

Subject: Re: APT Revision

Date: Thursday, May 30, 2013 at 2:45:10 PM Mountain Daylight Time

From: Dean Saitta

To: Miriam Bornstein, Lynn Clark, Corrada, Roberto, Michael Cortes, Claude d'Estree, George DeMartino, Sandra Dixon, Ehrenreich, Nancy, Arthur Gilbert, Sarah Gjertson, Ilene Grabel, Sylvia Hall-Ellis, Steven Iona, James LaVita, Scott Leutenegger, Mario Lopez, Don McCubbrey, Salvador Mercado, David Montano, Rob Prince, Naomi Reshotko, Oscar Somoza, Paul C. Sutton, Joseph Szyliowicz, Paul Viotti, Diane Waldman, Yavuz Yasar, Paula Cole, aandrew7@du.edu

Dear All,

The Faculty Senate has announced that it will continue working on APT revisions into next year. The APT drafting group is also making visits to academic units around campus (they come to AHSS tomorrow). As you know, a couple of key issues include what to re-name "Lecturers" so that they have the word "Professor" in their title (the term "Teaching Professor" has been proposed), and whether to include something in the document about Post Tenure Review (for which there is support among trustees, administration, and even faculty). Longer-term contracts for Lecturers appear to have consensus support on a 1-1-1-3-5-7 year model. That is, excellent performance for three successive years of one year contracts will earn you a 3 year contract, then a 5 year contract, and then a 7 year contract. I'm not sure what happens after a successful contractee completes 18 years of service to the university. But read on to see what might happen after 11 years...

I took advantage of a state AAUP Executive Committee meeting last Saturday to solicit some input about these questions from colleagues at other institutions in the state (CU, CSU, Front Range Community College). The state Executive Committee includes three people who've been very active in the contingent faculty rights movement and who've achieved national recognition for their work. One of them now sits on the AAUP's National Committee A, which investigates governance abuses at colleges and universities. Here's a summary of what they said:

1. On "Teaching Professors": One liked the notion of Teaching Professor because of the difficulties contingent faculty have in earning student respect at some institutions without having "Professor" in their title. However, others were against the name because of the "Teaching" part. For one thing, it might not accurately reflect the academic work that Lecturers do. Some are active researchers and others direct programs. Some no doubt do a bunch of stuff. For another, it can reinforce the all-too-popular perception that tenured professors do not teach. For still another, it can disguise the less-than-ideal conditions under which many faculty work—at the end of the day we're still talking about a sizeable number of faculty (34% at DU, by my count) who don't have the full freedoms in teaching and academic governance that tenured professors enjoy even though they teach the majority of student credit hours (about 60% at DU). If using the term "Professor" is so important, then perhaps the most honest thing to do is to distinguish between a Professorial Series for tenured/tenure track folks and an "Affiliated" or "Contract" or "Term" or "Associated" or "Auxiliary" Professorial Series for Lecturers and others who are not on the tenure track (NOTE: I got these alternative terms from the same *Handbook of Faculty Terms* that I suspect yielded the term "Teaching Professor"). Even the term "Adjunct" could work, given that historically the word has not had the second-class status connotations that it has today. Minimally, the new name chosen for Lecturers should accurately reflect the academic work that contingent faculty do, and these faculty should also have the right to negotiate how they'll be evaluated given the positions that they fill.

2. Post Tenure Review: State AAUP leaders have absolutely no objection to this if the system is based on AAUP principles: framed and overseen by faculty, and used for development and not as a wedge for dismissal. Post Tenure Review is certainly not something to be feared by those who meet their professional obligation by continuing to excel after receiving tenure. These reactions came as no surprise to me. What came as a BIG surprise—but a welcome one—was the enthusiastic response to my idea of linking post-tenure review to some form of tenure for contingent faculty once they've completed a certain term of service to the institution (I described the basic model of "Instructor Tenure" in the March 21 memo that's posted to our portfolio site, link in the earlier email message below). I had originally thought about a 7 year term, but state AAUP leaders said that 11 years would do quite nicely (in other words, tenure is granted after contracts of 1-1-1-3-5 years). Obviously this is something that would be a very hard sell for Administration and Board. Indeed, one faculty reviser of the APT document said that it would be a "literal disaster" to present this idea to the Board at this point in time. However, state AAUP leaders said that if we were able to get such a policy in place at DU it would be a MONUMENTAL achievement. It would put DU on the map as an institution that's serious about honoring the principle of academic freedom for everyone who's involved in teaching, research, and governance. And that might entice some very talented faculty to come here to work instead of going elsewhere--something that you'd think would be of some interest to the Board.

All that said, (1) where do you come down on the "Teaching Professor" issue and (2) what do you think about the idea about using Post Tenure Review as leverage for securing some form of tenure for contingent faculty after 11 years of distinguished service? Please let me know your thoughts at your convenience, or better yet share them with the entire group.

Cheers,
Dean

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From: AHSS <dean.saitta@du.edu>

Date: Saturday, April 6, 2013 10:11 AM

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