

NEWSLETTER

Colorado State University Chapter

American Association of University Professors (AAUP)

Academic Freedom for a Free Society

Fall 2012

**ATHLETICS AND THE
UNIVERSITY MISSION**

**A Position Statement of the
American Association of University Professors-
CSU
April 25, 2012**

As members of the CSU Chapter of the American Association of University Professors (AAUP), we are alarmed by recent administrative decisions related to Athletic Department buyouts, salary increases, and stadium development. These decisions may adversely impact the core mission of the university. Our concerns may be summarized as follows:

Mission. The primary mission of the university is education. The proposal to spend 200 million dollars on a new stadium (not counting Hughes stadium decommissioning), even if privately funded, is demoralizing to faculty who have witnessed a steady erosion of departmental resources as well as to a student body under increasing financial stress.

Process. The initial proposal to build a new stadium was made without input from faculty, students, or the community. Subsequent efforts by the administration to acquire data and solicit feedback (community forums, surveys, and the advisory committee) are well intended but may be interpreted as efforts to manage debate rather than fairly engage faculty in the shared governance of university athletics.

Fiscal responsibility. Administrative arguments justifying an on-campus stadium on the basis of revenue enhancement are speculative. The investment of enormous sums of money to construct and maintain a stadium and improve the

**Testimony Regarding Fisher Legislation
as provided to the House Committee on
State, Veterans, and Military Affairs,
Colorado General Assembly
February 15, 2012
Dr. Sue Doe, Assistant Professor,
Department of English, Colorado State
University**

Thank you for the opportunity to testify to this committee. My name is Sue Doe and, while I am an assistant professor of English at Colorado State University, I am not speaking on behalf of Colorado State University in making this testimony, nor representing the university's position in any of my comments. Rather, I am writing first as a scholar whose research focuses on academic labor, specifically the rhetoric surrounding academic labor, and second as someone who has served both in non tenure-track and tenure track faculty positions across the country.

Please consider the language I just used to describe myself. I am a "tenure-track" faculty member, which means that for the time being I am "probationary" and hence to some greater or lesser extent, a "contingent" faculty member myself. However, while I am contingent, my longevity depends on my productivity; in contrast, for the category of faculty known as non tenure-track or contingent faculty, their contingency is a compulsory facet of their work and is not alterable or improvable due to performance. Unlike them, because I am coming up for tenure in the next year or so, I have an actual opportunity for genuine job stability. Thus, I am not nearly as contingent as my non tenure-track colleagues.

football team is extremely risky given the lack of reliable evidence suggesting that it will generate a significant financial return to academic units at CSU.

Accordingly, the CSU chapter of the AAUP calls on President Frank to delay the initiative to construct a new stadium until the full range of options for increasing university revenue can be considered by a planning committee representing all stakeholders. The goal should be to use research based evidence to identify best practices for generating revenue in accord with the mission and values of the university.

Shared governance of college athletics is essential for ensuring administrative transparency and good governance of college athletics. Recent decisions suggest that current mechanisms for faculty oversight are not working as well as they should and warrant a review of existing procedures. The CSU AAUP thus calls on Faculty Council to review its existing mechanisms for assuring:

1. Faculty oversight of the Athletic Department at CSU.
2. Transparency in all aspects of Athletic Department administration including budget and personnel decisions.

Academic Integrity and Big Time Sports

William M. Timpson

Recent changes in CSU athletics have created quite a buzz—expensive buy-outs, very big salaries, and now talk of a new stadium on campus—and all of this during a time of national recession.

There is no question that many great American universities have very competitive athletic programs and that the excitement from winning teams can be energizing. However, we have also

Still, I do know something about contingency because I came to my current position late in my career, after teaching off the tenure-track for over 25 years. How does such a thing happen? In my case it was because my husband was an active duty career Army officer, we moved a lot, and I took adjunct positions everywhere we were stationed until he retired from the military. However my story is just one of thousands, and others' stories are as varied as the people themselves.

In my case, I applied for and obtained my first tenurable faculty position at the age of 49, but it should be understood that I am among a very small percentage of faculty--perhaps less than 1% --who are ever able to make such a transition. Indeed the very notion of **conversion**—and there's another fraught word--from the nontenurable to the tenured ranks is extremely uncommon.

Indeed, once a person has worn the Scarlet A for Adjunct for even two or three years, it becomes increasingly difficult to have any opportunity for a different kind of appointment. And yet, because faculty are often led to believe that there might be opportunities down the road, they generally stay too long, like frogs trapped in an increasingly hot and eventually boiling pot of hot water. Once they realize their circumstances, it's often too late to hop out.

There are many things that could be said about the destructive effect of contingency on faculty work, but I would like to call your attention today to the potentially deleterious effects contingency has, specifically, on teaching and learning and suggest why Representative Fischer's bill could make a positive change.

I would like to point out before I begin, however, that it is a remarkable feature of the

seen scandals surface routinely along with widespread concern expressed by academic leaders about the ways that big-time athletics and television revenues can distort a university's mission when oversight and transparency are lacking.

I will argue here that faculty must assert their responsibility to assure that the integrity of the University is never compromised no matter the amount of money "on the table"—or under it—or the frenzy of the fan base.

As a former college athlete, I always enjoyed having the support of fans, the community, and the media. However, as a long time member of the faculty at CSU I have concerns from the other side of the lectern. Shared governance, the inclusion of many voices in the decisions that impact the University, what many of us consider the foundation for the historic strengths of U.S. universities, is too often sacrificed in the rush to get to "the next level" of competitive prowess. Much research has demonstrated that we get better and more creative decisions when we take the time and find the mechanisms to include diverse voices.

The December 16th edition of *The Chronicle of Higher Education* has its lead article titled, "What The Hell Has Happened To College Sports? And What Should We do About it?" William Friday, president emeritus of the University of North Carolina, writes: "(Each) year brings more scandals and more incidents calling into question the compatibility of universities and a gargantuan (sports) entertainment industry" (A6).

As a long time member of American Association of University Professors (AAUP), arguably the most consistent voice for faculty and adjunct instructors across the nation, I found three recent reports about the dangers of big time athletics on their website. The conclusions are clear: Oversight and transparency are essential and faculty, the guardians of academic integrity, must be involved. (See their URL:

people who do college teaching off the tenure-track that more often than not, they perform extremely well in spite of their circumstances, rather than because of them.

Hence I will be describing the logical outcomes of contingency rather than the ones that generally occur, and this is due simply to the extremely high level of professionalism that most non tenure-track faculty bring to the job.

In bolstering contingency among faculty, however, we construct a context in which teachers might well be:

--Here today, gone tomorrow. This means little continuity for student access, mentoring, and practical things such as letters of recommendation.

--Half present teachers. It is likely that there will be overextension as teachers cobble together several appointments and spend more time on the road as so-called "freeway flyers" than in the classroom

--Incentivized toward grade inflation and other compromises to teaching. When teaching involves a popularity contest or is done for the sake of "keeping one's job" or maintaining a popular status via official course evaluations or via rankyourprofessor.com we can begin to see that contingent teachers' career longevity, as undertaken in an "at-will" environment, works at cross-purposes to the educational enterprise.

This is rather different than the contingent nature of employment in other walks of life; here the decider of your fate may well be the very person you are presumably responsible for teaching and challenging to new levels of understanding. Hence, a teacher is actually put in peril by doing what is right and

<http://www.aaup.org/AAUP/searchresults.htm?query=athletics+and+academics.>)

In one report, John Gerdy, author of several books on this subject, writes: “A strong case can be made that our country has lost perspective regarding the role of organized sports in our culture. Although much of what transpires in college athletics is positive, we have come to glorify athletic accomplishment far more than academic achievement. And we in higher education have largely been responsible for allowing this culture to evolve... People need to understand that American higher education existed for more than two hundred years before the first intercollegiate athletic contest and will continue to provide quality education, produce important research, and contribute to the betterment of society with or without athletics. The issue is balance.”

In his report, “The Faculty's Role in Reforming College Sports,” Professor James Earl writes: “Most fans would be surprised to learn that these tremendously popular spectacles make no money for their owners, and in fact cost most universities precious millions they can't afford... So it's up to the owners—us—to slow things down.”

There are core issues of University and academic integrity here where transparency is essential and faculty must provide ongoing oversight.

Student Debt and Societal Benefits: Who Should Pay for Higher Education?

William M. Timpson

Some variation of the “user fee” has been at play in shifting of the costs of higher education onto students and their families, i.e., those who benefit directly should pay for a greater amount of the cost. According to the College Board’s Report *Education Pays 2010: The Benefits of Higher Education for Individuals and Society*, college graduates earn substantially more than high school

rigorous.

--Subject to “just in time” hiring. The late ordering, arrival, and use of textbooks when teachers are hired “just in time” drives up the cost of books, and that cost is passed along to students. Additionally, just-in-time hiring leads to classes that are prepared too quickly, rather than with the methodical care they deserve.

--Disallowed professional development opportunities due to the investment it requires. An absence of professional development over time undermines faculty ability to stay on the cutting edge of disciplinary knowledge and pedagogy.

-- Subjected to the inefficient use of time/labor for reapplication. When a teacher must reapply every year and then, in turn, tenure line faculty or administrators must evaluate these packets, time is unnecessarily and seriously displaced. As we all know, time is money.

--Disinvited/disallowed from curriculum development. The inability of non tenure-track teachers to become involved in deep, extended discussions around the development of curriculum has a negative long-term impact on the quality of the curriculum itself and its deployment into actual classrooms.

--Discouraged from enacting academic freedom, the cornerstone of higher education. A material absence of academic freedom is implicit to at-will status since a person can be let go for any reason or for no reason at all ... Students are thus likely denied the free exchange of ideas in one of the few locations in our culture where ideas can be entertained without necessarily being accepted.

graduates over their lifetimes (70%+) and are more likely to be employed.

Yet there are substantial societal benefits to a college education. Apart from the obvious supply of new teachers, engineers, doctors, and other professionals, college graduates lead healthier lifestyles, are less likely to need governmental support, are more active as citizens and more involved in their children's education.

http://trends.collegeboard.org/downloads/Education_Pays_2010.pdf

Of course, this debate comes at a time in history when there is a very loud cry from some quarters about government expenditures and controls along with a call for reduced taxes. All of this also comes at a time when we are still involved in two wars overseas while maintaining nearly 800 military bases overseas, spending almost as much on defense as the rest of the world combined.

Yet it was not that long ago when we were willing to tax ourselves at higher rates and when businesses and the wealthy paid a greater share of the costs of government. As a culture, we tended to see so much more that was positive about public investments in education. Historically we had adapted elitist European notions of education that primarily served the privileged to the particular needs of the U.S., introducing for example, mass public education and land grant universities in the mid-19th century.

With reference to growing student debt, then, the question is this: To what extent do we "indenture" future generations of our best and brightest young people with the costs of a higher education that ultimately is the foundation for our collective future health and prosperity? How do we calculate the benefits to society of a new generation of engineers, teachers, doctors, and informed citizens generally?

Our first world competitors—many with far less income inequities, more stable economies, and

--Burdened by heavy teaching loads with a commensurate increased service load/burden carried by tenure-track faculty. Contingent faculty often teach more courses than is desirable in order to piece together a living. Meanwhile, tenure-line numbers are being decimated with conversions actually going in the reverse direction of what I described earlier.

Nationally, as tenured faculty retire, they are not being replaced by other tenured faculty; instead the savings associated with shifting one tenure line into two or more contingent positions is a seductive accounting procedure (and yet a false economy) that is widely used. Not only are we losing senior scholars in this deal, we are losing the possibility of ever having another senior scholar in each retiring scholar's place. It's like cutting down a tree and not planting a new one.

--Made part of a deeper negative lesson or meta-curriculum that is conveyed to students. We must ask ourselves what lesson students are taking about the value of the educational enterprise itself when teachers are not deemed worthy of a basic modicum of occupational respect, the employment contract, and when students see that this is what an advanced degree will get you. In what ways are we inadvertently contributing to an increasingly skeptical populace that will see less and less value in education generally and higher education in particular?

How does Representative Fischer's bill help? Quite simply, by establishing the legality of a contract with nontenure-track faculty, this legislation takes an important step toward building increasing levels of certainty for contingent faculty, which in turn makes possible the converse of many, if not most, of the items I just described.

higher scores on various quality of life measures—tend to subsidize higher education and require relatively little in the way of student tuition and fees.

In contrast, for example, a majority of citizens who voted in the 1992 election in Colorado approved the passage of the “Taxpayer Bill of Rights” referendum, also known as the TABOR Amendment, which amended the Colorado Constitution and restricted revenues for all levels of government (state, local, and schools).

Subsequently, the Colorado legislature, required to fund particular entitlements, has repeatedly slashed funding to higher education. The public universities have, in turn, attempted to fill the gap with ever higher tuition increases and so the student debt grows.

Academe and the AAUP

The featured article in the January-February issue of *Academe*, a publication of the American Association of University Professors, is by Jeffrey Williams, an English professor at Carnegie Mellon University. He writes:

Now, two-thirds of American college students graduate with substantial debt, averaging nearly \$30,000 (if one includes charge cards) in 2008 and rising, according to data from the National Center for Education Statistics and other sources.

In my view, the growth in debt has ushered in a system of bondage similar in practical terms, as well as in principle, to indentured servitude... Student debt binds individuals for a significant part of their future work lives. It encumbers job and life choices, and it permeates everyday experience with concern over the monthly chit.

It also takes a page from indenture in the extensive brokerage system it has bred, from which more than four thousand banks take profit (even when the loans originate with the federal government,

Of course, I would like to see this state invest in more tenure lines and convert 80% of the non tenure-track faculty to tenurable positions; that approach would be the highest demonstration of a commitment to fair compensation, sustainable education and research, and the future of our Colorado young people. But short of that, we can at least bolster the educational enterprise by creating circumstances that support a teacher’s commitment to his or her students.

It may also be important to point out that because this legislation involves a voluntary action, units are not compelled to participate but may in time see the benefits that derive as their neighbors across campus take the plunge, make a five-year commitment, and reap the benefits of a more secure teaching faculty.

Again, I do not speak for Colorado State University, but I am proud to say that since 2004, under the excellent leadership of President Tony Frank, first as Provost and more recently as President, our university has made some very serious improvements in recognition, compensation, and integration of contingent faculty into the fold and fabric of the university. I hope that the legislature can now do its part and make this important commitment to teaching and learning

From: Hogler,Ray
Sent: Tuesday, March 27, 2012 4:38 PM
To: Frank,Tony
Subject: non-tenure track teaching faculty

Dear Tony,

As you may know, the state senate today passed HB 1144, which allows enforceable teaching contracts in higher education. The legislative achievement is due to the efforts of Rep. Randy Fischer and a number of faculty, both tenured

they are still serviced by banks, and banks service an escalating number of private loans) (12).

Williams goes on to draw some additional and disturbing conclusions. First, in contrast to an earlier ethic that saw access to low cost higher education as a foundation for moving away from European traditions of aristocratic privilege and toward a uniquely American commitment to egalitarian opportunities, this “new tide of student debt reinforces rather than dissolves the discriminations of class” (12). Williams notes that the average federal loan debt of a graduating senior is twelve times higher today (\$24,000 in 2008) than it was twenty five years ago (less than \$2,000).

Moreover, Williams goes on to point out how we have piled that debt even higher on graduate students, arguably some of the most motivated and brightest of our college graduates. In 2008, that debt was about \$25,000 for master’s degrees, \$52,000 for doctorates, and \$80,000 for professional degrees. And, Williams reminds us, that is “on top of undergraduate debt” (13).

Long term, Williams also reminds us that this debt is a growing burden on the very population we will need for our collective future. “One of the more troubling aspects of student debt is that it is not an isolated hurdle but often the first step down a slope of debt and difficulty” ... creating a “culture of debt and constraint” (14). Threats to academic freedom that faculty worry about have now been visited upon students whose future choices are similarly threatened, here by rising debt.

Student metaphors for the problem:

Student debt is like a silent alarm.

It’s financial terrorism.

It’s a fungus.

It’s like a flat tire but then you notice that the other

and contingent, at CSU, CU, DU, CUCS, Metro State, and various community colleges. I believe that CSU is in a position to demonstrate state-wide leadership in this area.

I’m suggesting below a program that could be easily implemented and would cost the university nothing in terms of money but would yield tangible benefits. It has two basic components. First, your administration should promulgate a standard employment contract for the hiring of “Non-Tenure Track Teaching Faculty.”

The designation is important because the term “contingent” has negative connotations and the use of the term “faculty” indicates that these employees now will have a more favorable status in the university. The employment contract would set forth the terms and conditions of employment as determined by each department head or hiring authority, and the length of the contract would vary according the discretion of the authority. For example, the term might be “at will” or one semester or up to five years.

Because the period of hiring varies, the contracts have enough flexibility to suit all needs of the parties. In one simple step, the procedure would regularize what is now an unsystematic and confusing classification of teaching employees not on the tenure track. Instead of special appointments, lecturers, clinical teachers, and other titles, all teachers would fall into one of two categories, either tenure track or non-tenure track faculty.

Second, the contract should also include a section dealing with termination or non-renewal. In basic terms, that would offer an avenue of review for an employee whose contract was terminated or not renewed and which would consist of a written appeal to the department chair or hiring authority, then to the dean of the college, then to a committee of three full professors in the college. In each case, the steps would involve written complaints and responses and strict time limits.

The decision of the committee and its recommendation of an appropriate remedy, if any, would be grievable if not implemented. There are a number of positive factors which

tires are also flat, the engine is sputtering, the body is rusted, the brakes are dicey, it leaks oil and uses too much gas.

VIDEO OVERVIEW:

<http://www.youtube.com/watch?v=DhepLZWaXMc>

Recommendations

Create a high level permanent University Task Force on Student Debt that includes both Academic and Student Affairs personnel to research options and offer concrete recommendations.

Initiate a new endowment campaign to permanently fund need-based scholarships.

Contract with various researchers at CSU to track the student debt problem, including the burden that parents assume, and issue an annual report to the entire campus community.

**Retooling Schools: No New Stadiums
Ray Hogler**

A revolution is coming to higher education in this country. It will be televised, but it won't be on ESPN.

Four trends are transforming the way colleges and universities carry out their mission, and, by the end of the decade, institutions will look much different than they do now. What will drive that change are cost, value, technology, and disruption.

The rising cost of college education has generated considerable public discussion. The *New York Times* published a series of articles in May 2012 describing the effects of debt on recent college graduates.

One story said, "Kelsey Griffith graduates on

support this proposal. CSU would be perceived as a proactive, ethical institution having a concern for its employees. It would generate favorable publicity in the media based on academics and social values. As you said in your editorial about Cesar Chavez, we all need to work toward the goals of fairness and economic stability. A simple directive from your office would ensure justice and security for non-tenure track faculty.

With respect to administrative process, the proposal would not need the approval of the legal department, faculty council, or the board of governors. The administration regularly issues guidelines about hiring, promotion and tenure, and many other matters without consulting faculty, and this matter is no different. At present, the institution provides greater protections for students to appeal an unacceptable grade than the ones suggested here to protect an employee's livelihood.

Moreover, an internal appeals procedure would bring to light possible legal problems such as first amendment or civil rights issues, and they could be resolved without useless, expensive litigation like the Ward Churchill or Myron Hulen lawsuits.

Sunday from Ohio Northern University. To start paying off her \$120,000 in student debt, she is already working two restaurant jobs and will soon give up her apartment here to live with her parents.” The article continues that the total outstanding amount of student loans is close to \$1 trillion.

The Federal Reserve Bank of New York was quoted that for “all borrowers, the average debt in 2011 was \$23,300, with 10 percent owing more than \$54,000 and 3 percent more than \$100,000.” According to a report in *Academe* in April 2012, over the three decades from 1981-2011, tuition at public four year institutions rose, respectively, 55.9%, 37.1%, and 72%. Between 1999 and 2009, state support for public research universities fell from around \$10,500 per FTE student to below \$9,000.

As college costs escalate, greater attention focuses on whether the cost of a college education outweighs the financial benefit of a degree. Data from the Department of Labor indicate that a college education provides substantially greater earning power than a high school education for many occupations.

Despite that, a Pew Research Poll released on May 17, 2012, showed that most citizens are skeptical about the effectiveness of higher education. One finding was that even though most parents want their children to go to college, “a majority of Americans (57%) say the higher education system in the United States fails to provide students with good value for the money they and their families spend. An even larger majority —75% — says college is too expensive for most Americans to afford.” When asked if higher education is doing a good job of providing value for the money, a majority of respondents said colleges are doing a “fair” or “poor” job.

Rising tuition and negative perceptions of value feed into new platforms for delivering education. Online systems, such as the University of Phoenix,

Join the AAUP

Joining the AAUP says that you’re concerned about academic freedom, and about the way that basic freedom protects your teaching and research.

It says that participating in faculty governance is important to you, and that you are concerned about career issues, tenure, and the overuse of contingent faculty.

By joining, faculty members, academic professionals, and graduate students help to shape the future of our profession and proclaim their dedication to the education community.

In addition, there are many practical benefits--discounts, insurance programs, financial incentives--available to AAUP members. Join your colleagues today to promote and protect your profession.

Go to the AAUP website and you can join online using their secure electronic form.

At CSU you can contact the following AAUP members for more information

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are major influences in the environment of higher education.

Recently, a consortium of prestigious universities joined together to form “Coursera,” which will offer free courses from elite schools. Their website proclaims, “We offer high quality courses from the top universities, for free to everyone. We currently host courses from Princeton University, Stanford University, University of California, Berkeley, University of Michigan-Ann Arbor, and University of Pennsylvania. We are changing the face of education globally, and we invite you to join us.”

Although Coursera does not offer degrees, it will provide certificates of completion. Columnist David Brooks applauds the technological “tsunami” facing higher education and argues that in the new landscape, “colleges have to think hard about how they are going to take communication, which comes over the Web, and turn it into learning, which is a complex social and emotional process.” The answer, he suggests, is that a cadre of tutors will be responsible for the interpersonal relationships that transform information into useful knowledge.

What does this mean for faculty at most mid-level institutions? First, cost containment will generate more contract teaching, a phenomenon that is already well underway. From 1975 to 2009, the number of full time tenured faculty at all institutions dropped from about 28% to 18%. The number of full time tenure track employees dropped from 18% to 8%. Part time faculty, in contrast, rose from 24% to 42%.

Second, the drive for “value” necessarily leads to an economic cost-benefit calculation in which some areas of study are more desirable than others. Governor Rick Scott of Florida, for example, this year presided over a legislative session that proposed cuts between \$200 and \$500 million for higher education while limiting tuition increases.

AAUP State Conference News

- In June, Senator Bob Bacon and Senator Rollie Heath received the AAUP State Conference Friend of Higher Education Award.
- Also in June, Don Eron received the national AAUP Tacey Award for outstanding service to a state conference. Don is the principal author of the CCPFR’s report on the dismissals of Ward Churchill and Don Mitchell at CU Boulder and with CU colleague Suzanne Hudson has championed contingent faculty rights including an influential proposal for instructor tenure.
- Colorado Committee for Protection of Faculty Rights (CCPFR):
 - The CCPFR made national education as the Chronicle of Higher Education and Inside Higher Ed reported the spirited debate attending the CCPFR panel at the AAUP national conference this summer. The panel featured discussion of CCPFR as a state level alternative to the AAUP’s Committee A, with Myron Hulen and Don Eron representing our state conference.
 - The CCPFR in February completed a report on the case Dr. Sherolyn Anderson (Dept. of Geography) at Denver University. The report found critical procedural errors in the handling of Anderson’s application for promotion and

The result, the *Times of Florida* said, is that “colleges and universities are in a quandary:

Spending cuts, combined with a freeze on tuition, mean fewer teachers and the closing of certain programs.” Third, the online delivery of college content from academic “superstars” eliminates the need in most universities for scholarly research that does not produce revenue, such as liberal arts programs. Whatever face-to-face interaction with students is necessary can be performed by contract teachers.

Clayton Christensen, a Harvard business school professor, became famous for describing how well-established companies are disrupted by low cost competitors who offer a cheaper alternative to a product. His most popular case is the disappearance of the American steel industry, which was replaced by domestic mini-mills and foreign steel imports. The new competitors were not better; in fact a *New Yorker* profile points out, their products were “low-end, dumb, shoddy, and in almost every way inferior.” But they were cheaper, easier to use, and did the job. Thus did “disruptive technologies” drive the giants out of the market.

How will this affect higher education generally? Nicholas Lemann, dean of Columbia University’s Graduate School of Journalism, recently speculated that top schools will continue to thrive and prosper even as costs rise. But “other colleges will come under increased pressure to adopt the model of trade schools.” That is, most schools will experience ongoing erosion of tenure track positions and resources, along with the expansion of contingent employment, which in turn will alter the academic profession.

Although public universities cannot avoid the fiscal and technological forces that will change the nature of education, their leaders should try to productively accommodate such change based on the forces at work. High-profile football programs may not be the answer to the turbulent times ahead

tenure and recommended that DU officials revisit their decision. The Committee also recently issued two letters questioning tenure and promotion procedure at the CU College of Nursing in the case of Associate Professor, Dr. Michael Galbraith, and Assistant Professor, Dr. Leli Pedro.

- State Conference annual meeting scheduled for October 13 at CU Boulder. Donna Potts, Associate Professor of English at Kansas State University and Chair of AAUP’s Assembly of State Conferences, will be the keynote speaker. Please plan to attend.

For additional information and more AAUP State conference news:
<http://aaupcolorado.org/>

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