

JUNE 14-18, 2017 | WASHINGTON, DC | MAYFLOWER HOTEL

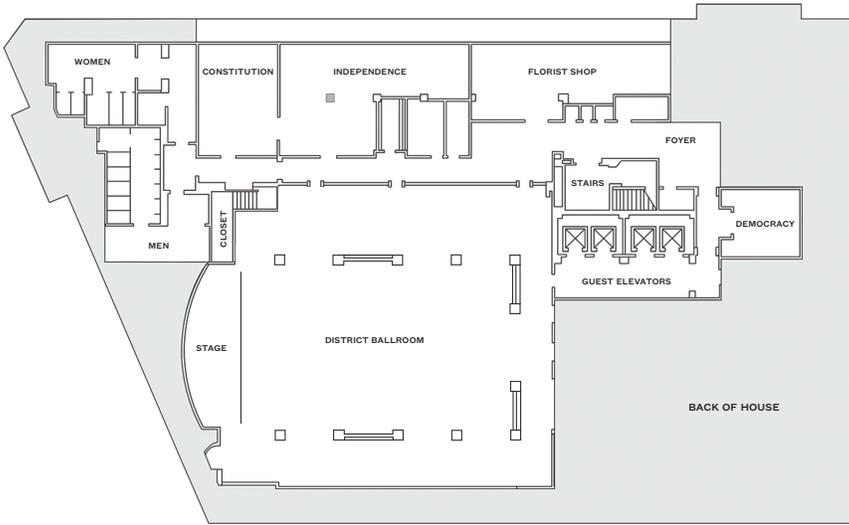
AAUP Annual Conference

ON THE STATE OF HIGHER EDUCATION

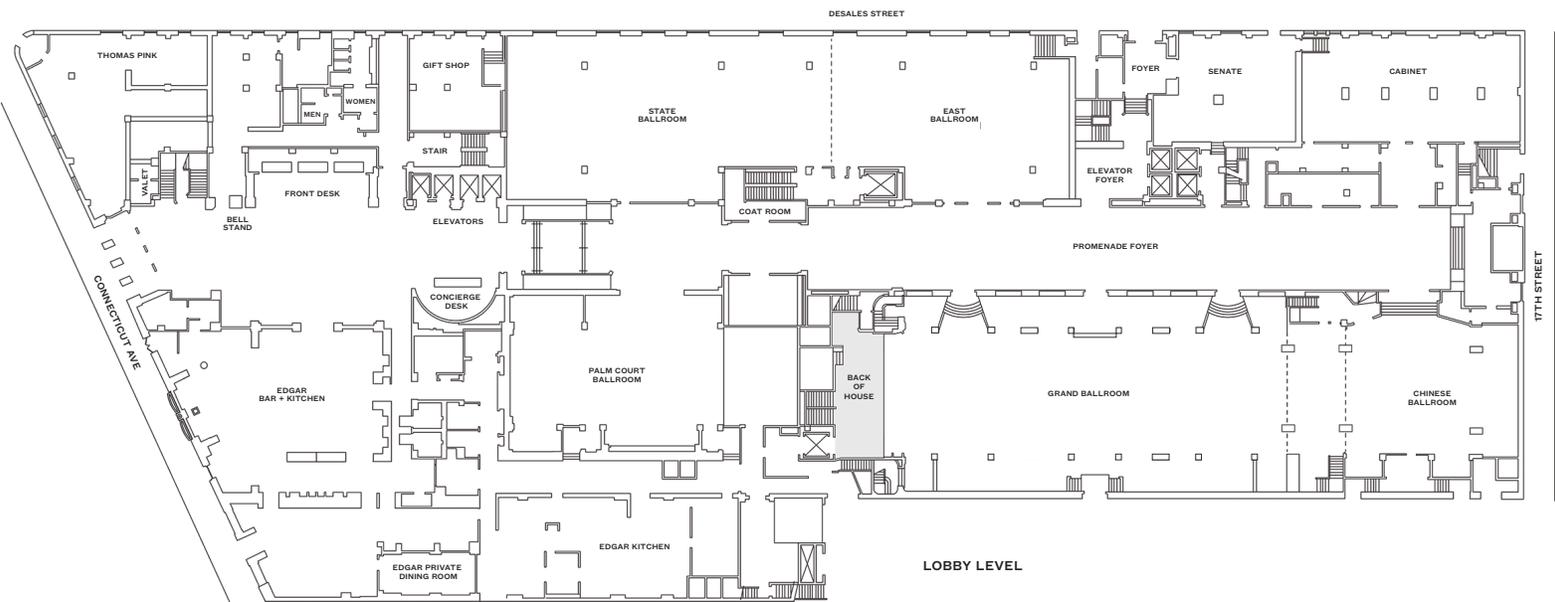


aaup
AMERICAN ASSOCIATION OF
UNIVERSITY PROFESSORS

MAYFLOWER HOTEL FLOOR PLANS



LOWER LEVEL



LOBBY LEVEL



SECOND FLOOR

Welcome to the 2017 AAUP Annual Conference on the State of Higher Education. This year's conference marks fifty years since the AAUP and four other groups issued a *Joint Statement on Rights and Freedoms of Students*. Many of the statement's concerns are as pertinent now as they were in 1967, and a series of sessions at this year's conference will take a closer look at topics ranging from student activism in the 1960s to free speech issues on campus today.

The AAUP Foundation has supported several notable offerings this year. One is a screening of excerpts from *A Time to Stir*, a documentary about the 1968 student protests at Columbia University. The screening will be followed by a panel discussion with filmmaker Paul Cronin, historian Ellen Schrecker, journalist Juan González, and AAUP first vice president Henry Reichman. Don't miss Ibram X. Kendi's plenary address at the Friday luncheon. Kendi, professor of history and international relations at American University and winner of the 2016 National Book Award for Nonfiction, will discuss his book *Stamped from the Beginning: A Definitive History of Racist Ideas in America*. And at our Saturday luncheon, we will honor Professor Harry Keyishian on the occasion of the fiftieth anniversary of the 1967 US Supreme Court case *Keyishian v. Board of Regents*. In this landmark case, the Court ruled against New York's loyalty oath for public employees and established academic freedom as a "special concern" of the First Amendment.

Please share your experiences at this year's conference on social media using the hashtag #AAUP2017. For your convenience, the conference program includes Twitter handles for presenters who provided them.

As always, the Annual Conference on the State of Higher Education encompasses important Association business meetings and events. At Capitol Hill Day on Thursday, AAUP members will form state delegations and visit their elected representatives to lobby on issues of importance to higher education. As part of Capitol Hill Day, AAUP members will deliver a letter of support for the College for All Act, which would make four-year public college free for families making less than \$125,000 and community college free for all. Also on Thursday are the events and regular meeting of the AAUP Collective Bargaining Congress, open to members and field staff from AAUP-CBC chapters and their guests. Featured speaker Gordon Lafer of the University of Oregon's Labor Education and Research Center will discuss the corporate assault on higher education at the AAUP-CBC dinner. Saturday will be the AAUP's Annual Meeting, a gathering whose responsibilities are laid out in the AAUP Constitution. One of the most important of those responsibilities is the imposition and removal of censure. Censure results from the Association's findings that conditions for academic freedom and tenure are unsatisfactory at a college or university, and its removal is a sign of an institution's academic health and of the continuing vitality of the principles and standards to which it has committed itself.

Before you head back to your campus, please make a commitment to help us strengthen the AAUP for the next century. If you aren't yet a member of the Association, you can join by filling out the membership form you received at registration or online at <https://www.aaup.org/join>.

Finally, please visit the AAUP Foundation table next to the registration desk to learn more about the Foundation's activities. In addition to helping fund the conference activities noted above, the Foundation supported the participation of a number of presenters who are serving in contingent academic appointments. The Foundation also underwrites the costs of investigations of violations of academic freedom and gives a wide variety of grants to protect academic freedom, safeguard quality higher education, and vigorously defend the rights of all those who teach and research in higher education. You can make a donation at the Foundation table or at <https://www.aaupfoundation.org/donate>.



Rudy Fichtenbaum
AAUP President

SCHEDULE AT A GLANCE

■ WEDNESDAY, JUNE 14

NOON–6:00 PM	Registration	Promenade (in front of Cabinet Room)
4:00–6:00 PM	Capitol Hill Day Orientation* (drop in at your convenience)	Virginia Room

■ THURSDAY, JUNE 15

7:00 AM–6:00 PM	Registration	Promenade (in front of Cabinet Room)
8:00 AM–NOON	AAUP-CBC Executive Committee Breakfast and Meeting†	South Carolina Room
9:00–10:30 AM	Conference Session 1	See session listings
10:00 AM–4:00 PM	Lobbying Visits on Capitol Hill*	
10:45–11:45 AM	Conference Session 2	See session listings
1:00–2:30 PM	Conference Session 3	See session listings
1:00–4:30 PM	AAUP Executive Committee Meeting†	South Carolina Room
2:45–3:45 PM	Conference Session 4	See session listings
4:00–5:30 PM	Conference Session 5	See session listings
4:00–5:30 PM	Reception on Capitol Hill*	Rayburn House Office Building, Room 2045
4:00–9:00 PM	AAUP-CBC Functions (AAUP members from AAUP-CBC chapters only)	
4:00–4:30 PM	Orientation for New Delegates	Georgia Room
4:30–5:30 PM	Cash Bar Reception	District Ballroom
5:30–7:30 PM	AAUP-CBC Regular Meeting (separate registration required)	District Ballroom
7:30–9:00 PM	AAUP-CBC Dinner (ticket required) <i>Marilyn Sternberg Award</i> : John Zipp (University of Akron) <i>The Corporate Assault on Higher Education</i> Gordon Lafer, professor, Labor Education and Research Center, University of Oregon	Chinese Ballroom

■ FRIDAY, JUNE 16

7:00 AM–6:00 PM	Registration	Promenade (in front of Cabinet Room)
7:30–8:30 AM	AAUP-CBC Voting (AAUP-CBC delegates only)	Senate Room
7:30–8:30 AM	Assembly of State Conferences (ASC) Executive Committee Breakfast and Meeting†	South Carolina Room
9:00–10:00 AM	Conference Session 6	See session listings
9:30 AM–NOON	ASC Business Meeting*	Chinese Ballroom
10:15–11:45 AM	Conference Session 7	See session listings

NOON–1:30 PM	Plenary Luncheon and Presentation (ticket required) <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i> Ibram X. Kendi, professor of history and international relations, American University	District Ballroom	
2:00–3:00 PM	Conference Session 8	See session listings	
2:00–6:00 PM	Field Staff Association Meeting†	North Carolina Room	
2:00–6:30 PM	AAUP Council Session I*	State Ballroom	
3:15–4:15 PM	Conference Session 9	See session listings	
4:00–5:30 PM	State Lobbying Networking Meeting*	Chinese Ballroom	
4:30–5:30 PM	Conference Session 10	See session listings	
6:00–7:30 PM	Cash Bar and Networking Reception	District Ballroom	
7:30–9:00 PM	Film and Panel Discussion <i>A Time to Stir</i> Panelists: Paul Cronin, director; Ellen Schrecker, professor of history, Yeshiva University; Juan González, professor of journalism and media studies, Rutgers University; and Henry Reichman, professor emeritus of history, California State University–East Bay, and AAUP first vice president	East Ballroom	

■ **SATURDAY, JUNE 17**

7:00 AM–2:00 PM	Registration	Promenade (in front of Cabinet Room)
9:00–11:45 AM	AAUP Annual Meeting Plenary Session I	State Ballroom
NOON–1:30 PM	Awards and Recognition Luncheon (ticket required) <i>Special Honoree:</i> Harry Keyishian (Fairleigh Dickinson University) <i>Georgina M. Smith Award:</i> Susan Fountain (City University of New York School of Professional Studies) <i>Outstanding Achievement Award:</i> Charles Baker (College of the Holy Cross) <i>Recognition of Fifty-Year Members</i>	District Ballroom
1:45–4:00 PM	AAUP Annual Meeting Plenary Session II	State Ballroom
5:00–6:30 PM	Cash Bar Reception	District Ballroom

■ **SUNDAY, JUNE 18**

7:45–8:30 AM	AAUP Council Breakfast†	State Ballroom
8:30 AM–2:00 PM	AAUP Council Session II*	State Ballroom

*AAUP members only
†Closed event

■ THURSDAY, JUNE 15

SESSION 1
9:00–10:30 AM

Session 1A
(Rhode Island Room)

How Pedagogical Partnerships Affirm Students’ Rights and Extend Their Responsibilities

In this interactive session, participants will analyze how student-faculty pedagogical partnerships in (1) the cocreation of a diversity and activism course and (2) semester-long coexploration of classroom practice support students in realizing their rights and developing the confidence, capacity, and commitment to take greater responsibility for learning and teaching in higher education.

Alison Cook-Sather (Bryn Mawr College)

“That’s Just My Experience”: Analysis of Factors That Limit Teacher Response

This presentation will consider four factors that can handcuff professors in classroom discussion. It will examine the way “flipped” methodologies, “big data” assessment measures, “safe space” rhetoric, and “civility” contract language reduce professors’ ability to directly challenge discriminatory discourse, especially when students claim ownership of their opinions as reflective of their experience. The presentation will also examine the tension between student rights to free expression in the classroom and the need to address views that are racist, homophobic, or discriminatory in other ways.

Heather A. Howley (University of Akron)



A Report from the Front Lines: Dual Credit Instruction Challenges in South Texas

Dual credit classes present unique challenges to the college professor. Student maturity is not the only factor that has an impact on the academic freedom of instructors. Heavy classroom management requirements will also affect instructors. This talk will emphasize the challenges to academic rigor that dual credit instruction poses.

Beatriz Alvarado (Del Mar College)

Session 1B
(Pennsylvania Room)

Uncovering History/Exhibiting the Past: Student Activism and Asian American Studies

Undergraduates at the University of California, Irvine, are documenting and displaying the twenty-five-year history of the Asian American Studies Department, which was created through student activism. The presenters will discuss the faculty-library collaboration that enabled this research internship and the student projects (visual, virtual, and cinematic) being created on the history of activism at UCI.

Cayla Zhang, Khaila Hall, Justine Trinh, Thuy Vo Dang, and Alex Nguyen (University of California, Irvine)

Session 1C
(New York Room)

Regulating Social-Media Speech: The Legal Threat on Campus to Free Expression Online

This panel discussion will examine the law surrounding colleges’ authority to discipline student and employee speech on social media, including a recent decision holding that “unprofessional” speech on Facebook is punishable by expulsion, even when created off campus during a student’s personal time.

Frank LoMonte (Student Press Law Center), @franklomonte; Peter Bonilla (Foundation for Individual Rights in Education); and John K. Wilson (Illinois AAUP), @johnkwilson

Portions of the AAUP Annual Conference on the State of Higher Education will be photographed. Your participation in the conference constitutes consent to be photographed and authorization for the AAUP to use photographs, or cause them to be used, for any purpose (including, but not limited to, AAUP publications, marketing, promotion, and advertising). Conference participants will not be compensated for the use of photographs or videos.

SESSION 2
10:45–11:45 AM

Session 2A
(Rhode Island Room)

Pedagogical Coercion versus Students' Academic Freedoms in Higher Education

Focusing on rarely heard student voices, this presentation will analyze student opinions about their rights to academic freedoms and the more prevalent coercive practices colleges use to monitor, mandate, and assess students' learning engagement and even their attitudes toward their own learning.

Ana Marjanovic-Shane (Chestnut Hill College) and Eugene Matusov (University of Delaware)

Session 2B
(Pennsylvania Room)

Accreditation at the Crossroads: A Report and Dialogue

Accreditation has played a major role in quality assurance for higher education in the United States, where authority and responsibility have been shared among accreditors, the Council for Higher Education Accreditation, the federal government (through the National Advisory Committee on Institutional Quality and Integrity), and the states. The US approach contrasts with that of most other countries, where accreditation is controlled by the central government. This session will give a relevant overview of the system and the pressures on it.

Thomas F. Coffey (Creighton University) and Philip Cole (Idaho State University)

Session 2C
(New Hampshire Room)

Right of Free Expression and Right to a Safe Space

One student's right to free expression can conflict with another student's right to a safe space. What should happen when a campus cannot protect both? The *Joint Statement on Rights and Freedoms of Students* does not offer a solution. This session will sketch a basic conceptual framework for understanding each of these putative rights and a rationale for handling conflicts between the two.

Justin Patrick McBrayer (Fort Lewis College)

The Paradox of Tolerance and the Right of Student Protest

Tolerance, intolerance, and intolerability are distinguished. Intolerability need not be tolerated but intolerance must be tolerated. Student's rights to protest intolerability and intolerance must be protected, but protest strategies against the intolerable and the intolerant are most effective when they reflect the difference between the two. The paradox of tolerance is discussed and defused.

Robert (Rex) Welshon (University of Colorado at Colorado Springs)

Session 2D
(New York Room)

The Unspoken Rules: Rights of Students Accused of Sexual Assault on University Campuses

Challenges to how the Department of Education's Office for Civil Rights (OCR) promulgates agency rules reveals criticisms of how sexual assault respondents are found responsible in campus conduct hearings. This presentation will highlight the legal challenges associated with adopting OCR guidance, how different campuses support sexual assault respondents, and accused student rights in sexual assault hearings.

Janelle Ramsel (University of Wisconsin System)

Case of Misuse of Title IX in an Academic Environment

This presentation will examine a case of abuse in the use of Title IX. In this particular instance, a student decided to use Title IX to retaliate against another student. The case report sheds light on the need to hold students accountable and to help them exercise their freedom with responsibility.

Jean Engohang-Ndong (Kent State University)



SESSION 3
1:00–2:30 PM

Session 3A
(Pennsylvania Room)

How to Use Data to Shed Light on Administrative Practices and Priorities

Administrations are retreating from the public mission of student-centered higher education, focusing more on parochial issues, such as athletics and administrative perks. AAUP chapters can use publicly accessible data and create surveys to identify administrative practices and priorities, and can craft messages to redirect administrations to their core missions. David P. Nalbone (Purdue University Northwest)

Helping the Union and Academic Senate Work Together on Shared Governance

At BMCC, the faculty union has worked separately from the academic senate and there has been little dialogue between the two, weakening both organizations. To address this problem the union created the new Committee on Shared Governance and Academic Freedom. This presentation will explain the workings of this committee. Hollis Glaser (City University of New York Borough of Manhattan Community College)

Assessing Competency-Based Education and Performance-Based Funding

Online competency-based education is considered a “cost-effective” solution. Western Governors University is held up as the model despite a low graduation rate. Nonetheless, states are pressuring universities to develop competency-based education programs to increase the number of graduates. Public universities dependent upon performance-based funding face an obvious danger: developing their own competency-based education programs could reduce the state subsidy. Linda Marie Rouillard (University of Toledo)

Session 3B
(New York Room)

Sanctuary Schools and Student Activism

Scared students make bad scholars. With a right-wing federal government, students admitted to college under temporary provisions face a unique threat on campuses across the nation. Campuses can take a step toward stopping discrimination against their students by joining the sanctuary school movement. The University of Central Oklahoma’s movement is a student-led effort to defend equal access to education. Caroline Reckner, Rachel Watson, and Marc Goulding (University of Central Oklahoma)



Session 3C
(New Hampshire Room)

Women Union Leaders’ Roundtable: Challenges, Successes, Practical Visions

Generations of women union leaders experience particular challenges connected to union involvement and activism in the context of racial climate, social class, and equity. Female leaders are located across the country and need a space to exchange ideas, practices, and methods that are unique to them as underrepresented populations in higher education. Diana I. Rios (University of Connecticut), Lisa Minnick (Western Michigan University), and Sally Dear-Healey (New York)

SESSION 4
2:45–3:45 PM

Session 4A
(Pennsylvania Room)

What’s Wrong with Bias Response Teams? Free Expression, Higher Education, and the Diversity Paradox

This presentation analyzes bias response teams (BRTs) in the broader context of threats to free speech on campuses across the country. More than one hundred colleges and universities have BRTs. Their proliferation is a serious mistake. Encouraging the deliberate avoidance of controversial topics, BRTs undermine the bedrock principle that more diversity leads to better learning. Jeffrey Aaron Snyder and Amna Khalid (Carleton College)

Session 4B
(New York Room)

Digital Citizenship, Student Rights, and the Online Classroom

Are student works protected in an online learning environment? What rights do students have as digital citizens? In this workshop we will discuss the rights of students in creating, remixing, reimagining, and curating the full range of digital assignments in an online course and the role of a learning management system in protecting students. Kristen Dellasala (Mount Saint Mary College)

Academia at Risk: Antiquated IP Policies

Academia has antiquated intellectual property (IP) policies. Few IP policies account for the creation of valuable assets by students, and group-based entrepreneurial classes are rarely structured for clear IP ownership. Traditional IP was not created with students and minors in mind. Advance definitions of who owns what are needed.

Daniel Kegan (KeganLaw)

Session 4C

(Rhode Island Room)

Students, Faculty, and the Tensions of the Modern Campus

Recent years have seen students and faculty diverge on questions of free speech and academic freedom. Meanwhile, profound changes have taken place in the academy itself, one effect of which has been a fundamental transformation of the relationship students and professors have to their institutions. This presentation offers an appraisal of the state of affairs at an uncertain moment in academic life.

Peter Bonilla (Foundation for Individual Rights in Education), @pebonilla

Campus Speech Zones and the First Amendment

Public colleges and universities country-wide are facing calls for safe spaces in the wake of acts of student expression that offend other students. Spaces such as campus sidewalks, where students often express their views using chalk, are arguably limited public forums, and any content-based restriction on speech in these spaces in the form of speech codes or other tools should be narrowly construed.

Katlyn Patton (Case Western Reserve University)

Session 4D

(New Hampshire Room)

Kent State University and Student Rights in America: Histories, Theories, Praxes, Futures

Between 1960 and 1980 Kent State University students helped chart the course of student rights and civil rights protest in America. On May 4, 1970, they were killed doing so. Afterward they continued advancing the causes of student, civil, and human rights. This panel presents and considers histories, theories, and practices of Kent State student rights struggles past, present, and future.

Chic Canfora and Idris Kabir Syed (Kent State University)

SESSION 5

4:00–5:30 PM

Session 5A

(Rhode Island Room)

Faculty Members and Student Unrest in the 1960s

Based on research on the academy in the 1960s and 1970s, this paper explores the reactions of professors to campus unrest. Most were ambivalent. While a few radicals supported the students, even those leftists who sympathized with the militants' goals criticized their disruptive behavior. Other faculty members kept their distance, intervening only when the police arrived.

Ellen Schrecker (Yeshiva University)

Is Jerry Farber's 1967 Polemic on Student Rights Still Relevant?

In one of the most widely reproduced essays in the underground press of the late 1960s, Jerry Farber argued that "students are niggers." Can the same argument be made today? If not, what has changed? If so, what do we on the faculty need to do to help make sure it doesn't continue to ring true?

Aaron Barlow (City University of New York New York City College of Technology)



Session 5B

(Pennsylvania Room)

We Will Not Be Silent: Art and Activism Used to Explore Diversity, Fear, and Campus Climate

Following a postelection protest by students on campus, concerned faculty and student leaders created an art project that explored the question, "What is one thing that you do to keep yourself safe that most would never think about?" This presentation will focus on the process and impact of creating the art display. We will discuss the dominant themes that emerged, both from the participants and the viewers, as well as the context for work like this in art and on campuses.

Lee Fearnside, Nicholas Ditter, and Erin P. Dean (Tiffin University)

Session 5C

(New York Room)

The War on Journalism: Threats to Student Editors and Advisers

In 2016, the AAUP released a report calling on colleges to recognize the vital role student news coverage plays in the civic health of the campus. The report detailed threats including retaliation against faculty advisers. The lead authors will discuss the erosion of institutional support for journalism, while a member of the AAUP's Committee on Women in the Academic Profession will explain her state's new antiretaliation law.

Frank LoMonte (Student Press Law Center), @franklomonte; Chris Evans (University of Vermont); and Tina Kelleher (Towson University)

■ **FRIDAY, JUNE 16**

SESSION 6
9:00–10:00 AM

Session 6A
(Rhode Island Room)

Human Services Students with Criminal Justice Histories: Jim Crow 2.0

Presenters will share findings from a qualitative study with students with criminal justice histories and internship supervisors that reveal unanticipated barriers to degree completion. They suggest there are implications for the continuing ghettoization of formerly incarcerated students in higher education.

Lisa Rose and Glenn Valoy (City University of New York Borough of Manhattan Community College)

Session 6B
(Pennsylvania Room)

Student Freedom of Expression at the University of Delaware in 2016: Legal Issues

UD continues to receive the speech code rating “yellow” from the Foundation for Individual Rights in Education (FIRE). In April 2016, a student drew a penis on a “free speech ball,” provoking a response from campus police about sexual misconduct. In October, Milo Yiannopoulos spoke at a student event, in spite of demands for cancellation. This presentation will address the First Amendment issues these cases raise, including one altogether missed by FIRE in its response. Richard Hanley (University of Delaware)

Student Attacks on Student Press Freedoms: A Case History

A change in government leads to drastic changes in budgeting and priorities, which leads to protests and attacks on the public through the media. The press covers the controversy. Partisans accuse the press of poor journalism and try to get a reporter fired. Sound like America today? This was a state university in 1999. Explore a case history in attacks on student press freedoms.

Amy Crittenden (University of Cincinnati–Blue Ash College)

Session 6C
(New York Room)

A Strong Student Voice in Campus Governance

At one southwestern university, not only do students manage their own governance structures, but they also serve as members of the faculty senate, the President’s Advisory Committee, and several other administrative groups. This presentation will highlight shared governance on this particular campus and explore both its opportunities and its challenges.

V. Barbara Bush (University of North Texas)

Protecting Student Organization Rights: The New Hampshire Outing Club Alumni Adviser

As the corporate university grows more intrusive, student organizations and their advisers are pressured to conform to the administrative agenda. To ensure objective advising, the New Hampshire Outing Club at the University of New Hampshire has long utilized an alumni adviser who operates independently of the university administration, offering an alternative model for guiding student organizations. Sadredin Moosavi (Rochester Community Technical College)

Session 6D
(New Hampshire Room)

Community Colleges in 2017: Student, Faculty, and Staff Activists Organizing at Our Nation’s Open Access Institutions

We face serious threats to public education because of the push toward privatization, attacks on freedom of speech, and our obligation to provide students with a safe learning environment. Members of the AAUP’s Committee on Community Colleges will share information, raise questions, and suggest ways to organize with student activists to ensure affordability and quality education at our nation’s open access institutions.

Anne Friedman (City University of New York Borough of Manhattan Community College) and James E. Klein (Del Mar College)

SESSION 7
10:15–11:45 AM

Session 7A
(Pennsylvania Room)

The Keyishian Ruling, Fifty Years Later: Academic Freedom as a Constitutional Right

To mark the fiftieth anniversary of the US Supreme Court’s 1967 ruling in *Keyishian v. Board of Regents*, which declared academic freedom to be a Constitutional right as “a special concern of the First Amendment,” Harry Keyishian joins a panel of experts to discuss the history of the case, the AAUP’s role in supporting it, and the future of the *Keyishian* precedent. Harry Keyishian (Fairleigh Dickinson University); Marjorie Heins (Free Expression Policy Project); John K. Wilson (Illinois AAUP), @johnkwilson; and Risa L. Lieberwitz (Cornell University)

Session 7B
(New Hampshire Room)

Academic Pathways: A Critical Review

This panel discussion will explore the merits of academic pathways in relationship to high academic standards and student rights in higher education. Michael J. Harkins (Harper College), Aaron Barlow (City University of New York New York City College of Technology), and Peter N. Kirstein (Saint Xavier University)

Session 7C
(Rhode Island Room)

Teaching to Transform: Educating Twenty-First-Century Learning Populations

This presentation will focus on a pedagogical approach to achieving better assessment outcomes and creating an all-inclusive safe zone where students are free to learn. It will explore strategies and teaching methodologies specific to diverse student learning populations. La Della L. Levy (College of Southern Nevada), @proflevy2000

Eroded Capabilities: Single Student Mothers in Higher Education

There is a general consensus that higher education is the main exit strategy from poverty; however, more than half of all undergraduate student parents (53 percent) left their studies without a degree in 2008. To improve single student mothers' ability to be successful students, higher education institutions should accommodate their needs and provide affordable and flexible high-quality on-site childcare, scholarships for off-campus childcare arrangements, drop-in childcare for evening classes, flexible course scheduling options, predictable course schedules, and more. Katja Robinson (Eastern Michigan University)

Equity and Social Justice: The Politics of Race on University Campuses

The general goal of higher education is to educate students morally and to prepare them to effectively compete in society. However, students from diverse groups are commonly marginalized, prejudged, and labeled as incompetent before they are given the opportunity to showcase their abilities. Student voice, dialogue, and critical reflection are used to raise provocative issues of social justice and equity for all on university campuses. Quintin L. Robinson (Southern Connecticut State University)

Session 7D
(New York Room)

Revisiting Race on Campus

This panel will bring together authors whose articles appeared in the November–December 2016 issue of *Academe* to discuss the racial climate on campus. The topic has taken on a new urgency given this year's disturbing changes to the political landscape. What will a Trump administration mean for those of us concerned about race on campus, and how should we approach student protests and activism? Donna Young (Albany Law School), Emily Houh (University of Cincinnati), and Ibram X. Kendi (American University)

SESSION 8
2:00–3:00 PM

Session 8A
(Pennsylvania Room)

“Social Scholarship” and Faculty Work: How Much “Reputation Management” Do We Want?

The growing impact of technology on faculty work includes “social scholarship” featuring the making of online academic identities. The goals include “reputation management” with the aid of web-based data reflecting scholarly impact through social media. But there are questions to ask of this new initiative aimed at enhancing individual scholarly visibility and gaining in academic rewards. Steven Weiland (Michigan State University)

Social Media and Crisis: The Student Experience during the Civil Unrest in Ferguson, Missouri

After the shooting of Michael Brown, Saint Louis experienced a period of polarizing civil unrest. Students in the region found themselves in the center of a hotbed of discontent and demonstrations. This session will examine students' experiences in a virtual space during a crisis affecting campus. Tommy Lucas (Saint Louis University)

Session 8B
(New Hampshire Room)

Tenure for the Common Good

This session will explore the special role of tenure in the age of Trump. Instead of caving in to fear, tenured professors must seize the power we have, while we still have it. As we mobilize against external political threats, we must not lose sight of the deep systemic problems that have long plagued our workplaces, including the exploitation of adjunct faculty and low-paid staff. Carolyn Betensky (University of Rhode Island)

University-Based Hate Crimes: What Gets Reported and What Doesn't?

In the wake of the 2016 election, reports suggest that there have been a wave of hate crimes. The 1990 Clery Act requires colleges to report crime on campus. An assault on a young Muslim woman at the University of Washington was reported by local news, but the UW administration did not notify the community. As colleges face incentives to minimize crime reports, such incidents may be mischaracterized or undercounted. Amy Hagopian (University of Washington)

Session 8C
(Rhode Island Room)

Rethinking Student Rights in Postapartheid South Africa

This interactive presentation examines the status of student rights in postapartheid South Africa. Within socioeconomic, political, and historical contexts, it critically explores the “Fees Must Fall” movement using evidence from students, university administrators and teaching staff, and government bureaucrats involved in the ongoing student unrest. Miriam Chitiga (Fayetteville State University)



Examining the Role of the Modern Student Activist in International Relations

This presentation will examine the relevance of student leadership in the modern era of increasing corporate influence in higher education. Relatedly, it will explore the role of students and universities as instruments of international relations. Matthew Conklin (University of Chicago)

Session 8D
(New York Room)

The Trump Presidency and Higher Education

This roundtable will analyze Donald Trump's policies toward higher education from a wide range of perspectives and discuss how faculty should react and organize in response to Trump's presidency. John K. Wilson (Illinois AAUP), @johnkwilson, and Donna Young (Albany Law School)

SESSION 9
3:15–4:15 PM

Session 9A
(Rhode Island Room)

Documenting Activism: How the Digital Humanities Can Uncover the History of Protest

The 1960s was a tumultuous time for many college campuses. "Uptight and Laid-Back: Iowa City in the Sixties" is an online exhibit produced by the University of Iowa libraries that recounts that era. The site is used as a discovery tool for faculty and scholars representing such disciplines as rhetoric, English, history, and journalism. The online exhibit may be accessed at <http://dsps.lib.uiowa.edu/sixties/>.

David McCartney (University of Iowa)

Exploration of Past Protest to Inform Current Advocacy

This presentation will explore protests held on and near college campuses during the civil rights movement and engage participants in a discussion of lessons from history to support current college student advocacy. In the 1960s protests held in cities like Nashville, Tennessee, and Montgomery, Alabama, drew attention to the youth platform, pressured local officials, and forced real change.

Tammy Briant (Stetson University), @TammyinTampa

Session 9B
(Pennsylvania Room)

Are Non-Tenure-Track Faculty Bad for Student Success? Fact versus Fiction

It is time to begin rewriting the old negative narratives that organizations and full-time tenured and tenure-track faculty continue to use when discussing non-tenure-track faculty. When we revise the narrative to reflect reality, we can make changes that will provide the best teaching and learning environment for faculty and our students.

Jane Hikel and Kevin Kean (Central Connecticut State University)



Session 9C
(New York Room)

Lernfreiheit from Lehrfreiheit: On the Purposes of Academic Freedom and Tenure

Discussions of academic freedom often focus on the professor's *Lehrfreiheit*, or "freedom to teach." Less discussed is *Lernfreiheit*, or the student's "freedom to learn." Focused on the rights and freedoms of students, this year's annual conference allows us to reassess the student's freedom to learn and whether the professor's freedom to teach can protect that broader public good.

Angela Petit (GLC Solutions)

A Student Bill of Rights: Voices of International Students

For the past year, I have asked my English as a Second Language students to write their own "bill of rights" and have used the result as a basis for other assignments, including discussions and essays. In this presentation I will share my experiences and discuss how a student bill of rights could be helpful for building engagement in the classroom and in the wider campus community.

Darrin Divers (University of Oregon)

Session 9D
(New Hampshire Room)

Evolving Student Evaluations: Authentic Assessments Illustrated by Electronic Portfolios

How might student evaluations be more clearly aligned with individual and societal goals? After an overview of Bloom's digital taxonomy, the presenter will introduce strategies like project-based and service learning to reach critical consciousness. Illustrations of projects and electronic portfolios will encourage session participants to share their own best practices in student evaluation.

David L. Stoloff (Eastern Connecticut State University), @davidstoloff

The Grade Appeal Process and the Rights of Students to Challenge Their Grades

A student's course grade can be a critical factor in future employment or acceptance to graduate school. Some universities have extensive grade appeal processes, while others have none at all. This presentation will delve into the questions of whether students have a right to such a process and, if they do, what that process should entail to be fair and effective.

Jim Arkell (University of Alaska)

SESSION 10
4:30–5:30 PM

Session 10A
(Pennsylvania Room)

The Rights of Teachers versus the Rights of Students: Is There an Inherent Conflict?

This debate between John K. Wilson and Jay Schalin of the Pope Center will focus on the rights of students and the question of whether the academic freedom of teachers must be limited to protect student liberties.

John K. Wilson (Illinois AAUP), @johnkwilson, and Jay Schalin (John William Pope Center for Higher Education Policy)

Session 10B
(Rhode Island Room)

Graduate Student Workers, Academic Freedom, and Political Education at Rutgers University

Graduate students provide labor that keeps the university running. But their student status is often complicated by their roles as employees. This panel, which includes two graduate student worker activists, will provide a reflection on the struggle to plan a series of postelection graduate student teach-ins engaging issues of academic freedom that critically approach the student/worker divide.

Deirdre Dougherty and Anna Barcy (Rutgers University)

Session 10C
(New York Room)

Free Speech on Campus: Controversies and Conflicts in an Age of Paranoia

Limits on “bullying” and threatening speech, as well as trigger warnings, can seem well advised but actually limit free expression. The latter especially limit what can be taught. College professors are often the target of political reactionaries who are convinced that faculty brainwash students with liberal views. This presentation will provide a brief survey of best practices in free speech on campus in an age of paranoia.

Josephine A. McQuail (Tennessee Technological University)

The Role and Rights of Photography on Campus: What Can Be Photographed with Impunity?

Jack Vazzana is a visual sociologist who has had several one-person shows focusing on ethnic, gender, and behavioral inequality. He knows well the constant resistance of people to representational images, especially ones that emphasize interactional injustice. Perhaps more than others, the social photograph must be fought for as an expression of the First Amendment.

Jack Vazzana (Kent State University)

Session 10D
(New Hampshire Room)

Queer Students and the Faith-Based College

Many faith-based colleges and universities have experienced an increase in the number of matriculating LGBTQ students. This presentation will focus on how those colleges choose to respond to students, to advise faculty about promoting academic success, and to provide or not provide institutional support in student life, academic advising, and athletics.

Paul Prill (Lipscomb University)



Understanding Student Veterans: Identity Issues on Campus

As institutions reexamine their infrastructure to support student veterans, many are finding that the past models used to support Vietnam and World War II-era veterans are not appropriate in today’s classroom environment. This session will provide an overview of student veteran identity development and promote support systems for student veterans.

Tommy Lucas (Saint Louis University)

Session 10E
(New Jersey Room)

Cocks Not Glocks: The Shot Heard ‘Round the World

Texas is the hotspot for “campus carry,” and the University of Texas at Austin is ground zero. This panel of activists and scholars will describe the opposition to guns on campus, the current situation, and advice on personal safety and will compare the current protests to those of the past. In addition, the panel will discuss the results of the campus carry study for faculty and graduate students.

Patricia Somers (University of Texas at Austin), @pasomers; Jessica Fry (University of Texas at Austin); and Teresa Klein (Del Mar College)



THE 2017 AAUP/AAUP-CBC Summer Institute

UNIVERSITY OF CINCINNATI | JULY 27-30, 2017

Building Our Collective Voice

Faculty and academic workers around the country are standing up for academic freedom, quality higher education, and a strong profession. We're building our collective voice, and it all starts at the AAUP/AAUP-CBC Summer Institute.

Led by experts in policy, organizing, data, and campaigns, our interactive workshops will give you the tools you need to make change on your campus.

Please plan to join us at the University of Cincinnati, July 27-30, 2017, for four days of thinking big, learning skills, making friends, and having fun. Register now at <https://www.aaup.org/2017-SI>.

The 2017 Summer Institute will feature workshops on a wide range of topics, including

- Building coalitions on campus
- Using the Redbook to make change
- Organizing around campus issues
- Mobilizing supporters around state legislative issues
- Becoming an effective chapter leader
- Bargaining strong contracts
- Using grievances to activate membership
- Creating successful contract campaigns
- Strengthening shared governance and academic freedom protections on campus
- Analyzing institutions' audited financial statements
- Building your membership

PHOTO BY SERGE MELKI (CCBY2.0)

THE TIME IS NOW

As attacks on academic freedom and faculty escalate, we need to be more vigilant than ever.

THE AAUP FOUNDATION promotes the principles of academic freedom and the quality of higher education in a free and democratic society.

The Foundation supports

- **Academic Freedom**
- **Shared Governance**
- **Legal Defense**

There are many easy ways to give to the AAUP Foundation.

Send your gift using this form or make a secure online donation at <http://www.aaupfoundation.org/donate>.

You may also want to consider a **planned gift** that could yield **substantial tax savings**. Options include donating appreciated stock or IRA funds or making a bequest in your will. Please visit our website at www.aaupfoundation.org/ways-give for details about the many ways to give to the AAUP Foundation.

The AAUP Foundation needs your support in order to continue its important work. You can demonstrate your personal commitment to the AAUP Foundation's mission and goals by making a tax-deductible donation today.

"The AAUP Foundation has my eternal gratitude for providing me with support through a Legal Defense Fund grant in a case that affirmed the free speech rights of contingent faculty involved in collective bargaining leadership. I hope my legal victory will give other adjuncts courage to stand up for their rights." —ROBIN MEADE



Learn about how our grant programs can help faculty under attack at <https://www.aaupfoundation.org/2017-grant-deadlines>.

*The AAUP Foundation is a 501(c)(3) tax-exempt organization and is eligible to receive tax-deductible donations. Each donation is tax deductible as and to the extent allowed under applicable law. Donations specifically earmarked to a restricted fund of the AAUP Foundation represent a contribution to that fund. Please see our Uniform Charity Disclosure Statement at <http://www.aaupfoundation.org/uniform-charity-disclosure-statement>.

AAUP FOUNDATION GIFT FORM

Yes, I support the work of the AAUP Foundation with my gift of

\$1,000* \$500* \$250 \$100 Other \$ _____

* With their permission, donors who give \$500 or more will be enrolled in the AAUP Foundation's 2017 Luminaries' Circle and listed in our annual Honor Roll of Donors.

Please designate my gift as follows:

- General Fund (**area of greatest need**)
- Legal Defense Fund
- Academic Freedom Fund
- Contingent Faculty Fund

Name: _____

E-mail: _____

Address: _____

(city) (state) (zip)

Enclosed is my check payable to AAUP Foundation, **or**

Please charge my tax-deductible gift to my credit card:

American Express Discover MasterCard VISA

Account # _____

Exp. Date: _____

Name: _____

(Please print your name as it appears on the card)

Your name will be listed in our annual Honor Roll of Donors. Check here if you *do not* want to be listed.

We will send you electronic newsletters and other information about the programs and activities of the AAUP Foundation. Check here if you *do not* want to receive these communications.

Return this gift form to

Edward D'Antoni, Director of Development
AAUP Foundation
1133 Nineteenth Street NW, Suite 200
Washington, DC 20036

If you have questions, please contact Edward D'Antoni at dantoni@aaup.org or 202-594-3647.

Thank you for your support!

aaup
FOUNDATION



The mission of the American Association of University Professors (AAUP) is to advance academic freedom and shared governance; to define fundamental professional values and standards for higher education; to promote the economic security of faculty, academic professionals, graduate students, postdoctoral fellows, and all those engaged in teaching and research in higher education; to help the higher education community organize to make our goals a reality; and to ensure higher education's contribution to the common good. Founded in 1915, the AAUP has helped to shape American higher education by developing the standards and procedures that maintain quality in education and academic freedom in this country's colleges and universities.

aaup
AMERICAN ASSOCIATION OF
UNIVERSITY PROFESSORS

FPO
Union label