

Now, an obvious objection to this argument, that NCC is at a crossroads, is that we were already there, and that a previous Faustian bargain has doomed us.

There is evidence to support this reasoning. With the departure of Dr. Sean Fanelli in January of 2010, NCC lost a president whose respect for faculty, respect for the college’s renowned system of shared governance, and widely recognized competence secured for NCC a national reputation for academic excellence and institutional governance. But with Dr. Fanelli’s exit, NCC began a perilous decline, and it’s fair to assert that January 2010 was indeed the date we reached a crossroads in our institutional history.

Let’s look back. Dr. Fanelli’s replacement was Donald Astrab. His tenure was marked by mass firings and attacks on faculty governance, ended with overwhelming votes of no confidence and a lucrative separation agreement. (Lesson: don’t hire a leader from a “right-to-work” state). Life after Astrab: a bungling Board of Trustees conducted three national searches for a permanent president. All three failed.

The third and final attempt, notorious for the Board’s secret submission of the winning candidate’s name to SUNY, ended when the Board’s choice recused himself from consideration for

the post. Meanwhile the College has lost about 25% of its full-time faculty since 2010, a devastating loss of talent and experience.

During the same period enrollment has collapsed by about 17%. Administrative incompetence has surged. NCC’s Performance Improvement Plan (mandated for all colleges by SUNY as part of its neoliberal “SUNY Excels” program) was pulled from the SUNY website after glaring problems were discovered by faculty (it has yet to be re-posted). And perhaps the strongest measure of administrative failure was found in the exit report filed by the Middle States Commission on Higher Education (MSCHE) after its site visit in February: NCC was not compliant with seven of fourteen Standards of accreditation (Standards 2,3,4,5,6,7, and 14), including leadership and governance, administration, and integrity.

On June 23, 2016 MSCHE placed NCC on probation “due to insufficient evidence that the institution is currently in compliance” with any of the aforementioned failed Standards. So in six short years NCC our once storied College has been led by a bungling Board and an even more blundering administration down a road to near ruin. It is quite a stunning accomplishment.

The road to near ruin has brought NCC to a crossroads.

One promising signpost, indicating the College’s future might be brighter, was the appointment Dr. W. Hubert Keen as College president. Dr. Keen, a scientist, academic and mostly recently president of SUNY Farmingdale, brings to NCC a wealth of experience as a researcher, professor, SUNY administrator, and of course true governing expertise.

We look forward to productive collaboration with our new president as we work together at this critical crossroads.

The questions Who are we? and where are we going? Are as yet unanswered, but we know what the answers should be. We are a community of scholars, teachers, administrators and staff that wish re-dedicate ourselves to providing our students with a world-class liberal arts education.

Let’s not make a bargain with the devil.

All of these events have been exhausting and disheartening. Many faculty members now just want to “lay low,” and who can blame them? This sense of malaise means our AAUP chapter must now develop creative strategies to re-engage and inspire the faculty to action and we are beginning to do that as the fall semester commences.

We know also that we must continue to organize and recruit members, join forces with other constituencies, reach out to other AAUP chapters across the nation, and find ways to make censure really matter to our President and Board so

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Hartwick Faculty Passes Vote of No Confidence

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service and some had even been Hartwick College graduates who were very loyal to the college community.

In July 2015, in an effort to show solidarity with college staff employees, the Hartwick College Chapter of the AAUP organized a meeting off-campus to discuss the firings. At that meeting a letter of censure against the president was drawn up. The letter, signed by a large number of faculty, was submitted to the administration and the Board of Trustees on August 11, 2015.

Faculty concerns expressed in the letter were summarily dismissed by the President and the Board Chair. Instead of taking our concerns seriously, the day following our submission of the letter of censure, twelve departments were notified by letter that they were “at risk” due to low number of majors and no other explanation.

It was no coincidence that nearly all of those departments had members who were signatory to the letter of censure. The “at risk” evaluation took all year to conclude, with no actions taken whatsoever. As a result it appeared that the whole purpose the “at risk” process was intimidation.

Meanwhile, Hartwick College students had also become increasingly

unhappy with their experience at Hartwick.

In November 2015 they convened a forum to chart their grievances. They produced a document which clearly outlined their concerns. A prominent member of the student body and honors student, took it upon himself to send the list of grievances to the members of the Board of Trustees and he did so anonymously. However, the Board Chair and the president decided to treat the message as some sort of violent threat to the campus community.

They got the New York State Police and local District Attorney involved and even invoked the Patriot Act to force a major cellular service to give up information about the anonymous account from which the student sent his message.

This affair is richly documented in an article in the Harwick student newspaper. All supporting documents are included in the article (<http://www.hilltopsnewspaper.com/noah-jager-explained>). The college campus was never notified that there was a threat to campus, which was in violation of college policy.

The faculty continued to put forward resolutions against the “at risk” process, and tried twice to pass a vote of no con-

fidence in the president during Fall Semester. Both votes were narrowly defeated. However, a vote of no confidence against the president was organized at a special faculty meeting on April 11, 2016, and it passed by a substantial margin.

Again the Board Chair summarily dismissed our effort to communicate the faculty’s deep concerns about the president’s failure of leadership.

These concerns were outlined in detail in a message sent to the faculty on May 2, 2016, by the Secretary of the Hartwick Chapter of the AAUP.

This document was also dismissed in public, and on May 24, 2016, after graduation, the Board Chair announced that the Board voted to extend the president’s contract for another eight years.

This action indicates very clearly that neither the Board of Trustees or the president are willing to consider the important role that faculty play in the day-to-day operation of the college.

This dysfunctional situation will continue to undermine the efforts to secure a viable future for the college. Yet the renewal of the president’s contract has further galvanized faculty opposition, so it is uncertain how the new academic year will unfold.

What’s Next at The College of Saint Rose

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we can restore shared governance and tenure. AAUP censure should not be something administrations and boards can simply shrug off. It should have real consequences and we must find ways to ensure that it does—at Saint Rose, throughout New York State, and nationally.

As President of our St. Rose AAUP chapter, I remind faculty it is only through collective action that we will be able to redress the national trends of corporatization on our campuses and preserve tenure and academic freedom. Without these foundational structures faculty will not be empowered to provide students with the quality education they were promised during recruitment, and that they will need to succeed in an increasingly interconnected and rapidly-changing world.

As I have said many times, if our administrations are going to treat us as at-will employees, we must organize like at-will employees! Collective action is the only way to respond when

tenure is undermined and academic freedom is threatened.

The challenges are great—perhaps even daunting. But to accept administrative fiat regarding the curriculum, free speech and academic freedom, and the dismissal of tenured faculty would be to participate in our own oppression and to hasten the demise of tenure in higher education.

The Saint Rose experience shows that even the most collegial administrations can change rapidly with the arrival of a new President, Provost, or Board Chair. The moral of the sad Saint Rose story is to organize NOW and be proactive on your campus. If our administration is unscathed by their actions, other administrations and Boards will be emboldened to do the same on their campuses. Yes—this could happen to you too!

The Saint Rose faculty has not given up. But our struggle is difficult and not guaranteed to succeed. Still, we know we must try—the stakes are just too high to do otherwise.

What’s Next at The College of Saint Rose

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and professional development support, low levels of compensation for faculty and staff, and a pervasive sense of fear among faculty and staff due to a lack of job security.

The community still does not know the full state of the College’s finances and it has not received an adequate explanation of how things turned so bad so fast (if in fact they did.) Key administrative posts still experience rapid turnover and are filled by interim appointments hand-picked by the President, including that of the Provost and the Chief Financial Officer.

NYS AAUP Executive Director's Report

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Amendment challenge to mandatory union fees.

Our other Keynote speaker was Beth Margolis who is a partner of Margolis of Gladstein, Reif & Meginnis, LLP. Her topic was, Are Faculty Handbooks Enforceable as Contracts. Her clients include transportation unions, health care unions, unions representing university professors including the NYS AAUP Conference several years back. At that time she defended us in our dispute with the NLRB about whether the NYSC was a union.

The NLRB said we were because we get dues from CB chapters in the state. We said we were a professional organization and not a union. The case was settled when the NYSC agreed to follow the NLRB union rules while not agreeing that we were a union.

Beth warned that judiciaries are making the case that faculty handbooks as not enforceable as contracts. The Committee to Save Academic Integrity (SAIN) was formed to educate faculty about this problem and to bring us together to protect the integrity of our profession. Our then President Linton attended a fund SAIN fundraiser and at our spring conference we approved a donation for SAIN.

Our keynote speakers were followed by a very lively panel discussion on faculty issues. The panel consisted of Aaron Nisenson, Beth Margolis, Kathleen Crowley - College of Saint Rose, Donna Young - Albany Law School and Makini Beck - Adjunct faculty and NYSC Steering Committee member.

AAUP Conference on the State of Higher Education, June 2016

Thirty-four NYS AAUP members attended this year's centennial celebration conference, one of the largest contingents. Several were key presenters as listed below:

■ **Martha McCluskey** (SUNY Buffalo) Following the Money in Campus Foundations: Academic Austerity Amid Academic Wealth

■ **Aaron Barlow** (New York City College of Technology) Legacy of a Lurching: Social Justice in First-Year Composition

■ **Donna Young** (Albany Law School) The History, Uses, and Abuses of Title IX

■ **Alicia Thompson** (SUNY Delhi) Living in the Belly of the Racist University Beast, or Just Another Day of "Othgerism"

■ **Timothy Strode, Kimberley Reiser, and Faren Siminoff** (Nassau Community College) Campaigning for Education as a Human Right at Nassau Community College

■ **Derek Seidman** (D'Youville College) A Brief History of the Student Dept Revolt

The NYSC received two awards from the AAUP Assembly of State Conferences:

■ **Jeff Kraus** for Outstanding Conventional Style Conference Newsletter (for the fourth time)

■ **Tom Policano** for Outstanding Conference Web Page

At the plenary session of the Annual Meeting the College of Saint Rose, Albany, NY, was put on the AAUP Censure list for:

■ Selecting academic programs for reduction or elimination without faculty input.

■ For giving faculty only two months in which to make recommendation for elimination programs and faculty positions, restricting access to information and other wise constraining the faculty's participation, the administration placed in an untenable position that justified the withdrawal from the academic prioritization process.

■ By unilaterally terminating fourteen tenured appointments, the administration and governing board undermined both tenure and academic freedom.

■ In effecting the terminations in disregard of AAUP-recommended procedures concerning financial exigency and discontinuing programs for educational

reasons, the administration and governing board violated the joint 1940 Statement of Principles on Academic Freedom and Tenure and Regulation 4 of the Recommended Institutional Regulations.

The NYSC wants to once again applaud the College of Saint Rose AAUP Chapter led by chapter president, Kathleen Crowley and the College of Saint Rose Faculty at Large for their tenacity and bravery. The fight is not over!

At the Assembly of State Conferences meeting the NYSC introduced the following proposal that was passed:

DUES STRUCTURE

WHEREAS faculty and other professionals in academic settings with collective bargaining contracts under the auspices of unions other than the AAUP commonly pay dues to those union; and

WHEREAS, on many such campuses there is a desire to also have a functioning AAUP advocacy chapter; and

WHEREAS, current AAUP dues structures membership in such an advocacy chapter would require individuals to pay full dues to both organizations; therefore

BE IT RESOLVED, that the officers and staff of the AAUP are requested to explore the construction of a reduced dues proposal that would accommodate and encourage membership by employees at institutions where collective bargaining contracts are held by organizations other than the AAUP; and,

BE IT FURTHER RESOLVED, that the officers and staff are requested to report back to the 2017 annual meeting their recommendations for discussion and action.

This proposal opens the door for an additional type of AAUP member that would allow faculty on union campuses not AAUP to have AAUP advocacy chapters for their membership. This would allow that faculty to benefit from the resources of AAUP regarding Academic Freedom and Shared Governance. Brian Turner, President of the ASC, will be presenting the proposal at the National Council for action.

Hartwick College Faculty Passes Vote of No Confidence

In April 2016, a majority of the Hartwick College faculty passed a vote of no confidence against college president Margaret Drugovich, who started on July 1, 2008. The vote came in the wake of faculty frustration with the administration's repeated attempts to bypass established procedures of faculty governance related to program review, staff firings, and the rather heavy handed actions taken by the administration in the effort to silence opposition.

Faculty opposition to President Drugovich was first mobilized in spring 2014, in response to a series of recommendations by an ad hoc committee convened by the president.

The recommendations included proposals whose implementation would require a number of critical curricular changes. Such changes, according to the Hartwick College Faculty Manual, would normally require full faculty review and approval. Faculty were also upset by the fact that the deliberations

of the ad hoc committee were kept secret from the full faculty until the committee was nearly ready to make its recommendations to President Drugovich.

Faculty opposing the recommendations indicated repeatedly that they were not opposed to changes that would help secure the future of the college, but that the critical lack of transparency that characterized the initiative severely undermined faculty confidence in the process and the president.

The failure to conduct the process of policy change in a manner that was transparent and followed appropriately governance procedures effectively ensured that it would not garner faculty support. That the process was allowed to proceed in this manner was cited as a failure of leadership. As a result, the work of the ad hoc committee led to no substantive changes to college policy.

The experience did however lead to the establishment of a local chapter of the AAUP.

Opposition to President Drugovich quickly escalated as her administration made additional attempts to implement policy changes that would again bypass established procedures of faculty governance. These were all met with formal faculty resolutions rejecting the initiatives on the basis that they violated faculty governance procedures.

Faculty concerns with the direction of President Drugovich's administration was voiced on another front in June 2015, when the Administration fired nearly 20 key staff members. These firing were done in haste and without any plan about how faculty and staff would adjust. The college community is still feeling the negative ramifications of these ill-advised firings at present. Some of those fired had deep institutional memory from long years of

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NYS AAUP Executive Director's Report

By Tom Policano

I will be reporting the results of the spring election for our NYS AAUP Conference Steering Committee open positions, our NYS AAUP Conference Spring 2016 that was held at Marymount Manhattan College in NYC April 15-16th, the AAUP Annual Meeting June, 2016 and also our upcoming NYS AAUP Conference Fall 2016 to be held at D'Youville College in Buffalo, NY, on November 11-12th, 2016.

New York State AAUP Elections 2016

The NYSC Election for positions on the Executive Council of the NYSC Steering Committee and for the NYSC delegates to the AAUP Assembly of State Conferences 2016 and 2017 meetings. Duties and responsibilities of persons holding these positions are enumerated in the NYS Conference Constitution (nysaaup.org/library/1/nys-aaup-constitution).

■ NYSC President 2016-2020: **Sally Dear Healey**, SUNY Cortland

■ NYSC Vice-President 2016-2020: **Jeffrey Baker**, Monroe Community College

■ NYSC At Large Member 2016-2020 and AAUP ASC Delegate 2016 & 2017: **Steven Goldberg**, Adelphi University

■ NYSC At Large Member 2016-2020 and AAUP ASC Delegate 2016 & 2017: **open**

The NYSC At Large Member 2016-2020 open position will be filled at our NYS AAUP Conference Fall 2016. All active members of the AAUP in New York State are invited to apply for this position on the Executive Council. If you are interested please get in contact with us.

NYS AAUP Conference Spring 2016

NYS AAUP Conference Spring 2016 was held at Marymount Manhattan College in NYC April 15-16th. We had thirty attendees. We had two Keynote speakers. Aaron Nisenson, AAUP Senior Council, spoke about the Implications of US Supreme Court - Friedrichs v. California Teachers Association for NYS Faculty. Aaron was hopeful that this attack on unions would not be upheld by the US Supreme Court but urged us to watch for and oppose any attempt to make agency fees at unionized Institutions voluntary because it would destroy unions. Fortunately on June 28th, the U.S. Supreme Court, post the passing of conservative Justice Antonin Scalia, in a 4-4 split decision denied the petition from nine California public school teachers to rehear their First

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If We Lose the Freedom to Teach, We Cannot Support the Freedom to Learn

By Ellen K Boesenberg
(SUNY-Binghamton)

The stage was set for the founding of the American Association of University Professors well over a century ago when an economist, Edward Ross, was dismissed from Stanford University.

Ross's views on economic reform (and economic policies of Leland Stanford) had provoked the wrath of Mrs. Stanford, who demanded his discharge. The university president yielded to her pressure, cloaking the dismissal with allegations that Ross lacked scholarly competence (Pollitt and Kurland, 1998).

Several years later in 1913, Arthur O. Lovejoy, organized some of his colleagues and initiated the organization that would become the AAUP. The work they carried out was crucial a hundred years ago and continues to be so today; especially as the trends towards the privatization of higher education have created a multiplicity of issues related to academic freedom.

What makes our situation different from that of Edward Ross and Mrs. Stanford is that now we must contend with a multifaceted opponent, one that promotes knowledge in service to economic growth above all else, and whose goal is enlargement of the corporate bottom line.

Among the tools to achieve these goals is a powerful discourse that commodifies knowledge, exploits the labor of teaching, and turns students into customers. Distance learning, for-profit universities, the outsourcing of teaching, and the theft of intellectual property are all aspects of privatization that threaten academic freedom. I will focus here on some of the struggles related to two of the founding principles of the AAUP—the freedom to teach and the freedom to learn.

Teaching as a holistic activity is now under dire threat due to the fragmentation of the teaching function and extensive outsourcing. One of the techniques of outsourcing is called “course redesign.” In effect course redesign bypasses a major aspect of the teaching function through the use of digital courseware, thus eliminating the need for a professor to give a live lecture or even to be present with the students at all.

Instruction goes from being an on-going operational expense (paying a professor's salary) to a one-time capital expense (buying the courseware). Expenses are kept to a minimum by using contingent labor (graduate students and part-time, non-tenured faculty) to “deliver” courses. Course management has also come unbundled from the teaching function. Now considered an administrative matter, it offers another opportunity to use contingent labor as “course managers.”

The university increasingly comes to rely on contingent faculty, who now comprise about seventy percent of the total faculty positions. Contingent faculty members are paid less for their labor, and the situation is even worse for women when gender pay disparity is factored in (McQuail, 2014). As adjunct instructors are exploited and their numbers increase, and as the percentage of tenure and tenure track faculty decreases, so too does their professional status. Their authority over curriculum decisions, input concerning departmental affairs, and campus-wide decision-making are all diminished.

Not only is this a “lose-lose” situation on the teaching side, it also represents a loss to students whose instructors are overworked, underpaid, and unrepresented—and that is with a live teacher. Even more unfortunate are the students who do not have a live teacher—the ab-

sence of whom is bound to have consequences for student learning. Rovai and Wighting (2005), in their review of studies on alienation and the virtual classroom, cited a study by Flannery (1995) which revealed African-American participants generally felt more normless and had a lowered sense of a social and learning community than their Caucasian peers in a predominately White virtual classroom community. Their learning depended more on respecting communal values about knowledge, communication patterns, how learning occurs, and working together for the sake of community (Rovai & Wighting, 2005).

Fragmented course delivery and the use of course management systems are radically changing the types of interactions that instructors have with students and dictate how students are evaluated (i.e. frequent testing). At many institutions, even student advising occurs online, and e-advising does not stop at the undergraduate level.

The website, HigherEdJobs listed a job posting for a part-time Adjunct Dissertation Chair. They were seeking someone to guide doctoral students through the dissertation program in a “highly compressed period of time” (Adjunct dissertation chair, 2014). In a real sense, students are not getting what they have come to expect from their educational experience, and considering that they are paying for an education with ever increasing tuition costs and future debt payments it is becoming a much less attractive endeavor. Yet we need not stand by while our freedoms are taken from us.

Students, contingent faculty, and tenured faculty all have a role to play to in making education, accessible, non-biased, and free of corporate control. Furthermore academic workers have a stake in making higher education a profession

worthy of working toward and working in. For students concerned about their mounting debt, they can become active by joining established groups that are working on the issues.

For example, Studentloanjustice.org is a grass roots group committed to creating legislation that will serve the interests of college students and their families (Citizens must act, 2014). The Institute for College Access and Success (TICAS) is an independent, nonprofit organization with a mission to make higher education more available and affordable for people of all backgrounds. Their Project on Student Debt seeks to increase public understanding of student debt and its implications (About the Project on Student Debt, n. d.).

Nicholas Hartlep and Lucille Eckrich (2013) offered a numerical accounting to indicate the extent of the problem of student debt, and recounted through narrative the hardships students incur because of debt. They recommended mending this catastrophic system through education, solidarity, and monetary transformation (Hartlep & Eckrich, 2013). One avenue instructors may take to educate on this issue is to encourage their students to compute their own projected debt obligations, and to write personal narratives about their own academic journeys. This helps students to understand their individual experiences as a shared political issue.

In a similar way, contingent faculty (including graduate students, part-time non-tenure track faculty, and adjunct instructors) have also narrated their particular struggles, exposed their financial problems, and emphasized the importance of activism (see e.g. Maisto, 2009). As contingent employees now comprise the majority of the teaching staff in many departments, the professional authority of tenured faculty diminishes, adjuncts con-

tinue to be exploited, and students are deprived of the full advantages of instructors who are fairly compensated for their work, have decision-making power concerning the curriculum and campus affairs, have access to library and office facilities, and are able to hold regular office hours.

In “Disruptive Innovations for Adjunct Faculty: Common Sense for the Common Good,” Gary Rhoades (2013), addressed these difficult and exploitative labor practices, and offered several practical, disruptive innovations to counter them. For example, he suggested using departmental websites to make contingent faculty more visible and accessible, thus putting a face on “Professor Staff.” To counter the tenuous and disconnected nature of “at-will” employment, tenured and contingent faculty must demand due process for hiring and renewal decisions. Rhoades (2013) noted,

In most higher education settings, renewal decisions regarding contingent faculty, particularly of part-time faculty, are characterized by an extreme degree of managerial discretion. There is extraordinarily little peer involvement or due process (p. 80).

He suggested using the Higher Education Contract Analysis System (HECAS)—an online tool that provides a searchable database—for contract templates. These guidelines can be referred to when new hires review their contracts with the university.

Dialogue about educational issues is vitally important. Technological advances (many of which originate in academia) are likely to become a permanent part of the educational enterprise. Yet it is vitally important to anticipate the consequences and ask questions related its use. Is technology being used to enhance the educational experience (thereby ad-

vancing the freedom to learn and the freedom to teach) or is it being used to undercut the labor involved in the teaching process (thereby thwarting the freedom to teach and the freedom to learn)? Educators who wish to counteract the trends that obstruct academic freedom must initiate conversations that offer possibilities, and they must actively work toward them. Many organizations are working toward those ends.

For example, the political action committee of the National Association for Multicultural Education (NAME) in its position statement against educational teacher performance assessments notes that it is:

committed to respecting and appreciating cultural diversity, ending racism and discrimination, promoting economic justice, and developing curricula that are culturally responsible and responsive... Further, NAME rejects any incursion of outsourced, private, corporate interests into this sensitive and critical human work, deeming it contradictory to our commitment to critical multicultural public schools that are responsive to the voices of the communities they serve, and seek to develop a socially and economically just world. (NAME Position Statement on the edTPA, 2014)

As a society we know how important education is, and as educators we work toward providing the best education we can for our students. We struggle for academic freedom not only for our own sake as academic workers but also for the sake of our students who deserve the freedom to learn.

The freedom to teach and the freedom to learn are inextricably entwined, and are vitally important to the institution of higher education and to society.