

2011

JUNE 8-11, 2011

AAUP Conference
on the State of Higher Education



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WEDNESDAY | JUNE 8, 2011

WEDNESDAY, JUNE 8**7:30 AM–6:00 PM****REGISTRATION
(LIGHT BREAKFAST FARE
8:30–9:00 AM)****9:00–9:45 AM****OPENING PLENARY ADDRESS
(HAMPTON BALLROOM)****Something Wicked This Way Comes:
What Is Happening and What We Can
Do About It**Cary Nelson, President, American
Association of University Professors**■ SESSION 1 ■****10:00–11:30 AM****SESSION 1A
ASSESSMENT
(FORUM ROOM)****Successful Teaching: When
Research Expert Faculty Understand
Assessment and Accountability**George Plopper (Rensselaer
Polytechnic Institute)

This paper will present a successful case study that demonstrates the importance of collaboration between a science faculty member from a research institution and an education expert in order to improve teaching methods, perfect student learning outcomes assessment, and develop a reflective system for accountability purposes.

**Under New Management:
Universities, Administrative Labor
and the Professional Turn**

Randy Martin (New York University)

Managerialism seems to have overwhelmed the university and its professional surroundings. Autonomy lost is the watchword of the day. Faculty will be well served to understand the politics of administrative

labor and the ways in which emphasis on outcomes also creates openings for interdisciplinary innovations and organizational responses that are embedded in our existing forms of work.

**SESSION 1B
ONLINE EDUCATION
(CABINET ROOM)****Evaluate the Effect of Human
Interaction Tools in Distance
Learning Courses in 21st Century**Dhirendra Kumar and Deborah Manzo
(North Carolina State University)

Institutionalizing human interaction tools in distance learning courses can be a difficult task without full cooperation and participation of all parties (students, faculty, and the IT) in the 21st century. IES at NC State University will identify and discuss the impact of human interaction tools into distance learning courses.

**SESSION 1C
DIVERSITY
(SENATE ROOM)****Do Ask, Do Tell: Restoring ROTC to
Campus**Anne Neal and Michael Poliakoff
(American Council of Trustees and
Alumni)

Our elite universities should be leaders, not bystanders, in the essential work of preparing educated young men and women for military service. This panel will explore the academic, legal, ethical, and practical issues surrounding campus restoration of ROTC. Surveying how top-tier institutions such as Princeton, Cornell, and the University of Pennsylvania have integrated ROTC into campus life, we will pay particular attention to the complementary roles trustees, administrators, and faculty can and should play in this process.

**SESSION 1D
FACULTY WORK
(EXECUTIVE ROOM)****A Conversation with the Committee
on Women in the Academic Profes-
sion: Work Life Balance, Redux**Ann Green (Saint Joseph's University),
Ann Higginbotham (Eastern Connecticut
State University), John Curtis (AAUP
National Staff) and Anita Levy (AAUP
National Staff)

Members of AAUP's Committee on Women in the Academic Profession will discuss the fifth anniversary of "AAUP Faculty Gender Indicators" and responses to the recent "Partner Accommodation Report." Participants are invited to share their suggestions and concerns about work/life balance.

**SESSION 1E
ACADEMIC FREEDOM
(COUNCIL ROOM)****The Politically Correct University:
Fact or Fiction? (And if Fact, Does it
Matter?)**Richard Redding (Chapman University),
Robert Maranto (University of Arkansas),
Matthew Woessner (Pennsylvania State
University Harrisburg) and Peter Wood
(National Association of Scholars)

This panel, which includes the co-editors and several chapter authors of the new book *The Politically Correct University: Problems, Scope, and Reforms* (2009), will present a series of empirical studies that examine whether, as has often been claimed, a culture of "political correctness" (a liberal political orthodoxy in faculty hiring, scholarship, and teaching that excludes, marginalizes, or ignores conservatives and conservative ideas from research and teaching) prevails in higher education today, with a particular focus on discrimination in faculty hiring and promotion.

WEDNESDAY | JUNE 8, 2011

11:30 AM—1:00 PM
LUNCH (ON YOUR OWN)

1:00—3:00 PM
AAUP WORKSHOP
(EXECUTIVE ROOM)

Understanding Institutional Financial Information

Howard Bunsis (Eastern Michigan University) and John Curtis (AAUP Director of Research and Public Policy)

■ **SESSION 2** ■
1:00—2:30 PM

SESSION 2A
ASSESSMENT
(FORUM ROOM)

Making Student Learning Outcomes Assessment Matter

George Kuh, Staci Provezis (National Institute for Learning Outcomes Assessment), Pat Hutchings (Carnegie Foundation for the Advancement of Teaching), Karen Gentemann (George Mason University) and Spencer Benton (University of Maryland)

Documenting what students learn is of growing interest to multiple audiences, including colleges, students, and policy-makers. In this session, the National Institute for Learning Outcomes Assessment (NILOA) and several current and former faculty members with assessment experience will share promising practices related to assessment of college student learning outcomes.

SESSION 2B
ONLINE EDUCATION
(CABINET ROOM)

Can a Hybrid Platform Work for Developmental Learners? We Say YES!

Celia Cruz-Johnson and Leslie Rice (San Jose City College)

This presentation will focus on the instructors' hybrid learning community which works with developmental reading and writing students. These classes work on a hybrid schedule, with one class per discipline each week online. Join them as they honestly discuss how this type of hybrid can work for many community college students.

SESSION 2C
FACULTY WORK
(SENATE ROOM)

Professors of Practice – Creation of a Faculty Caste System at Tulane University Despite AAUP Censure

Sadredin Moosavi (University of Massachusetts Dartmouth)

This presentation will describe the evolution of the professor of practice system at Tulane University during the period of Tulane's censure by the AAUP following Hurricane Katrina from the perspective of a professor of practice. The permanent second-class status afforded to anyone taking such a position will be discussed.

Be Careful of the Faculty Contract Language in Designing a Faculty Evaluation Process

Fernando Padró (Cambridge College)

This is a case study about the experience at one institution in how the faculty contract presented challenges in creating a fair faculty evaluation process based on accepted standards of practice. Discussed are the contract language challenges and how these were overcome.

Clinical Track Versus Traditional Track? Changes to Promotion and Tenure at a Teacher Education College

Todd Price (National-Louis University)

As chair of the Promotion and Tenure Taskforce, I am keenly interested in what role so-called "clinical track" faculty should play in the overall duties and responsibilities of faculty at a university of higher education in general. This presentation will share the findings of what faculty across the university think about the role of clinical faculty and what they believe is a fair and equitable solution for promotion and tenure decisions.

SESSION 2D
ACADEMIC FREEDOM
(COUNCIL ROOM)

In Defense of Tenure: An Old Institution in a Time of Change

Dennis Stevens (Randolph College)

Tenure is under attack, and yet it is more important than ever. College and university presidents and members of Boards of Trustees often see tenure as nothing more than a privilege for an elite faculty. Tenure is the last, significant impediment to the corporatization of our colleges and universities.

WEDNESDAY | JUNE 8, 2011

Protecting Academic Freedom Through Campus Investigations: Lessons from Two Case Studies

Ronald Purser (San Francisco State University)

This presentation explores how an active and informed Academic Freedom Committee (AFC) that is recognized as part of a Faculty Senate can play an instrumental advocacy role for protecting and enforcing academic freedom on a campus. The presenter will discuss how the AFC approached two serious and separate complaints from faculty, each of which alleged violation of academic freedom policies on campus.

■ **SESSION 3** ■
2:45–4:15 PM

SESSION 3A PEDAGOGY (FORUM ROOM)

Improving Pedagogy by Seeking an Organizational Perspective

Eric Grosse, Jr. (EFG Associates, Inc.)

Academic administrators are well aware of the continuous pressure for faculty to change, adapt and grow. Beginning with the requirement on most campuses for regular observation by a department chair to move up the tenure ladder (or remain employed as a contingent faculty member), occasional observations by those at higher management levels, and the existence of a Center for Teaching and Learning, most administrators feel they do at least an adequate job of weeding out inferior teachers and encouraging those who excel. Unfortunately, the reality for the institution as a whole can be quite different.

SESSION 3B FACULTY WORK (CABINET ROOM)

The Industrialization of the University and its Threats on Professionalism, Scholarship, Research, and Quality Education

Chrysoula Fantaousakis and Charles P. Kelly (Kean University)

Our presentation will outline the efforts we have made and the mechanisms we propose for future success at public institutions such as Kean University which use an industrial management model. In addition, recommendations will be offered on: 1) the need for legislative advocacy, 2) negotiation strategies, 3) mechanisms for state oversight, 4) the assessment model for accountability and professional development of upper level administrators and Boards of Trustees, and 5) public relations strategies to focus state and national attention on the abuse of power and public trust at higher education institutions such as Kean University.

SESSION 3C ACADEMIC FREEDOM (COUNCIL ROOM)

Ensuring Academic Freedom in Politically Controversial Academic Personnel Decisions

John Wilson (Illinois State University), Peter Wood (National Association of Scholars) and Ernst Benjamin (AAUP Committee A)

This panel will discuss and debate the AAUP statement “Ensuring Academic Freedom In Politically Controversial Academic Personnel Decisions,” which was produced in 2011 by a subcommittee of Committee A.

SESSION 3D FACULTY WORK (SENATE ROOM)

“Is There a Bully in the Room?” Recognizing and Confronting Incivility in Academia

Janet McMahon (Towson University) and Matthew McMahon (National Naval Medical Center)

Bullying is occurring in academia within various settings on a daily basis. Bullies can be the student in your classroom, colleague, supervisor, or the person you wouldn’t suspect in your workplace. These types of situations require a response and call to action plan if indeed it is occurring. Have you as the faculty member been bullied by your students? What are the triggers and causes for these types of aggressive behaviors? This session will identify and explore today’s behaviors within the environment of academia.

THURSDAY | JUNE 9, 2011

THURSDAY, JUNE 9

7:00 AM—6:00 PM
REGISTRATION

9:00 AM—NOON
AAUP WORKSHOP
(CONGRESSIONAL A)

Making Senates Effective

Larry Gerber (Auburn University), Purificacion Martinez (East Carolina University), Jeff Butts (Appalachian State University) and Gregory Scholtz (AAUP National Staff)

■ SESSION 4 ■
9:00—10:30 AM

SESSION 4A PEDAGOGY (CALVERT ROOM)

Saving the Environment One Paragraph at a Time

Karen Pepper (Massachusetts Institute of Technology)

How can environmental concerns be incorporated into the undergraduate curriculum? First-year writing courses, already part of the existing curricular structure, can easily be adapted to have environmental issues as their focus.

Three such courses will be presented and suggestions made for teaching them.

Teaching and Learning About Environmental Issues: Using a Cognitive Apprenticeship Approach

Larry Figgs (University of Kentucky)

This presentation will show how to engage students in developing environmental policy solutions to solve problems. The pedagogical paradigm is based on a cognitive

apprenticeship model (or problem-based learning). Students must identify a problem (environmental or non-environmental) and develop an environmental policy solution to resolve the problem.

SESSION 4B MEDIA RELATIONS (CONGRESSIONAL B)

Airing Your College's Dirty Laundry—And Your Own Contributions to the Hamper

Peter Schmidt (*Chronicle of Higher Education*), David Brond, Joan DelFattore and Lawrence White (University of Delaware)

The *Chronicle of Higher Education* leads a discussion on the potential benefits and risks (for both sides) of going public when a faculty member has a dispute with an institution. A *Chronicle* reporter, a communications expert, a university lawyer, and the head of a faculty collective bargaining unit will discuss: When is it wise to approach the press? Who is helped or hurt by media attention? Who should deliver the message to external and internal constituencies and when? How can universities assist journalists in covering these disputes better?

SESSION 4C FACULTY WORK (CAPITOL ROOM)

Aging Intellect: Academic Lives Without Mandatory Retirement

Steven Weiland (Michigan State University)

Recent work on aging, productivity, and satisfaction among faculty in their seventies is joined to an autobiography focused on intellectual aging to suggest how institutional understanding of professors capitalizing on the ban on mandatory retirement can reflect an array of theoretical, empirical, and experiential resources.

Recognizing the Stranger in Paradise

Howard Waitzkin (University of New Mexico)

This presentation addresses two questions: how does a teacher cope with a sense that she is a stranger in educational institutions? How does a learner learn best when he feels like a stranger, in an educational environment where one longs to thrive and to make a mark?

Freedom 65? Investigating the Social and Cultural Capital of Retiring or Near Retiring Academics

Mia Quint-Rapoport (University of Toronto)

This presentation will explore the preliminary results of a qualitative study currently in progress about faculty members who are retiring or who have postponed their retirement (passed their normal retirement date) at the University of Toronto in Ontario, Canada.

SESSION 4D ONLINE EDUCATION, DIVERSITY, GOVERNANCE (EMBASSY ROOM)

Online Courses: Quality Control vs. Academic Freedom

Jeffrey Baker (Monroe Community College and Rochester Institute of Technology)

Institutions providing online learning programs often implement quality control by standardizing course content and delivery. This has an impact on academic freedom since there are typically rigid standards for faculty interaction and performance. This paper explores the current situation and its potential impact on the future of teaching and learning.

THURSDAY | JUNE 9, 2011

Priorities over Prestige: A Theory of Black College (HBCU) Distinctiveness and Lessons for Other Institutions

Andrew Arroyo (Norfolk State University)

Black colleges are an exemplar of conflicts between institutional rankings and educational priorities. This presentation introduces the Theory of HBCU Distinctiveness as a heuristic for exploring such conflicts. Practical ideas are offered for infusing distinctiveness across other institutions. A call is made for justice through sound educational practice over prestige.

Standardized Testing in CUNY Community Colleges: Encroachment into Already-Established Curricula and Exit Requirements

Bruce Chadwick (City University of New York Kingsborough Community College)

Assessment and accountability in a CUNY community college: troubled communication about goals and procedures.

■ SESSION 5 ■ 10:45–12:15 PM

SESSION 5A PEDAGOGY (CALVERT ROOM)

Hot Sausage and Mustard

Karen Pepper (Massachusetts Institute of Technology)

Hungry as our students are for knowledge, they are equally hungry for food. Yet food studies programs have yet to appear on the undergraduate menu. In my presentation, I will outline a proposal to institute such a program. Many of the courses that might be offered in a food studies program bear upon environmental concerns: food production, whether via industrialized agriculture or alternative systems; the transport

and distribution of food; worldwide food and water resources; and guaranteeing food safety in a time of global markets. Thus, food studies offers students an approach to learning about environmental issues.

Universities Should Offer Functional Doctoral Degrees

Mandayam Thirunarayanan (Florida International University)

The author of this proposal argues that degrees should be offered along functional lines such as “leadership,” “management,” “performance,” “philanthropy,” “practice,” “service,” and “teaching.” Examples of functional doctoral degrees include: PhD (Teaching—Physics) PhD (Leadership—Engineering) PhD (Management—Criminal Justice) PhD (Philanthropy—Business) PhD (Practice—Interdisciplinary [Physics, Chemistry]).

SESSION 5B ETHICS (EMBASSY ROOM)

The Politics of the Dissertation and the Ethics of Academic Integrity: A Question of Scholarship or A Definition of “Whose Scholarship”

Maggie Moore-West (Franklin Pierce University), Mary Ann Sullivan (Hesser College) and Lori Ladd-Brown (Vermont Law School)

This presentation will explore the dynamics of the political construction of academic programs and how senior level faculty determine who “join the academe” and who do not through the dissertation process. The presentation will focus on participants’ observations of traditional evaluation of doctoral level work and what would be necessary to produce alternative outcomes.

SESSION 5C FACULTY WORK (CONGRESSIONAL B)

Balancing Scholarship and Entrepreneurship: Issues for the Evolving Academic Environment

Cary Balaban, Rose Constantino and Linda Frank (University of Pittsburgh)

The challenges of balancing scholarship and entrepreneurship need to be considered carefully by individual faculty, departments, and university leadership to foster growth, innovation, and prosperity for the academic community. In this session the presenters will not be advocates for potentially polarizing responses to these challenges. Rather, it is intended to initiate thoughtful discussion of the issues from a broad perspective. The presenters will describe 1) implications of intellectual property protection and technology transfer; 2) the engagement of institutional leadership and faculty in joint problem solving for innovation; 3) the ethical, legal and socio-cultural issues confronting academic leadership in the current climate; and 4) challenges and opportunities for universities and faculty in the growing corporate academic environment.

SESSION 5D DIVERSITY (CAPITOL ROOM)

African American Faculty and Gendered Racism

Sharon Elise (California State University, San Marcos) and Charles Toombs (San Diego State University)

This interactive workshop assesses the intersection of race and gender in the academic lives of African American faculty members. Issues are interrogated in contexts of scholarship and experiences of participants to devise effective strategies and alliances (with faculty of color, women faculty, academic unions, and others) to contest gendered racism.

THURSDAY | JUNE 9, 2011

12:15–1:30 PM
LUNCH (ON YOUR OWN)

1:30–4:30 PM
AAUP WORKSHOP
(CONGRESSIONAL A)

Effective Faculty Handbooks

Robert Kreiser, Anita Levy and Gregory Scholtz (AAUP National Staff, Department of Academic Freedom, Tenure and Governance)

■ **SESSION 6** ■

1:30–3:00 PM

SESSION 6A
FACULTY WORK
(CALVERT ROOM)

Security and Insecurity in Educational Space

James Kraus, Allison Francis and Justin Wyble (Chaminade University) Educational institutions—like those in business, sports, or national security—have clearly delineated spaces in which their activities are conducted. It is necessary to keep such spaces safe for what takes place in them. The use of technology in educational space, most notably in the evolution of the centralized learning management system, is clearly affecting the delivery of instruction in both positive and negative ways. But as might be expected, the administrative use of the same technology brings with it ever increasing powers to monitor what takes place. This has implications for the security of educational space. These papers shall discuss the challenge such surveillance measures present to traditional ideas of academic freedom.

SESSION 6B
ASSESSMENT
(CONGRESSIONAL B)

New Understandings of the Student Evaluation of Teaching: History, Findings, and Misapplications

Dennis Clayson (University of Northern Iowa)

The session offers an in-depth look at student evaluation of teaching (SET) literature and will introduce and share a new research stream emerging from the hard sciences and business schools. It will discuss the implications of the research on grading policy, pedagogy, and the utilization of SET for promotion and merit purposes.

Technology as a Tool for Assessment of Program Quality in Higher Education: Using Technology to Implement the California Teacher Performance Assessment (TPA) system

Chinaka DomNwachukwu (Azusa Pacific University)

This paper investigates the role of technology in assessment and accountability in higher education. Specifically, it investigates the role technology has played in the implementation of the California teacher performance assessment at a California university. The general aim of the study is a critical investigation of how technology has been used in this process, and to highlight technology's prospects and limitations in program assessment and accountability.

Assessment of Student Learning and Faculty Governance: Compatible or Contentious?

James DeBoy (Lincoln University of Pennsylvania)

This presentation will examine the driving force behind the assessment movement, compare past faculty practices with what accreditors now demand, briefly review the

6-step process, contrast faculty ownership of the process to administrative usurpation of the process, and propose strategies to bolster faculty governance in assessment of student learning.

SESSION 6C
ONLINE EDUCATION
(CAPITOL ROOM)

Seduced by Cyberspace: How I Learned to Love Teaching Online

Susan Tyburski (The Women's College of the University of Denver)

This presentation will discuss my preparation, delivery and assessment of an online intensive writing course, in the context of existing literature concerning composition pedagogy and the effectiveness of cyber-education. It will explore the following question: Do online courses, which immerse students in various types of writing, offer a superior way to teach writing and critical thinking skills?

Adjusting to Bodies: Reflections on Teaching 'Offline'

Olivia Burgess (Texas A&M University)

This presentation considers the differences in online education versus the classroom in terms of experiencing the embodied presence of others. What are the implications and limitations of a "body-less" classroom for both teachers and students alike?

Online Education: What is the Virtual Curtain Hiding?

Robin Parent (Utah State University)

This paper is a journey through the pitfalls and successes of online teaching where technology, design, pedagogy, teacher, and student collide in a virtual space. It is the "virtual space" which I believe creates the curtain or veil that hides or disguises interactions between the educational participants.

THURSDAY | JUNE 9, 2011

**SESSION 6D
DIVERSITY
(EMBASSY ROOM)**

Striking the Balance: Maintaining Academic Rigor While Providing Accommodations Under ADA

Susan Saul (California State University, Los Angeles)

Providing accommodations under the Americans with Disabilities Act (ADA) while maintaining academic rigor may, at times be difficult. How does one proceed when the instructor disagrees with the accommodations provided by the directors of services to students with disabilities? At what point does an accommodation become a fundamental alteration of a program?

Navigating the Hiring Process: Establishing a Rapport Between the Employer and Candidate with a Disability

Pauline Newton (Southern Methodist University)

This presentation will discuss how an individual with a learning difference or disability can navigate the academic workforce and will seek to educate audience members about common misconceptions.

■ **SESSION 7** ■
315–5:15 PM

**SESSION 7A
PEDAGOGY
(CALVERT ROOM)**

Was It Something I Said? Laughter & Tears in Biology

John Shiber (Kentucky Community and Technical College System - Big Sandy District)

This presentation is a discussion of the disturbing results of a 3-year study of community college student responses to

basic entry-level biology test questions that require written answers and recommendations for institutional measures to improve science literacy in post-secondary education.

We Cannot Afford to Use the Same Curriculum that We Used 20 Years Ago: Higher Education Curriculum at Cross Roads

Amuhelang Magaya (Georgian Court University)

This presentation will seek to answer questions on how higher education relevance will be defined in relation to the future demands from students and employees, to the institutional forms through which higher education will be delivered, and to the changing requirements of an evolving civilization. In this presentation, I will consider the implications for change in higher education systems that derive from shifts in certain demand and supply factors. It is evident that students moving from higher education into the world of employment—and individuals re-entering the workforce—are discovering a workplace that is vastly different from the one they might have entered as recently as five years ago

The Twenty-First Century Curriculum: SMU and Greater Dallas

Pauline Newton (Southern Methodist University)

How do the Dallas Cowboys, the Kennedy assassination and the business elite cohere to create a dynamic city worth studying in an interdisciplinary, team-taught course?

This presentation will discuss ways to bring students out of their dorms and into the local and global community.

**SESSION 7B
ONLINE EDUCATION
(CONGRESSIONAL B)**

Teaching Speech Online: No More Mister Nice Guy

Robert Jackson (Dakota State University)

The presenter will share his experiences both positive and negative teaching online speech communication classes and will offer tips and (gratefully) accepts ideas for improving online teaching.

The Revolution Will Not Take Place Online: Faculty, the Corporate University, and Online Learning

Bill Lyne (Western Washington University)

Using examples from the Lumina Foundation, Gates Foundation, and the American Association of State Colleges and Universities, I will describe the ways in which, under the guise of pedagogical innovation, the online education movement is working to devalue faculty and further expand the growing gap between those with access to expensive private education and everyone else.

**SESSION 7C
ETHICS
(CAPITOL ROOM)**

Transparency of Faculty Compensated Outside Activities

M. Felix Freshwater (University of Miami)

Transparency of faculty compensated outside activities is vital for maintaining public trust. We measured the disclosure of these activities by comparing outside directorships found on university websites with those reported to the United States Securities and Exchange Commission. We found substantial problems with the disclosure and make recommendations for improvement.

FRIDAY | JUNE 10, 2011

**College Faculty Professionalism—
Ethical Responsibility and Precarious
Work**

Chris Nagel (California State University,
Stanislaus)

Investigations into contingent faculty appointments most often focus on economic, political, and other issues as both causes and effects of the academy's heavy reliance on non-tenure-track faculty. This paper discusses the ethical implications of contingency, in particular for contingent faculty themselves.

**SESSION 7D
FACULTY WORK
(EMBASSY ROOM)****Redefining the Standards of Tenure
and Promotion for Multimedia and
Digital Arts Faculty**

James Richardson (LaGuardia
Community College)

Multimedia is a new and constantly evolving discipline. The challenges facing tenure track faculty in this arena are unique. Due to the speed in which cross-disciplinary technical innovations are implemented in these programs, should multimedia instructors be judged by the traditional liberal arts standards, or should a new paradigm be created?

**Facilitating the Tenure Process
Through Sustained Mentorship and
Empowerment: A Collaborative
Faculty Support Model**

Susan Neville (New York Institute of
Technology)

This presentation will discuss and present department, institutional and professional strategies and template exemplars (portfolio development; annual evaluation and professional benchmark plan) used to assist and support faculty over time as they navigate and balance the demands of the tenure process.

FRIDAY, JUNE 10

7:00 AM–6:00 PM
REGISTRATION

■ **SESSION 8** ■
8:45–10:15 AM

**SESSION 8A
PEDAGOGY
(GOVERNORS ROOM)****Sustainability Issues in Teaching
Undergraduate Research for the
21st Century and Beyond**

Zara C. Rowlands, Louise Pavia and
Janice Chebra (Youngstown State
University)

The demands for student driven undergraduate research present sustainability issues for both faculty and students and impose an ambitious agenda for higher education in the 21st century and beyond. Strategies for addressing challenges related to teaching undergraduate research will be presented.

**SESSION 8B
GOVERNANCE
(CONGRESSIONAL B)****Strategic Planning in Faculty
Senate: An Adaptation of the
Balanced Scorecard to Promote
Shared Governance**

Grace Thomson, Robin Herlands,
Gregory Robinson, Angela Brommel
and Kebret Kebede (Nevada State
College)

In an era of declining state and federal support pressures for agile decision-making may ignore the democratic value system of faculty participation. This study addresses how collaborative strategic planning facilitates the development of a common language that translates the principles of shared governance into tangible measurements of excellence in performance.

**SESSION 8C
FACULTY WORK
(CALVERT ROOM)****Fear and Fairness? Faculty as
Threats, Bullies and/or Harassers**

Iris Saltiel (Columbus State University)
and Katherine Chaddock (University of
South Carolina)

In this roundtable we discuss the changing world for faculty since 9/11, Virginia Tech, and U. Alabama-Huntsville. This roundtable will present case incidents and recent campus policies that generate vital question about faculty life, academic freedom, fear, and fairness in the contemporary university climate.

**SESSION 8D
DIVERSITY
(CAPITOL ROOM)****The Diversity Hoax: American
Universities' De Facto Ideological
Discrimination**

Richard Vatz (Towson University)

Academic institutions celebrate with unqualified zeal the concept of "diversity." The actions, however, supporting this general term of approbation constitute some of the worst and most alarming examples of ideological prejudice, discrimination and exclusion specifically targeted against conservative thought. The result is a hostile environment in the academy for conservatives.

**Oral and Written Language of Ethni-
cally and Culturally Diverse College
Students in the Twenty-First Century**

Amelia Rose (State University of New
York at New Paltz)

Changing demographics and applied learning in the college classroom of the twenty-first century; a discussion of bringing ethnicity and culture into literature and writing courses in the colleges and universities across the United States.

AAUP BUSINESS SESSIONS AND ANNUAL MEETING

WEDNESDAY, JUNE 8 (Registration from 7:30 AM to 6:00 PM.)

7:00 – 8:00 PM	Capitol Hill Orientation Workshop	Calvert Room
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THURSDAY, JUNE 9 (Registration from 7:00 AM to 6:00 PM.)

7:30 – 11:30 AM	CBC Executive Committee Breakfast Meeting	Governors Room
9:00 AM – NOON	Capitol Hill Day Orientation (Drop in at your convenience.)	Sales Conference Room
10:00 AM – 4:30 PM	Lobbying Visits on Capitol Hill	
11:45 – 4:00 PM	Council Executive Committee Meeting (Executive Committee Members Only)	Roberts Restaurant Private Dining Room
4:30 – 6:00 PM	Reception on Capitol Hill Henry T. Yost Congressional Award Representative Joe Courtney 2nd Congressional District of Connecticut	Rayburn Building B-338
5:30 – 7:00 PM	Assembly of State Conferences (ASC) Executive Committee Dinner and Meeting (Executive Committee Members Only)	
5:30 – 10:00 PM	Collective Bargaining Congress (CBC) (Open to CBC Members Only) Functions:	
5:30 – 6:30 PM	Cash Bar Reception	Hampton Foyer
5:45 – 6:15 PM	Orientation for New Delegates	Embassy Room
6:30 – 7:30 PM	Dinner (ticketed event)	Hampton Ballroom
7:30 – 10:00 PM	Business Session	Hampton Ballroom

AAUP BUSINESS SESSIONS AND ANNUAL MEETING

FRIDAY, JUNE 10 (Registration from 7:00 AM to 6:00 PM)

7:30 – 8:30 AM	CBC Voting—BALLOT BOX IN REGISTRATION AREA	
8:00 AM – NOON	Field Staff Breakfast and Meeting	Cabinet Room
9:45 – 11:00 AM	ASC Program for State Conferences	Hampton Ballroom
NOON – 1:45 PM	Plenary Luncheon and Presentation (ticketed event) <i>The Hockey Stick: On the Front Lines in the Climate Wars</i> Michael Mann, Pennsylvania State University	Empire Ballroom
2:00 – 6:00 PM	Council Session I	Blue Room
4:00 – 5:30 PM	State Lobbying Networking Meeting	Cabinet Room
6:00 – 7:00 PM	Cash Bar and Networking Reception	Blue Pre-Function Room
7:00 – 9:30 PM	Assembly of State Conferences (ASC) Annual Meeting	Hampton Ballroom

SATURDAY, JUNE 11 (Registration from 7:00 AM to 4:00 PM.)

9:00 – 11:45 AM	Annual Meeting Plenary Session I	Blue Room
	I. Welcome and Introductions (Cary Nelson) A. Introduction of Parliamentarian B. Introduction of New Council Members C. Introduction of Special Guests	
	II. Report of the Credentials Committee (Gerald Turkel, chair) [Motion]	
	III. Report of the Agenda Committee (Estelle Gellman, chair) [Motion]	
	IV. Remarks by the President (Cary Nelson)	
	V. Report of the Secretary-Treasurer (Howard Bunsis)	
	VI. Report of Committee A on Academic Freedom and Tenure (David M. Rabban, chair) A. Recommendation on Imposition of Censure B. Recommendations on Removal of Censure	
	VII. Report of the Committee on College and University Governance (Larry Gerber, chair) A. Recommendations on Imposition of Sanction B. Recommendation on Removal of Sanction	

*NOTE: Time has not been allotted for oral presentations from all committees. Written committee reports may be found in the Annual Meeting registration packets. Questions or remarks about the activities of any committee are welcomed during the “New Business” segment of this agenda.

AAUP BUSINESS SESSIONS AND ANNUAL MEETING

SATURDAY, JUNE 11 (continued)

NOON – 1:45 PM	Luncheon <i>Greetings and Remarks</i> Paul Kniest, Policy and Research Coordinator, National Tertiary Education Union (Australia) <i>Recognition of Fifty-Year Members</i> <i>Presentation of the Iris F. Molotsky Award for Excellence in the Coverage of Higher Education</i> Beryl Lief Benderly, Miller-McCune Magazine	Diplomat Ballroom
2:00 – 4:00 PM	Annual Meeting Plenary Session II VIII. Report of the Committee on Membership (Ernst Benjamin, chair) [Motion] IX. Report of the CBC Chair (Howard Bunsis, chair) X. New Business (Cary Nelson)	
6:00 – 7:00 PM	Cash Bar Reception (Open to All Conference Attendees)	Blue Pre-Function Room
7:00 – 9:00 PM	Banquet (ticketed event) <i>Presentation of the Ralph S. Brown Award for Shared Governance</i> Anthony S. Tricoli, Ed. D., President, Georgia Perimeter College <i>Battling for Academic Freedom</i> Judy Ancel (University of Missouri, Kansas City) and Don Giljum (University of Missouri, Saint Louis) In April, right-wing activist Andrew Breitbart publicly attacked Ancel and Giljum by releasing video excerpts from their labor studies class. The excerpts had been taken out of context and distorted through splicing and editing. The two faculty members courageously protested Breitbart's invasion of their classroom, violation of their academic freedom and attempt to intimidate them and their colleagues.	Blue Room

AAUP BUSINESS SESSIONS AND ANNUAL MEETING

SUNDAY, JUNE 12

7:45 – 8:30 AM	Council Breakfast	Hampton Ballroom
8:30 AM – 2:00 PM	Council Session II	Hampton Ballroom
10:00 – 10:15 AM	Break	
11:45 AM – 12:15 PM	Lunch	Hampton Ballroom

AAUP Annual Conference on the State of Higher Education

The Association's *Annual Conference on the State of Higher Education* will run concurrently with the AAUP Annual Meeting and business sessions from Wednesday, June 8, through Saturday, June 11.

Attendees at the AAUP's Annual Meeting and business sessions are invited to attend all sessions of the *Annual Conference on the State of Higher Education* with no additional registration fee. Please meet and greet the conference attendees at the cash-bar reception on Friday, June 10, from 6:00 to 7:00 PM, in the Blue Pre-Function Room

Portions of the AAUP Annual Meeting and business sessions will be photographed and/or videotaped. Your participation in the Annual Meeting and business sessions constitutes consent to be photographed or taped, and authorization for the AAUP to use these photographs, images, and/or videos, or cause them to be used, for any purpose (including, but not limited to, AAUP publications, marketing, promotion, and advertising). Annual meeting participants will not be compensated for the use of these photographs, images, and/or videos.

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SESSION 8E ONLINE EDUCATION (CONGRESSIONAL A)

Getting Online Education on Track: Best Practices for a Quality Online Education Program

Glenn Phillips (Texas A&M University)
My presentation will include a brief history of online opportunities in higher education, how universities currently use online courses, how for-profit institutions have pressured traditional universities to consider more online opportunities, and finally, what a rigorous, assessable, and controlled online course should look like.

Moral Hazards Within Hybrid Private/Public Online Partnerships

Louella Moore (Arkansas State University)
The market arrangements for higher education in the US pose political and social moral hazards to the quality of education. The presentation will discuss challenges inherent in a specific case study of a partnership between a public and private entity providing online courses.

■ **SESSION 9** ■ 10:30–12:00 PM

SESSION 9A ASSESSMENT (GOVERNORS ROOM)

Faculty Views on “Restructuring Higher Education”: Restructuring, False Efficiencies, & Metrics

Hicks, Steve (APSCUF), Mark Smith (National Education Association) and Lillian Taiz (California Faculty Association)
In the last few years, faculty have watched as administrators have talked about restructuring higher education. The panel will provide a faculty response on how restructuring seems to be following the failed NCLB model, the false efficiencies promised by administrators, and the need for faculty involvement in metric development.

SESSION 9B GOVERNANCE (CONGRESSIONAL B)

Shared Governance: Be Careful What You Ask For

John Hamilton (Park University)
This presentation discusses how shared governance can be implemented in a manner that benefits the university but does not overburden faculty members through increased workload.

Shared Governance to Governed Gordon, Richard (California State University, Dominguez Hills)

Collaboration—once honored, respected, and sought by both faculty and administration—has declined precipitously in the last decade. In this proposed paper we trace the decline from a shared governance model to an administrative scheme where faculty have few opportunities for collaboration in a number of aspects vital to organizational effectiveness.

Managing Transitions: Institutional Crisis Offers Governance Opportunity

Amy Rupiper Taggart (North Dakota State University)
Drawing on theories of institutional critique and kairos, I will report on and analyze collaborative and rhetorical techniques that led to major governance and policy process change at my institution, ensuring that faculty would have a space for deliberation and a more strategic role in policy conversations.

SESSION 9C MEDIA RELATIONS (CONGRESSIONAL A)

Faculty and the Fourth Estate

Steve Burd (Higher Ed Watch), Scott Jaschik (Inside Higher Education), and Cat Warren (North Carolina State University)
Why does the press seemingly ignore many of the most important issues in higher education— while focusing attention on a

few elite institutions and a few predictable issues? Why are professors frequently portrayed in the press as disconnected from society? Why are issues such as tenure and academic freedom so poorly understood by the public? How can faculty members better communicate with reporters and – through them – with the public?

SESSION 9D DIVERSITY (CALVERT ROOM)

LGBT Professors Perspectives on Anti-Gay Bullying and Gay Student Suicide

Corinne Blackmer (Southern Connecticut State University)
Anti-gay bullying and gay suicide—questions and proposals—from the perspective of a lesbian professor who was the victim of a hate crime on her campus.

Can Higher Ed Retain Gay and Lesbian Faculty Without Domestic Partner Benefits?

Rachel Wexelbaum (St. Cloud State University)
Do domestic partner benefits matter in the recruitment and retention of higher education professionals? Find out what faculty and staff across the nation had to say about the role of campus climate and domestic partner benefits played in their job selection or retention.

Socialization and the Enactment of Whiteness in Doctoral Education

Judith Touré (Carlow University)
This paper presents a dialogic in which the authors explore socialization into academia through their experiences as doctoral students and researchers in a large university in the mid-Atlantic region. They were positioned differently, with Gabriela, a Latina bilingual speaker of English, and Judith, a White native speaker of English.

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**SESSION 9E
ACADEMIC FREEDOM
(CAPITOL ROOM)****Enemy at the Gates? Higher Education Reform and the Threat to Institutional Academic Freedom****Jon Dalager (Wayne State College)**

Academic freedom, as originally conceived in the German model of education in the mid-1800s, was a means to protect science and its teaching from the church and state. Today's higher education reform, however well-intentioned, often poses a threat to an institution's academic freedom and the benefits of each must be balanced against that potential harm.

Christian Legal Society v. Martinez:* Mediating Liberty, Equality and the Cultural Civil War on Campus*Harry Tepker (University of Oklahoma)**

The Supreme Court's 2010 decision in *Christian Legal Society v. Martinez* offers confusing lessons about equality and student academic freedom. A practical, realistic plan for "limited public forums" requires officials to take seriously both Justice Ginsburg's majority opinion and Justice Alito's dissent.

**SESSION 9F
GOVERNANCE
(FORUM ROOM)****University Governance: Broadening the Definition and Resorting Functions To Ensure Higher Quality****A Lee Fritschler and Arthur M. Hauptman (George Mason University) and Judith Eaton (Council of Higher Education Accreditation)**

This panel will discuss the future role of the faculty as well as governments and accreditors in maintaining and improving quality of higher education in this country, where traditionally we have relied on faculty

to ensure quality. This is unlike our K-12 education model, where state and local governments are heavily involved in curricular and assessment processes and often dictate to teachers how what they teach is to be evaluated. Many of the current criticisms and proposed solutions in higher education seem to view faculty as the problem and would solve it by applying the K-12 model of greater involvement of government (and accrediting agencies) as the solution to improving quality, effectively replacing or diminishing the role of faculty.

**12:00–1:45 PM
LUNCH BREAK
PLENARY LUNCHEON
AND PRESENTATION
(TICKETED EVENT)****The Hockey Stick: On the Front Lines in the Climate Wars****Michael Mann (Pennsylvania State University)****■ SESSION 10 ■
2:00–3:30 PM****SESSION 10A
PEDAGOGY
(GOVERNORS ROOM)****Integrating Environmental Sustainability into an Interdisciplinary Curriculum Serving the Hospitality, Tourism, and Leisure Professions****Thomas Jones and Chris Brown (University of Nevada, Las Vegas), Michelle Millar (University of San Francisco)**

A case study of the process of incorporating sustainable education into the curriculum at a major US hospitality college.

**SESSION 10B
GOVERNANCE
(CONGRESSIONAL A)****Extreme Shared Governance: Bringing Transformational Curriculum Reform to Salisbury University****Keith Brower (Salisbury University)**

From 2004 to 2007 Salisbury University engaged in a spirited debate regarding transformational curriculum reform that resulted in a 4-credit course model for SU's school of liberal arts. The process of shared governance through which the reform was shaped, defeated, resurrected, reshaped, and finally approved is a testament to shared governance done right.

No Professor Left Behind: Engaging a Strategic Narrative for Preserving Shared Governance in College Restructuring Discourse**Ronald Purser (San Francisco State University)**

The ideology of this new managerialism in higher education heralds the import of corporate models that promise to deliver expedient solutions to urgent budgetary crises. Yet the empirical research from the organization sciences shows traditional models of corporate governance to be outmoded and ineffective. A new narrative based on the best practices of managerial innovation can be used as a strategy to reframe college restructuring discourse.

**SESSION 10C
FACULTY WORK
(CALVERT ROOM)****The Tradeoff Between Athletics and Academic Mission: Why Small College Rankings Fail****Jonathan Goldstein (Bowdoin College)**

Analysis of the failure of balancing and regulatory mechanisms that insulate the academic mission of small colleges from incursions by athletic programs. A ranking of 36 colleges' regulatory mechanisms is provided and compared to traditional

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college rankings. Discussion topics include: policy implications, restricted availability of data, and attempts to stymie such research.

**Fulbright Scholar Awards:
A World of Opportunities for
Faculty and Professionals**

**John Sagi (Anne Arundel
Community College)**

Dr. John Sagi, Fulbright Scholar to Russia in 2004, will discuss his Fulbright experience and how it has contributed to his teaching methodology and professional development. The 17 slide power point presentation will include pictures of his grant experience as well as examples on the institutional impact the Fulbright Scholar Program has had on his campus.

**SESSION 10D
CONTINGENT FACULTY,
COLLECTIVE BARGAINING,
ACCREDITATION
(CAPITOL ROOM)**

**Two Sides of the Same Coin:
Administrative Perspectives of
Part-time Faculty in Nursing
Education Programs**

Jacqueline Meyer (Allen College)

The increase in the use of part-time faculty members in nursing education has been dramatic. Findings from the qualitative portion of a mixed methods study, including both positive and negative administrative connotations of the increasing use of part-time nursing faculty members, will be presented.

**Distinguishing *Yeshiva* to Obtain
Collective Bargaining Rights:
A Case Study**

Joye Swan (Woodbury University)

In *Yeshiva*, the Supreme Court held that the university's full time faculty were "endowed... with managerial status," and thus not entitled to federal collective bargaining rights. The extent to which this

holding also applies to other universities is explored in a case study of a small private university.

**Regional Accreditation—Why is the
Economic Goodwill Value So High
and What Are the Effects?**

**Eugene Murray (ITT Technical
Institute 143)**

The causes and unintended consequences of the high economic valuation of regional accreditation are considered. The recent, failed acquisition and closure of Dana College in Nebraska is presented as a case study. Possible solutions are presented and examined critically.

**SESSION 10E
ACADEMIC FREEDOM
(CONGRESSIONAL B)**

**The Politics of Education: Exploring
How Political Discord Challenges
Academic Freedom**

Blake Williams (Tarrant County College)

A presentation on the politics of education examining how political discord threatens academic freedom.

**Academic Freedom and the
Politics of Culture**

**Edward Sankowski (University of
Oklahoma)**

This paper proposes that greater ethical and political imagination than usual is needed to enhance our thought and action about academic freedom, and to deal with the challenges faced in and by contemporary universities. New problems arise in part because of varied new types of community engagement, including those generated by globalization. We need an expanded ideal of positive and negative academic freedom to meet the formidable challenges of community engagement, especially problems affected by the politics of higher education.

■ **SESSION 11** ■

3:45–5:15 PM

**SESSION 11A
PEDAGOGY
(FORUM ROOM)**

**The 21st Century Curriculum:
What is Reading and Why Does How
Practitioners Teach Reading Matter?**

Melanie Goodman (Chestnut Hill College)

Reference to the thoughtful, action-oriented reading necessary to prepare individuals for the major decisions they will likely need to make in later years can be linked to Rosenblatt's notion of reader response. As a strategic approach, reader response has the potential to be a useful guide for the individual with regard to reading and thinking critically and creatively. What do you think? These ideas will be discussed during the roundtable discussion and participants will be encouraged to share their ideas, contributing to the evolving understanding of classroom reading instruction.

**Open-Source, DIY Pedagogy:
Academic Freedom in an Age of
Information Technology**

Jason Jones (Connecticut State University)

**SESSION 11B
FACULTY WORK
(GOVERNORS ROOM)**

**Academic War Strategies for
Nonviolent Armies of One**

**Angela Mae Kupenda (Mississippi
College School of Law)**

The academy must include a diverse group of voices, minds, and experiences to engage with those seeking a critical education. These teaching critical voices may be in short supply in the academy for multiple reasons. One specific reason, though, is that such voices may experience great difficulty in moving through the promotion and

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tenure process at institutions more bent on continued perpetuation of the same voices. This paper, then, will attempt to usher some of these voices through these processes.

An Administrative Push for Research Prominence: A Faculty Divided but not Defeated

Leslie Gonzales (Clemson University)
This presentation will focus on Border University, a university moving away from its teaching mission to achieve research status. An interpretive analysis shows that faculty had little involvement in planning the transition, are skeptical of administration, experience strained relations with peers, but managed nonetheless to take agency over their work.

A Lawyer's Suggestions for Non-Judicial Resolution of Chronic Disputes between Faculty, Administrations, and/or Government

Dan Larkin (Law Office of E. Daniel Larkin)
Chronic disputes between faculties and trustees, administrators, or government cannot be resolved by judicial processes. Reconciliation can be achieved through mediation or shuttle diplomacy, conducted by outside, neutral individuals, not working for or against either side but skilled at helping all sides find common ground for the common good.

SESSION 11C FINANCE (CONGRESSIONAL A)

Managing the Budget Crisis: the University of Southern Mississippi Experience

Michael Forster, Robert Lyman and Amy Young (University of Southern Mississippi)
Administrators struggle under conditions of financial crisis to balance faculty concerns with the responsibility to make painful budget reductions. The provost, an academic dean, and an AAUP leader from the University of Southern Mississippi join to describe and discuss their experience.

SESSION 11D PUBLICATION (CAPITOL ROOM)

Getting a Better Publishing Deal: What to Look For In Your Book Contract

Paul J. MacArthur (National Writers Union)
You just received a book contract and you're thrilled. That is, until you read it. Turns out it's an indecipherable one-sided document that favors the publisher. Now what? In this session, you will learn how to evaluate your book contract and negotiate a better deal for yourself. You will learn what terms you can't live without and what clauses absolutely must go. Whatever you do, don't sign on the dotted line before you attend this seminar.

6:00–7:00 PM CASH BAR AND NETWORKING RECEPTION (BLUE PRE-FUNCTION ROOM)

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**7:00 AM–4:00 PM
REGISTRATION**

■ SESSION 12 ■ 8:45–10:15 AM

SESSION 12A PEDAGOGY (GOVERNORS ROOM)

Familiarizing Engineering Seniors with Ethics, Professionalism, and Related Knowledge Needed for Success after Graduation

Fred Denny (McNeese State University)
To become accredited, engineering programs must demonstrate that their students understand professional and ethical responsibilities, the global, economic, environmental, and societal context, the need for life-long learning, and contemporary issues. These proficiencies are needed by college graduates in many disciplines. Methods for satisfying and assessing these requirements will be discussed.

Principal Interns: The Value and Usefulness of the Reflective Journals **Charles Waggoner (Eastern New Mexico University)**

Are principal interns participating in and receiving the experiences that are necessary to ensure that they are going to competent practitioners? Does the reflective journal provided by the intern as a course requirement provide enough information or is more needed to ensure that the interns are receiving an adequate preparation experience?

Using Scratch for Improving Problem Solving and Design Strategies among Students

Aleksandra Prokic (California University of Pennsylvania)
Scratch is a new programming language, available free of charge, designed for young

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people (ages 8 and up) that develops twenty-first century learning skills. As they create and share Scratch projects, young people learn important mathematical and computational ideas, while also learning to think creatively, reason systematically, and work collaboratively.

SESSION 12B GOVERNANCE (CALVERT ROOM)

Promoting Shared Governance and Academic Freedom at a Non-Tenure-Granting University

Patrick Olson, E. George Beckwith and Sara Kelly (National University)

Can academic freedom and shared governance be robust without tenure? At National University the proposition that this can be done is confronted. This dynamic institution now the second largest WASC (The Western Association of Schools and Colleges) accredited private university in California is finding some success due in large part to its Faculty Senate.

SESSION 12C COLLECTIVE BARGAINING (CAPITOL ROOM)

Graduate Employee Organizing: Past, Present, and What It Means for the Future of Academe

David Huyssen (Yale University / Grad Committee / GESO), Rana Jaleel (New York University) and Scott Bruton (Rutgers University), Max Fraser (Yale University)

This panel will explore the changing nature and recent surge in graduate student union organizing, placing it within contexts of shifting national labor law and eroding faculty governance in American higher education. Panelists will include leaders of graduate student unions and unionization drives at NYU, Chicago, Rutgers, and Yale.

SESSION 12D DIVERSITY (CONGRESSIONAL B)

What's Wrong With This Picture? Race/Ethnicity, Gender and the Politics of '(Mis)Representation' in Tenure

Linda Isako Angst (Lewis and Clark College)

Through a feminist interpretation of Marx's "alienated labor" and the historical exclusion of women from full consideration of rights in labor, this presentation explores the stereotype of the docile Asian woman and her socialization to "not cause trouble." Are the existing one-size-fits-all terms of tenure evaluation sufficient or fair?

The Interface Between Race, Gender, Sex and Education

Bobbie Shaw-Hunter (LeMoyné-Owen College)

Today, non-traditional family structures have become the norm and many believe that our educational system disempowers non-traditional students through the conceptualization of race, gender and sexual orientation. Work by Margaret Burnett and others will be referenced.

SESSION 12E FACULTY WORK (CONGRESSIONAL A)

It's Not All Academic: Faculty Perceptions of University Change

Michelle Blake (University of Evansville)

This paper considers several issues discussed in the AAUP call for proposals, including the role of faculty in institutional decision making, tenure, assessment, accountability, curriculum, and the corporatization of teaching. Findings are based on survey responses of a sample of 721 faculty representing twenty randomly selected regional colleges.

The University is Not a Business Part Two

Lem Railsback (Railsback and Associates)

Inserts and insights from *The Lost Soul of Higher Education, No University is an Island*, and other sources should enliven the audience even more than part one last year.

SESSION 13 10:30–12:00 PM

SESSION 13A PEDAGOGY (GOVERNORS ROOM)

The Opportunities and Challenges of Teaching Management Sustainability Without a Textbook

Nancy Hubbard (Goucher College)

Teaching managing sustainability to undergraduates creates an ideal opportunity to try a new teaching style, as the course has no textbook. Instead, "fluidity teaching" is used whereby the students actively participate in course design and delivery making each semester a unique learning experience.

Closing the Gap in Business Education: A Case Study of a Cross-Functional Undergraduate Curriculum

John Buttermore (Slippery Rock University)

This presentation reports the findings of a study that examined an undergraduate business school determined to deliver a core curriculum that helped students gain an understanding of business processes and develop skills employers want in new hires. The school's success over almost two decades gives insights to others.

Institutional Barriers to Problem-Based Transdisciplinary Research

Patricia Leavy (Stonehill College)

I address the need for transdisciplinarity to address the major problems of our time. I

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suggest that transdisciplinary collaborations promote issue or problem-based approaches to research that can be put into service of real-world problems. I suggest there are institutional barriers in place that inhibit the formation of transdisciplinary synergies.

SESSION 13B GOVERNANCE (CALVERT ROOM)

Shared Governance and No Confidence Votes

Alan Frantz and Jonathan Lawson
(Idaho State University)

Recent No Confidence votes have been undertaken by faculty senates, unions, individual colleges within a university, and entire faculties. Reasons and types of institutions vary, yet there are common themes. Presenters provide a nationwide picture and trace one institution's path towards its no confidence votes.

SESSION 13C COMMUNITY (CAPITOL ROOM)

Community Development Higher Education: the Practitioner Nexus with Academia

Mark Tigan and Mary Ellen Boyle
(Clark University)

This panel will report two innovative educational models designed to help the next generation of community development professionals manage the changing higher education landscape which requires refinement to merge learning with careers. The models offer breadth and acknowledge dynamism, and bridge the boundaries between academic and practitioner, university and community, people and profit framed by theories of social capital, public participation, and hybrid organizations. This omni-directional approach to professional education will benefit both academia and the fields it serves.

SESSION 13D DIVERSITY (CONGRESSIONAL B)

Improving Recruitment and Retention of Faculty of Color through Social and Structural Support

Nola Butler-Byrd (San Diego State University), Christopher Cox (California Faculty Association/ San Jose State University) and Valerie Soe (San Francisco State University)

This workshop will address the need to increase the level of social and structural support for faculty of color within the AAUP and on campuses where people of color (particularly African Americans) lack solid support networks, by examining the relationships between African Americans and other faculty of color.

SESSION 13E FACULTY WORK/ CORPORATIZATION (CONGRESSIONAL A)

University Rankings and the Intellectual Arms Race for Students: Undermining American Higher Education

Phil Kraemer (University of Kentucky)

The ranking wars have induced an intellectual arms race for students that undermines the principle of equal access to quality education—some students unjustly receive more than others. The injustice derives from two factors: that talent cannot be accurately inferred from achievement, and that achievement is strongly related to family advantage.

Beyond Corporatization: Finding Common Cause with Business in the Social Sphere

David Siegel (East Carolina University)

One of the problems in the way we talk about corporatization of the academy is that it complicates efforts to find common cause with business, especially in the social arena. This session focuses on social

interests and objectives shared by our two sectors and offers thoughts on facilitating academic-corporate collective action.

Commercialization of Scholarship: How Can We Stop Journals and Their Corporate Allies From Privatizing and Selling Our Intellectual Property?

Roya Akhavan (St. Cloud State University)

Despite their mission of preserving the “scientific record” and making research results available to the public, scholarly journals have recently begun to appropriate the copyright to accepted research articles and sell them to corporate entities that resell them on the Internet. The result is oppression of unsuspecting professors and an increasing “knowledge gap” in society. This paper will analyze this trend and raise a call for action to preserve the rights of the academy and society to free dissemination of knowledge.

12:00–1:45 PM AWARDS LUNCH (TICKETED EVENT)

■ SESSION 14 ■ 2:00–3:30 PM

SESSION 14A PEDAGOGY (GOVERNORS ROOM)

Encountering Spirituality, Religiosity, and “Neither of the Above” at Secular, Liberal, and Somewhat Skeptical Knox College

Louisa Hulett (Knox College)

I investigate the nature of spiritual engagement of Knox College students to discern their attitudes about finding meaning and purpose in life. I examine the nature of the division between religious, spiritual, and the “neither religious nor spiritual” students as they encounter a secular college that sometimes struggles to empower religious adherents. Since this encounter mixes ap-

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preciation and discontent, I survey student (and faculty) perspectives on the degree of religion-friendliness at Knox. Finally, I explain why Knox sometimes differs sharply from other college and university profiles.

Social Studies, Social Action, and Urban Agriculture on a College Campus

Shaun Johnson (Towson University)

I will present highlights of a social action semester, whereby pre-service elementary teachers and I supported a community vegetable garden on our campus. Part of a social studies methods course, our time together was dedicated to farm-to-fork issues and the perils of our industrialized food system.

SESSION 14B GOVERNANCE (CALVERT ROOM)

Making the Implicit Explicit: Tuning USA Empowering the Faculty and Stimulating Curriculum Change

Tim Birtwistle, Marcus Kolb, Holiday McKiernan, (Lumina Foundation for Education) and William Evenson (Utah System of Higher Education)

What is the faculty led Tuning USA? What are its origins? What do the faculty involved in the pilot think about the experience? What is Tuning USA 2 (now underway)? How can the implicit be made explicit and diversity be honored and made sense of? The presentation will explain and stimulate the discussion around these points.

SESSION 14C FACULTY WORK (CAPITOL ROOM)

Stagnant Associate Professors: A Case Study in Increasing Access to Promotion

Gail Williamson and Mary L. Fisher (Indiana University Purdue University Indianapolis)

Full professors are retiring at high rates, necessitating efforts to bring mid-career

academics forward to serve as leaders and mentors in the academy. This presentation will discuss results of a faculty development needs assessment survey and how the outcomes informed faculty development program planning, and administrator guidance to support faculty progress toward full rank.

SESSION 14D ASSESSMENT (CONGRESSIONAL B)

Cross Cultural Communication Competencies and the Implications in Our Professional Work

Joseph Nwoye and Trienne Glover (Montgomery College)

The session will be a panel discussion in which Montgomery College Faculty Fellows will share their experiences from an ongoing professional development program that fosters culturally responsive teaching in a diverse classroom.

SESSION 14E CONTINGENT FACULTY (CONGRESSIONAL A)

Unintended Effects of Adjunct Appointments in Liberal Arts Colleges: A Research Agenda

Brent Shea (Sweet Briar College)

The ongoing transformation by which the PhD is being replaced as the qualification for academic appointments needs to be analyzed and monitored, not just because it is counter to higher education's potentially meritocratic character but also because—when it is no longer necessary to complete the long, demanding selection and socialization process required for access to an academic career—the need for adequate assurance of an academic career becomes a less convincing argument for preserving the system of tenure. Explanations for and unintended effects of employing adjuncts for instruction in liberal arts colleges are hypothesized.

The New Testing Grounds of Academic Freedom: Three Contingent Faculty Cases Involving Curriculum, Delivery, and Student Interaction/Assessment

Jeanette Jeneault (Syracuse University)

With an ever more corporatized university, homogenization of delivery systems, common testing between classes, and excessive monitoring of student-faculty interactions of all sorts have become not only more common but also encouraged by higher education administrators. The testing grounds for these acts of absolute rule are those with the most to lose: contingent faculty.

SESSION 15 3:45–5:15 PM

SESSION 15A GOVERNANCE (GOVERNORS ROOM)

Critical Issues in Higher Education: Perceptions of Faculty Senate Leaders

James Archibald (Ohio University)

The National Study of Faculty Leadership investigates faculty's role in shared governance and collects information about faculty leaders. The inaugural survey of the study is the Faculty Senate Leader Survey. This presentation will report the critical issues rated by senate leaders and explore the rationale of the top critical issues.

Research Grant Emphasis: An Insidious Threat to Faculty Governance

Tor Guimaraes (Tennessee Technological University)

The importance of academic research is widely recognized. As economic conditions deteriorate, state governments are being forced to cut education budgets and take measures detrimental to research productivity at a time when farsighted leadership calls for an increase in research activity. Some of the proposals by state governments call for increasing teaching loads

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and limiting support for research programs to a few campuses in the state. This will severely limit the discovery and validation of new knowledge in many important areas, thus contributing to the dumbing down of America and creating a more elitist higher education system incompatible with our traditionally democratic form of government and our sense of social and economic fair play.

Faculty Values and Institutional Decision Making: Getting SMART with Transparency and Accountability

Otis Grant (Indiana University South Bend)

Utilizing David Charles Smith's "Values and Institutional Decision Making" (*Academe* 1985) as a framework, faculty can apply a SMART approach that responds to the political climate on campus. Such an approach can improve institutional decision making while encompassing AAUP's values.

SESSION 15B ETHICS (CALVERT ROOM)

The Integrity Question: Claiming Responsibility for Ethics in Higher Education

**Earle Reybold and Nance Lucas
(George Mason University)**

How do academics develop a sense of ethical consciousness in their profession? We discuss four aspects of professional ethicality that impact ethical reasoning in higher education: values, experiences, standards, and mindfulness. Our goal is to encourage transformative responses to ethical conflicts leading to the development of academic "Communities of Integrity."

SESSION 15C CONTINGENT FACULTY (CAPITOL ROOM)

Remediating the Exploitation of the Most Vulnerable Adjunct Faculty

Eileen Stenzel (Calumet College of St. Joseph)

The role of contingent faculty is critical to the success of both small private institutions and programs of professional education in any institution. This presentation recommends varied forms of affiliation as a means of reducing exploitation of this group of faculty.

Contingent Faculty Contracts and Participation in University Litigation

Harold Geller (George Mason University)

We will address issues associated with university lawsuits against external organizations and university contracts with contingent faculty. This will include the representation of contingent faculty in freedom of speech issues. Also, we will examine a case study addressing contract issues between contingent faculty and university administration.

Best Practices in Administering Affiliate/Contingent Faculty Training Programs

Lynne Elkes (Loyola University Maryland)

Today there is extraordinary reliance on affiliate faculty. However, there has not been an equal response from colleges to address the needs of this cohort. There needs to be a concerted effort at outreach to affiliates using technology for better communications programming, furthering their teaching skills and, most importantly, bringing affiliates into the community and philosophy of the institution so they can better represent the school both inside and outside of the classroom.

SESSION 15D DIVERSITY/COLLECTIVE BARGAINING (CONGRESSIONAL B)

Underrepresented Faculty in Union Work: Combining Social Justice, Advocacy for Underrepresented Students and Faculty Organizing

Leslie Bryan (California State University, San Bernardino), Kimberly King (California State University, Los Angeles), and Vincent Ornelas (California State University, Chico)

This workshop uses the organizing work of the California Faculty Association as a template for AAUP activists to recruit and empower their own faculty members.

Three topics will be covered as examples of how to incorporate issues of concern for underrepresented faculty and students into the work of the union.

6:00-7:00 PM

CASH BAR RECEPTION (OPEN TO ALL ATTENDEES) (BLUE PRE-FUNCTION ROOM)

7:00-9:00 PM

BANQUET (TICKETED EVENT)



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The logo for the American Association of University Professors (AAUP). It features the lowercase letters "aaup" in a white, sans-serif font. Below the letters, the full name "AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS" is written in a smaller, all-caps, sans-serif font. The logo is centered in the lower portion of the page, which has a blue background. The entire page is framed by a dark maroon background at the top and a light blue wavy band separating it from the blue background below.

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