

THE AMERICAN ASSOCIATION
OF UNIVERSITY PROFESSORS

A
A
U
P

invites you

*to become a member
of the nation's
largest association
of college and
university teachers*

What is the
AAUP?

The American Association of University Professors is the nation's most active and influential professional organization in higher education. As the largest organization of its kind, the AAUP serves the needs of teachers and research scholars in colleges and universities throughout the country.

How large
is the Association?

The AAUP has 77,000 members at more than 2,200 institutions; local chapters at 1,365 colleges and universities; and 45 conferences, uniting chapter organizations on a statewide basis.

What is the
AAUP's leadership role
in academic freedom and
tenure?

Throughout its nearly 60-year history, the AAUP has been the academic profession's most vigorous guardian of the rights of faculty members, instructors and full professors alike. Alone among faculty organizations, the Association has developed policies on academic freedom and tenure which are generally regarded as the fair standards of the profession. These relate to such vital matters as academic due process, reappointment of nontenured faculty, retrenchment in the face of financial exigency, proper notice, grievance procedures, the rights of teaching assistants, extramural statements, the political activity of professors, retirement, and many other concerns.

How does the AAUP guard academic freedom and tenure?

By working to have its policies on academic freedom and tenure observed by the nation's colleges and universities. And, to a remarkably high degree, these institutions adhere to these policies. When an infringement does occur, the AAUP's staff goes into action. At the national headquarters in Washington and the regional offices in San Francisco and New York City over 1,000 complaints are tackled yearly, with a high degree of success.

What is meant by AAUP censure?

Those problems which cannot be resolved through normal AAUP procedures, and which raise serious issues relating to the principles of academic freedom and tenure, are examined by special investigating committees appointed by the AAUP's General Secretary. The committees' reports, normally published in the *AAUP Bulletin*, may lead to action by the AAUP's Annual Meeting to censure the administrations involved, and thus draw nationwide attention to violations of academic freedom and tenure. Throughout this entire process, the AAUP continues to work with the institution to help resolve its problems.

What has the AAUP done to increase the role of the faculty in university government?

The AAUP has been the acknowledged leader in securing a strong voice for faculty members in the government of the nation's colleges and universities. The AAUP's guidelines for faculty senates and for the role of faculty financial planning have transformed governing procedures at many institutions. The Association's 1966 *Statement on the Government of Colleges and Universities*, the theory and provisions of which characterize government in a large number of institutions, sets forth a well-developed structure of "shared authority" on campus.

How does the AAUP work for improved faculty compensation?

What is the AAUP doing for community colleges and developing institutions?

How has the AAUP sought to improve the status of women faculty?

Since 1958 a committee of the AAUP has continuously studied faculty salaries and benefits at colleges and universities. This annual analysis—the only one to identify salaries and benefits by institution—is one of the most important single forces for improving faculty compensation. This past year more than 1,500 institutions participated in the study, which is published each summer in the *AAUP Bulletin*.

The AAUP works closely with faculty, administrators, and trustees of two-year colleges to insure that sound academic procedures are observed in these institutions. The Association's Special Project for Developing Institutions has provided advice and assistance to developing institutions, many of them predominantly black, which face increasingly difficult problems during this period.

Through its national and local Committee W's, the Association has sought such objectives as equality of opportunity and equal compensation. Through its statement on *Faculty Appointment and Family Relationship*, it has taken the lead in opposing anti-nepotism regulations. The AAUP statement on *Leaves of Absence for Child-bearing, Child-rearing, and Family Emergencies* is a significant call for greater flexibility in institutional leave policies.

Where does the AAUP stand on collective bargaining?

AAUP chapters are free to seek recognition as faculty agents when they conclude that collective bargaining offers the best means for achieving the Association's objectives in academic freedom and tenure, faculty participation in university government, and shared authority in the allocation of resources. As of spring 1974, twenty-seven AAUP chapters have been selected to represent their faculties. The institutions include public and private universities, two-year and four-year colleges, church-related institutions, and institutions serving predominantly black student populations.

Can graduate students and teaching assistants join the AAUP?

Yes. Graduate students and teaching assistants as well as those who have been in graduate school within the past five years and do not qualify for active membership are eligible to join at a special membership rate of \$5.00 per year, with application and direct payment guaranteeing immediate membership, continuing through the following calendar year.

An ever increasing portion of the AAUP's work is focusing on the special problems of younger members of the profession. Graduate students who join now will have an important influence on the development of Association policies.

What are the current rates for membership?

Dues are based on the member's annual salary. The normal rates are: \$12.00 (under \$8,000); \$18.00 (\$8,000-\$9,999); \$24.00 (\$10,000-\$11,999); \$30.00 (12,000-\$14,999); \$36.00 (\$15,000 and above); \$5.00 (graduate student membership). A special offer is currently available to new members, whereby persons joining in the fall will become members immediately with dues credited to the ensuing calendar year.

Who is eligible
for active
membership in the AAUP?

Membership in the AAUP is open to part-time and full-time teachers, research scholars, professional librarians, counselors with faculty status, and graduate students at accredited colleges and universities (or in institutions that are candidates for accreditation). Membership is also open to professional appointees included in a collective representation unit with the faculty. Members join on a calendar year basis.

What other
benefits do
AAUP members receive?

The Association sponsors conferences, and provides advice and assistance to individuals and groups, on a broad variety of matters concerning higher education.

The Association also publishes important policy statements and reports which have been generally accepted as the standards of the academic profession.

Members are eligible to enroll in the Association's new group life insurance program, underwritten by the Prudential Insurance Company of America, and in the Association's group flight programs.

Every AAUP member receives subscriptions to the *AAUP Bulletin*, widely regarded as one of the nation's outstanding publications in the field of higher education, and to *Academe*, the Association's newsletter.

AAUP

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

National Office
One Dupont Circle—Suite 500
Washington, D.C. 20036

Since 1915,
the voice of the profession

*At no time in the history
of American higher
education has there been
a greater need of a strong
voice for the profession.
At no time has there been a
greater need to support
The American Association
of University Professors.*

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The American Association of University Professors

National Office: One Dupont Circle, Suite 500, Washington, D.C. 20036

Application for Membership

- I am applying for
 Active Membership
 Graduate Student Membership

- This is a
 New Application
 Application for Reinstatement

For AAUP USE

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Name _____
 Last First Middle

Institution _____

Institutional Address _____
 City State

Preferred Mailing Address _____
 Street and Number, or Department and Institution

City _____ State _____ Zip _____

For AAUP Use

C	R	O	Y

Academic Field _____

Academic Rank _____

Please do not use this form for renewal of current membership

On the basis of my academic year salary, my annual dues are (check one)

- \$12.00 (below \$8,000) \$30.00 (\$12,000-\$14,999)
 \$18.00 (\$8,000-\$9,999) \$36.00 (\$15,000 and above)
 \$24.00 (\$10,000-\$11,999) \$ 5.00 (Graduate Student Membership)

Please include payment with application, and make check payable to the AAUP. AAUP dues and contributions are tax deductible.

My check for \$ _____ (payable to AAUP) is enclosed.

Signature _____

I suggest you invite the following person to join the AAUP:

Name _____

Address _____

City _____ State _____ Zip _____

The American Association of University Professors

National Office: One Dupont Circle, Washington, D.C. 20036

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- Active Membership
 Graduate Student Membership
 Reinstatement

FOR DUES INFORMATION, SEE BELOW

FOR AAUP USE

Name _____
Last First Middle

Institution _____ Department _____

Mailing Address: _____
Street and Number, or Institution

City _____ State _____ Zip Code _____

FOR AAUP USE

Academic Field _____

C R Q Y

(Membership dues in the AAUP are normally tax deductible for members of the profession)

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FOR ACTIVE MEMBERSHIP OR REINSTATEMENT:

Academic Rank _____

Date of Appointment _____

Hours Per Week of Teaching _____ Research _____

Does the total of teaching and research equal at least half the normal work load in your department? _____

FOR GRADUATE STUDENT MEMBERSHIP:

Please indicate graduate degrees already awarded and any expected:

Institution Degree Date

Signature _____

MEMBERSHIP INFORMATION

ELIGIBILITY: To be eligible for Active membership, an individual must have faculty status in an accredited educational institution (or in an institution that is a candidate for accreditation) provided the individual's appointment is for at least one year and his work consists of at least half-time teaching and research.

Counselors with faculty status are also eligible even if they do not teach. Professional academic librarians are eligible if they hold at least a half-time appointment.

Graduate Student membership is open to present and recent graduate students and teaching assistants who are not eligible for Active membership. Dues are \$5.00 per year.

JOINT MEMBERSHIP: A husband and wife who are both Active members may request a joint membership, whereupon they will receive only one issue of the *Bulletin* and the dues of one will be reduced by \$6.00. For a husband and wife who are both Graduate Student members, the dues of one will be reduced by \$2.00.

MEMBERSHIP YEAR: All members join on a calendar year basis.

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January 1 through May 31, full dues

June 1 through August 31, $\frac{1}{2}$ dues

September 1 through December 31, full dues applied to the following calendar year.

REINSTATEMENT: A former member who wishes to reinstate his membership should submit this form with the reinstatement block checked. Dues for reinstatement are prorated as follows:

January 1 through March 31, full dues

April 1 through June 30, $\frac{3}{4}$ dues

July 1 through August 31, $\frac{1}{2}$ dues

September 1 through December 31, full dues applied to the following calendar year.

MEMORANDUM

March 17, 1975

Dear Colleague:

A few weeks ago we mentioned some achievements of the AAUP and also outlined its goals. We invited you to take an active part in our efforts to secure these goals. If you have joined the AAUP in the meantime, great! If not, you may be interested in some of the Association's current activities as abstracted from recent issues of the AAUP's *Academe*:

- President Dismissed at University of Texas at Austin. This action was contrary to AAUP guidelines on Faculty Participation in the Selection and retention of Administrators.
- AAUP wins collective bargaining elections at the University of Cincinnati and the University of Hawaii.
- As a result of litigation supported by AAUP, the U.S. Court of Appeals for the Tenth Circuit held that the constitutional rights of eleven faculty and three administrators had been violated when the administration of the Oklahoma College of Liberal Arts refused to renew their appointment because they were alleged to be "devisive". The decision has been appealed to the U.S. Supreme Court. AAUP has authorized financing to see the case through to its conclusion.

Meanwhile in Raleigh, there are needs to be met:

- We need an organization to represent faculty interests and assert itself.
- We need formal cooperative leadership between faculty and administration.
- We need mechanisms to assure that provisions of the code and administrative recommendations are implemented without continual recourse to Mediation Panels (whose recommendations are sometimes rejected or ignored where favorable to the faculty).

We cannot achieve these goals readily with only 10% of the faculty holding AAUP membership. Support AAUP in a meaningful way so that NCSU will continue to grow in size and stature.

Please complete the enclosed membership application and send it to the American Association of University Professors, One Dupont Circle, Suite 500, Washington, D.C., 20036. Please add \$2.00 extra for our local NCSU Chapter dues. If there are any questions, do not hesitate to call me at Extension 2387.

William J. Vander Hall

William J. Vander Hall
Chairman, Membership Committee
NCSU Chapter, AAUP



Judge Rules in Favor of Faculty Tenure Rights in Bloomfield College Case

A legal decision sought by the AAUP which is destined to have far-reaching implications for the rights of faculty members across the country was issued by a justice of the Superior Court of New Jersey on June 26.

On that date, Judge Melvin P. Antell concluded that individuals terminated from their positions as faculty members of Bloomfield College, New Jersey, were entitled to reinstatement under the terms and conditions of the College's Policies on Employment and Tenure. He ruled, as the AAUP had asserted, that the Board of Trustees had wrongfully abrogated a contractual agreement with the college faculty, and failed to show that the faculty dismissals were necessitated by a demonstrably *bona fide* condition of financial exigency.

AAUP NEGOTIATES SETTLEMENT OF WEST CHESTER CASES

The AAUP staff after two months of complex negotiations, obtained successful resolutions in the cases of five faculty members who suffered injury in 1970 at West Chester State College in Pennsylvania.

Membership Drive Now Under Way

AFT Ousted at University of Hawaii

In a runoff election held at the end of October at the University of Hawaii, the AFT local was overwhelmingly defeated by the University of Hawaii Professional Assembly (UHPA), a coalition formed by the AAUP Chapter and the College and University Professional Association, an affiliate of the NEA. The vote was 1138 to 721.

AAUP Wins At Cincinnati

In a collective bargaining election held at the University of Cincinnati in early November, the AAUP Chapter won 676 to 583 over No Agent. The election was held at the request of the AAUP Chapter and with the consent of the University's Board of Trustees, which agreed to bargain with the AAUP if the chapter was elected as bargaining agent.

AAUP-Florida Launched

Representatives from AAUP chapters at seven of the nine state universities gathered in Orlando in July to create AAUP-FLORIDA, which will seek to represent faculty in negotiations with the Florida Board of Regents. Almost six thousand faculty will probably go to the polls in 1975 to select a collective bargaining agent under a new law permitting such activity.

PRESIDENT DISMISSED AT UT

Recent events at the University of Texas have focused national attention once again on the problem of governance in large state university systems. In September, the President of the University of Texas at Austin, Dr. Stephen Spurr, was summarily dismissed by the Chancellor of the University, Dr. Charles LeMaistre. This action is the latest in a series of such firings of University administrators which have been questioned by faculty and students.

Academic Freedom Fund Contributes To Major Constitutional Decision

The U.S. Court of Appeals for the Tenth Circuit held, in a recent landmark decision for academic freedom, that the constitutional rights of eleven faculty members and three administrators at the Oklahoma College of Liberal Arts had been violated when the administration refused to renew their appointment because they were alleged to be "divisive." The litigation was

Hard Times: Academic Salaries Lag

The average college and university professor had \$271 less buying power this year than last because of spiraling inflation, even though the average professor received salary and fringe benefit increases amounting to \$979 during the 1973-74 academic year.

Your copy

January 3, 1975

Mrs. Betsey Whitman
Math Education Department
Room 219
College of Education Building
Florida State University
Tallahassee, Florida 32306

Dear Betsey,

I hope you and your family had an enjoyable holiday season. My family and I spent most of the holidays with relatives in Virginia.

I am adjusting slowly to the NCSU atmosphere; however at times, I do miss the Math Ed Dept. I have been relatively busy during the last six months. Irene and I are in the process of having a home built (fighting with contractors). The house should be finished by March 15.

I am glad to hear that you are close to taking your second round of exams. I would like to come down. Perhaps I could come on February 3. I will confirm this date by January 15. However you could still set up the orals on this date.

Looking forward to hearing from you. My best regards to the Math Education faculty and students.

Lawrence M. Clark

LMC:sj
Enclosure

This is the letter that evoked Mr. Drews' response -
PCB-

October 28, 1974

Dr. Frederick R. Drews, Professor and Head
Department of Physical Education
201 Carmichael
NCSU Campus

Dear Dr. Drews:

Several members of the staff have brought to the attention of Committee W(AAUP) an apparent inequity in the services offered by the Physical Education Department to women in their recreational use of Carmichael Gymnasium facilities. Although female faculty and staff pay the same fees as their male colleagues, they must launder their gym suits (which are frequently in poor repair) and are refused sweat suits in cold weather. Men are issued clean suits at every visit to the gym and sweat suits upon demand. Is there an explanation for this discriminatory policy?

We ask that until an adequate supply of women's gym suits is available, women be offered the option of wearing men's suits and that these suits be laundered by the University. We also ask that women be issued sweat suits now on the same basis as men.

Sincerely,

Phyllis C. Bradbury, Chairman
Committee W(AAUP)

PCB:ndc

REPORT OF AAUP COMMITTEE W MEETINGS 1973-74

The first meeting, on November 8, 1973, was followed up by a letter to faculty women asking for a display of interest in the Committee and indication of special concerns (see letter of January 30 and replies received). A brief report of the first meeting is included in the letter.

The second meeting, on February 21, 1974, ^{chaired by Thelma Raper,} was a general discussion with Bill Simpson, the University's Economic Opportunity Officer, who described the workings of The Affirmative Action Report and affirmative action efforts on this campus. Members of the group were impressed with his friendliness and sincerity; he was impressed by our numbers and interest and with our strong feelings that more needs to be done. It was pointed out that the approach to getting new women faculty members is passive; for instance, by sending out advertisements that might not appear for so many weeks or months that the job might be filled in the meantime, or by sending out a few letters--~~to~~ otherwise recruiting in the cheapest possible way. It was suggested that there should be a budget for recruiting women with an effort made to send women out to recruit others. In cases when women know of women candidates who are not being reached, Mr. Simpson recommended telling the department head. Barbara Parramore pointed out that the School of Education has a good program because the Dean insists on affirmative action procedures, with search committees making a real effort to fill appointments with blacks and women; a "corrective mechanism" exists if such action is not taken. Members of the group also suggested that there should be a channel within the administration for women to act through because women on this campus by themselves have no power; there should also be a Quail Roost Conference on women's problems. Mr. Simpson suggested that in cases of discrimination a woman should act first through normal channels (Dept. Head, Dean) but said that he is available for consultation and that he might recommend hearings procedures. In the case of a general problem, he could inform all 13 units of the University. Questions about the lack of benefits for part-time jobs and about the need for a day care center were also raised.

WHT

The third meeting on February 28, 1974, was the first of a series of weekly meetings at 12:30 on Thursdays to which members brought their lunches. The meetings were held in different places (Winston Hall, Cox Hall, Gardner Hall) to get more visibility for the group. This meeting discussed the following concerns:

- (1) Problems of temporary and part-time employees. SPA part-time employees get pro-rated sick leave and annual leave but no insurance, retirement; part-time EPA employees (there are very few of these) get no benefits. Some employees (usually housewives) are on temporary status--hired and dropped as it is convenient; this procedure has been abused. Part-time faculty members are not eligible for tenure. It was decided to write John Rawlings of the University insurance committee asking for committee efforts for insurance programs, and state retirement for part-time positions.
- (2) We should notify Bill Simpson of our interest in seeing women on university committees, especially search committees; also of our interest in a budget for recruitment, of the possibility of a representative of our group on his advisory committee, and of the problem of SPA employees in getting positions reviewed.

5/25/74
b f

(3) Possibility of starting a campus Day Care Center.

At the fourth meeting, on March 14, 1974, it was decided to have a focus for each future meeting. The discussion was on Women's Studies courses: e.g., a UNI course with instructors from Psychology, English, and Biology (UNI courses must draw instructors from different schools) or a series of one-hour courses, perhaps five in all, with students electing as many as they choose.

The fifth meeting was held on March 21, 1974; focus was Women's Studies. Barbara Baines led the discussion, which began with a statement of the need for women's studies courses: we have a large female student body that needs to be made aware that men have created and interpreted history, defined the psychology of women, created the literary image of women. Men as well as women need to understand this. Also, such courses would make women on this campus more visible. We can begin by including women's studies in our own courses in bits and pieces. There should be courses in Continuing Education; we might work with the N. C. Committee on Continuing Education in the Humanities; Chancellor Caldwell is on the committee (get in touch with Jim Nowell in Greensboro). Also we again discussed a UNI course; it was reported that Dr. Barthalmus of the Zoology Dept. would be interested in teaching such a course. A syllabus could be worked up for a specific course which could be repeated--or there might be spin-off courses from the original.

Other means of outreach:

- we should meet with women students with feminist concerns;
- we should work for a Quail Roost conference with women students; the girls here are conservative and timid, need encouragement;
- we should help to bring women speakers here--possibly sponsor a symposium;
- we should encourage the Freshman Honor Society (girls) to sponsor a feminist speaker.

There was also a discussion of the need for an official channel for women to use, since some women have been discriminated against cruelly; an administrator or committee chairman with tenure and prestige should have a special assignment to look into and do something about discrimination.

The sixth meeting was held on March 28, 1974; the focus was a Day Care Center. Carolyn Jessup described the work of an ad hoc committee, appointed by the Chancellor, in carrying on a two-year investigation of the possibility of a campus day care center. The committee was unable to solve the problems of location and financing. An unlicensed day care center run by volunteers is possible, she said, but volunteer staffing tends to dry up after two or three months. The legislature does not furnish funds that can be used for a center. But there is a need--as witness, the enthusiastic response to a survey of married students made in the Fall of 1973. Several possibilities were discussed:

- of a franchise operation (Creative Days or Child's World)
- of a center financed through shares bought by parents (cf. Raleigh PreSchool)
- of a center located at the Faculty Club.

The seventh meeting was held on April 4, 1974; the focus again was a Day Care Center. Carolyn King, who works at Raleigh PreSchool and is on the board of the Method Day Care Center (now at Pullen Church) discussed problems of starting and running a center. She pointed out that the Method Center has always had to be subsidized; even the mothers who pay

the top rate (\$80/month) don't pay the full/of ^{cost} \$125/month/child, although the welfare dept. will pay the full cost for AFDC children--or at least will pay \$125/month, the figure that has been set as full cost. Shd discussed also the importance of good training for workers in the center. Suggestions that emerged from the discussion:

- (1) The University might establish a list of homes where children get good care and then work on getting volunteer help for these women who keep several children in their homes; the volunteers would help to provide a check on the quality of childcare.
- (2) A center might tie in with a training program for day care center workers, which might be set up, for example, at Holding Tech, which could get funds for such a program. (Central Piedmont has a good training program.)
- (3) A connection might be made with programs in the Psychology Dept. or Dorothea Dix. (At Duke, the Psychology Dept. pays the salary of a day care center director.)
- (4) Since early childhood education resources here are devoted to special education, a center might be able to get grants by including handicapped children.
- (5) Nancy Rich is in touch with the Faculty Club president about the possibility of locating a center there.

Resource people:

- Brenda Ball in the Psychology Dept.
- Howard Miller in the Psychology Dept.
- Catherine Mulvey at Dix Hill
- Mrs. Shirley Gryder, Wake County Dept. of Social Services, Wake County Day Care Coordinator (she places AFDC children)
- Virginia Sherrill (Mrs. Basil Sherrill), in the State Dept. of Social Services; she examines centers for Federal certification and is very knowledgeable about day care training and standards.

The eighth and final meeting was held on April 11, 1974; the focus was on plans for next year. There was first a discussion of affirmative action: though departments are promising to hire new women, some of the ones already here are being let go, for instance in Design, which may drop from two to none and History, which may drop from six women a year ago to three at the end of next year. The reasons for non-renewal--for instance "incest" or being in the wrong field for departmental needs--have nothing to do with teaching.

Suggestions for next year:

- (1) Day Care Center--we should continue with this, setting up a subcommittee to concentrate on it;
- (2) Watchdogging affirmative action:
 - (a) Asking for job definitions for faculty and non-faculty; for faculty positions requirements are set from year to year, for position to position, sometimes changing in order to exclude;
 - (b) petition procedure for SPA employees is needed; a department head now asks for reclassification at his pleasure;
 - (c) Personnel Office should direct women to higher or nontraditional jobs

- (d) Representation on search committees;
 - (e) Recruitment budget for formerly excluded groups;
 - (f) Work for increased benefits for part-time jobs and for establishment of half-time or two-thirds time faculty positions with benefits (this is an especially important and difficult area; such jobs should have the same benefits and status as full-time jobs and should be available for men and women; we do not want to work for marginal jobs in which women will be exploited);
 - (g) Grievance action: we need to spend time on this and possibly have a big general meeting on it to explain campus grievance procedures, discuss possibilities of informal consultation on discrimination, find friendly lawyers to give advice, discuss the possibility of establishing an official administration position apart from the Equal Opportunity Officer to deal with discrimination against women;
 - (h) Establish contact with School affirmative ~~act~~ action committees;
- (3) Work with women students:
- of women
 - (a) Encourage placement/in nontraditional campus jobs;
 - (b) Inclusion in grievance procedures;
 - (c) Women's Studies courses (should be one of our main emphases);
 - (d) Symposia;
 - (e) Improved career counseling--bringing career women to the campus;
 - (f) Informal meetings with women students who have feminist interests;
 - (g) Improved opportunities for women in athletics.

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Dr. Clark

NORTH CAROLINA STATE UNIVERSITY

MEMORANDUM

November 17, 1975

Dear Colleague:

The national American Association of University Professors and your local NCSU chapter exist on behalf of the whole academic profession. Among our primary goals are:

- promotion of cooperative administrative/faculty leadership,
- advancement of the principle of academic freedom and tenure,
- improvement of faculty salaries and benefits,
- promotion of just mediation and recourse procedures,
- elimination of discrimination against all minority groups in the profession.

AAUP needs your support! The continued defense of individual academic freedom and tenure on behalf of the profession everywhere depends upon your concern, your support, and your participation. Were you aware that there is litigation still pending, which involves our own faculty, even though our Faculty Mediation Committees have made recommendations favorable to the faculty involved?

More needs to be done. Please complete the enclosed membership application and send it to the American Association of University Professors, One Dupont Circle, Suite 500, Washington, D. C., 20036. Please add \$2.00 extra for our local NCSU Chapter dues. If there are any questions, do not hesitate to call me at Extension 2387.

Best Wishes,

William J. Vander Wall

William J. Vander Wall
Chairman, Membership Committee
NCSU Chapter, AAUP

Membership Drive Now Under Way

THE AMERICAN ASSOCIATION
OF UNIVERSITY PROFESSORS

A
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invites you

*to become a member
of the nation's
largest association
of college and
university teachers*

What is the
AAUP?

The American Association of University Professors is the nation's most active and influential professional organization in higher education. As the largest organization of its kind, the AAUP serves the needs of teachers and research scholars in colleges and universities throughout the country.

How large
is the Association?

The AAUP has 77,000 members at more than 2,200 institutions; local chapters at 1,365 colleges and universities; and 45 conferences, uniting chapter organizations on a statewide basis.

What is the
AAUP's leadership role
in academic freedom and
tenure?

Throughout its nearly 60-year history, the AAUP has been the academic profession's most vigorous guardian of the rights of faculty members, instructors and full professors alike. Alone among faculty organizations, the Association has developed policies on academic freedom and tenure which are generally regarded as the fair standards of the profession. These relate to such vital matters as academic due process, reappointment of nontenured faculty, retrenchment in the face of financial exigency, proper notice, grievance procedures, the rights of teaching assistants, extramural statements, the political activity of professors, retirement, and many other concerns.

How does the AAUP guard academic freedom and tenure?

By working to have its policies on academic freedom and tenure observed by the nation's colleges and universities. And, to a remarkably high degree, these institutions adhere to these policies. When an infringement does occur, the AAUP's staff goes into action. At the national headquarters in Washington and the regional offices in San Francisco and New York City over 1,000 complaints are tackled yearly, with a high degree of success.

What is meant by AAUP censure?

Those problems which cannot be resolved through normal AAUP procedures, and which raise serious issues relating to the principles of academic freedom and tenure, are examined by special investigating committees appointed by the AAUP's General Secretary. The committees' reports, normally published in the *AAUP Bulletin*, may lead to action by the AAUP's Annual Meeting to censure the administrations involved, and thus draw nationwide attention to violations of academic freedom and tenure. Throughout this entire process, the AAUP continues to work with the institution to help resolve its problems.

What has the AAUP done to increase the role of the faculty in university government?

The AAUP has been the acknowledged leader in securing a strong voice for faculty members in the government of the nation's colleges and universities. The AAUP's guidelines for faculty senates and for the role of faculty financial planning have transformed governing procedures at many institutions. The Association's 1966 *Statement on the Government of Colleges and Universities*, the theory and provisions of which characterize government in a large number of institutions, sets forth a well-developed structure of "shared authority" on campus.

How does the
AAUP work
for improved faculty
compensation?

Since 1958 a committee of the AAUP has continuously studied faculty salaries and benefits at colleges and universities. This annual analysis—the only one to identify salaries and benefits by institution—is one of the most important single forces for improving faculty compensation. This past year more than 1,500 institutions participated in the study, which is published each summer in the *AAUP Bulletin*.

What is the
AAUP doing
for community colleges and
developing institutions?

The AAUP works closely with faculty, administrators, and trustees of two-year colleges to insure that sound academic procedures are observed in these institutions. The Association's Special Project for Developing Institutions has provided advice and assistance to developing institutions, many of them predominantly black, which face increasingly difficult problems during this period.

How has the
AAUP sought
to improve the status of
women faculty?

Through its national and local Committee W's, the Association has sought such objectives as equality of opportunity and equal compensation. Through its statement on *Faculty Appointment and Family Relationship*, it has taken the lead in opposing anti-nepotism regulations. The AAUP statement on *Leaves of Absence for Child-bearing, Child-rearing, and Family Emergencies* is a significant call for greater flexibility in institutional leave policies.

Where does the AAUP stand on collective bargaining?

AAUP chapters are free to seek recognition as faculty agents when they conclude that collective bargaining offers the best means for achieving the Association's objectives in academic freedom and tenure, faculty participation in university government, and shared authority in the allocation of resources. As of spring 1974, twenty-seven AAUP chapters have been selected to represent their faculties. The institutions include public and private universities, two-year and four-year colleges, church-related institutions, and institutions serving predominantly black student populations.

Can graduate students and teaching assistants join the AAUP?

Yes. Graduate students and teaching assistants as well as those who have been in graduate school within the past five years and do not qualify for active membership are eligible to join at a special membership rate of \$5.00 per year, with application and direct payment guaranteeing immediate membership, continuing through the following calendar year.

An ever increasing portion of the AAUP's work is focusing on the special problems of younger members of the profession. Graduate students who join now will have an important influence on the development of Association policies.

What are the current rates for membership?

Dues are based on the member's annual salary. The normal rates are: \$12.00 (under \$8,000); \$18.00 (\$8,000-\$9,999); \$24.00 (\$10,000-\$11,999); \$30.00 (12,000-\$14,999); \$36.00 (\$15,000 and above); \$5.00 (graduate student membership). A special offer is currently available to new members, whereby persons joining in the fall will become members immediately with dues credited to the ensuing calendar year.

Who is eligible
for active
membership in the AAUP?

Membership in the AAUP is open to part-time and full-time teachers, research scholars, professional librarians, counselors with faculty status, and graduate students at accredited colleges and universities (or in institutions that are candidates for accreditation). Membership is also open to professional appointees included in a collective representation unit with the faculty. Members join on a calendar year basis.

What other
benefits do
AAUP members receive?

The Association sponsors conferences, and provides advice and assistance to individuals and groups, on a broad variety of matters concerning higher education.

The Association also publishes important policy statements and reports which have been generally accepted as the standards of the academic profession.

Members are eligible to enroll in the Association's new group life insurance program, underwritten by the Prudential Insurance Company of America, and in the Association's group flight programs.

Every AAUP member receives subscriptions to the *AAUP Bulletin*, widely regarded as one of the nation's outstanding publications in the field of higher education, and to *Academe*, the Association's newsletter.

AAUP

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

National Office
One Dupont Circle—Suite 500
Washington, D.C. 20036

*Since 1915,
the voice of the profession*

*At no time in the history
of American higher
education has there been
a greater need of a strong
voice for the profession.
At no time has there been a
greater need to support
The American Association
of University Professors.*

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The American Association of University Professors

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Application for Membership

For AAUP USE

I am applying for
 Active Membership
 Graduate Student Membership

This is a
 New Application
 Application for Reinstatement

On the basis of my academic year salary, my annual dues are (check one)

- \$12.00 (below \$8,000) \$30.00 (\$12,000-\$14,999)
 \$18.00 (\$8,000-\$9,999) \$36.00 (\$15,000 and above)
 \$24.00 (\$10,000-\$11,999) \$ 5.00 (Graduate Student Membership)

Please include payment with application, and make check payable to the AAUP. AAUP dues and contributions are tax deductible.

My check for \$ _____ (payable to AAUP) is enclosed.

Signature _____

Name _____
 Last First Middle

Institution _____

Institutional Address _____
 City State

Preferred Mailing Address _____
 Street and Number, or Department and Institution

City _____ State _____ Zip _____

For AAUP Use

Academic Field _____

Academic Rank _____

Please do not use this form for renewal of current membership

I suggest you invite the following person to join the AAUP:

Name _____

Address _____

City _____ State _____ Zip _____

JUNE 1975

academe

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS/WASHINGTON, D.C. VOL. 9 No. 2

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- AAUP Day on Capitol Hill
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By Joseph Duffey

REPORT OF THE GENERAL SECRETARY— SIXTY-FIRST ANNUAL MEETING

The Association does not pursue its mission in a vacuum. We experience, in all aspects of our work, the successive moods and events which stir the society in which we live. Neither college and university teachers nor the institutions in which they serve escape the impact of social forces. These are not easy times for those who aspire to the vocation of scholarship: jobs are scarce, there is little intellectual certainty. Nor are these days of great optimism for those well established in careers of teaching and research. Economic scarcity, skepticism about the future, a faltering social commitment to higher education, and ever-increasing pressures for conformity and control, as well as new demands for accountability, place great stress upon the profession.

In the twelve months just passed, the Association has attempted to respond to the changing conditions which confront those whose careers are in institutions of higher education. In assessing the past year, we must look both to the health and vitality of our organization, and to the effectiveness of the Association's work. On both accounts we have reason for encouragement. The "vital signs" of the AAUP are strong. I can report to you that the membership losses of the past few years appear to have come to a halt. There are indications, in fact, that 1975 may be a year of modest gains in Association membership. A year ago we faced a severe budget deficit. The strong response of our members to an appeal for support last fall, coupled with administrative economies, resulted in a 1974 budget far less in the red than originally projected. Today we anticipate 1975 revenues well above our first estimates. The economies and cutbacks have been stringent, but the response of those upon whose sup-

port our work depends has been increasing. AAUP is alive and well. We have the support of a loyal and increasing constituency. We are in the process of strengthening our channels of communication, with our members and with the profession at large, about our own goals and the concerns of the teaching community. How has our work in behalf of the profession and the principles of professional integrity fared over the past twelve months?

To look first at the Association's record in the area of collective bargaining, 1974-75 has been a year of substantial achievement. Over the past twelve months an increasing number of our colleagues have concluded that the times and situations in which they must function require them to seek to make explicit, through binding contract, conditions of employment, principles of academic freedom, and avenues for shared campus governance. Collective bargaining is a rigorous and demanding process which involves an assumption of faculty responsibility as well as providing a means of collective expression of faculty concerns. During the past twelve months, additional campus units have joined the list of AAUP chapters engaged in collective bargaining. It would be disingenuous of me to suggest to you that the Association's work in the area is without difficulties. Some of our problems result from limitations of resources. Some of our problems arise from a determination that we must make this new way of faculty expression serve the unique goals of the AAUP. 1975-76 will be a year when we must face, even more directly than we have in the past, the need for a careful stewardship of that part of our budget which goes directly to assist chapters and conferences in the area of collec-

tive bargaining. We will anguish over difficulties here, as elsewhere in our work, but the prospects are good for continued effectiveness in the area of collective bargaining. I believe we can say that 1974-75 was the year when this Association came of age in its announced determination to help shape collective bargaining where it occurs so that it might serve the goals to which this Association has long been committed.

I welcome the new, strong, and informed voice which the Collective Bargaining Caucus brings to the internal life of the Association. I am persuaded that we all have much to learn from those who have confronted the demands of this new process, and that collective bargaining, where it occurs, continues to better serve higher education and the faculty because of the influence of the AAUP.

As the 1974-75 report of Committee A will make clear, this has been a year of intense and effective work by the Association in areas of tenure, academic freedom, and due process. The record of success in mediating settlement of issues arising in this field shows the continued influence of the Association in enforcing sound principles of academic practice on campuses representing every type of institution in American higher education. 1974-75 was the year when this Association took the lead in attempting to set forth clear procedures for the determination of and response to situations of claimed financial exigency. It is already clear that these procedures, published last winter, have become the standard to

(continued on page 3)



The Association



Delegates, members, and visitors from around the country attend the Association's Sixty-First Annual Meeting.

SIXTY-FIRST ANNUAL MEETING

Almost six-hundred delegates, active members, and visitors attended the Association's Sixty-First Annual Meeting held in Washington, D. C., June 6 and 7.

Important items on the agenda of the meeting included Committee A's report on Academic Freedom and Tenure, the report of Committee W on the Status of Women in the Academic Profession, and Committee Z's report on the Economic Status of the Profession.

The Opening Address was given by Congressman James G. O'Hara, Chairman of the Subcommittee on Postsecondary Education of the House Education and Labor Committee. In his address, Congressman O'Hara said that "Education and health must either be available to all, or they will, in the long run, benefit no one. Instead of allowing educational pricing to rise to whatever levels inflation will allow, and then devising complicated devices by which we can convoy a few carefully chosen young people over these barriers, I believe we should devise our public policy so that educational prices (I did not say *costs*, I said *prices*) can be kept as low as possible."

Leonard Woodcock, President of the United Auto Workers, addressed the meeting and discussed current economic concerns and the necessity

for faculty members to become more active in the economic planning of higher education. "Faculty has a major role to play in the determination of those matters which make a university a university," Mr. Woodcock said. "As humanitarians, faculty members must have concern for the construction and development of the economy that directly impinges on the budgets of both public and private universities."

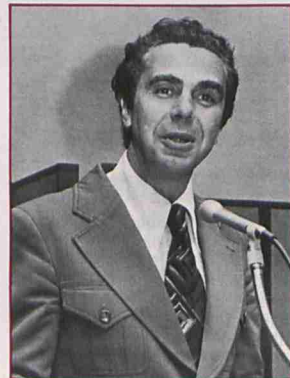
Delegates to the Annual Meeting approved seven constitutional amendments including district voting and the establishment of a new class of public membership, with eligibility restricted to those otherwise not eligible for membership in the Association.

Resolutions were passed on the FBI, the financial status of the profession, amnesty, affirmative action, and the Equal Rights Amendment.

Meetings and activities held in conjunction with the Annual Meeting included: the Council meetings; the AAUP Day on Capitol Hill, in which delegates met with their Senators and Representatives to discuss higher education legislation; the Collective Bargaining Caucus meeting; and the Assembly of State Conferences meeting.

Other reports presented at the Annual Meeting included the report of

Committee F on Chapters and Conferences, Members, and Dues, the report of Committee N on Representation of Economic and Professional Interests, the report of Committee C on College and University Teaching, the Committee V report on Junior and Community Colleges, and the report of Committee R on the Relationship of Higher Education to Federal and State Governments. Copies of these reports are available from the Washington Office.



President William W. Van Alstyne addresses the Annual Meeting.

ANNUAL MEETING CENSURES FIVE, REMOVES FIVE



Professor Ralph Brown, Chairman of Committee A, discusses censure action.

Delegates to the Association's Sixty-First Annual Meeting voted to add five institutions to the Association's list of censured administrations and to remove five others from that list. This is the first time in many years that the list of censured administrations has not increased in number.

Censure is the Association's method of informing the academic community that conditions seriously violative of academic freedom and tenure have not been corrected at an institution.

The AAUP delegates adopted the recommendations of the Association's Committee A on Academic Freedom and Tenure.

The institutions placed on the list of censured administrations are: The

University of Science and Arts of Oklahoma (Chickasha, Oklahoma), Concordia Seminary (St. Louis, Missouri), Houston Baptist University (Houston, Texas), Elmira College (Elmira, New York), and the Virginia Community College System.

Those institutions removed from the list of censured administrations are: Cornell University (Ithaca, New York), the University of Florida (Gainesville, Florida), the University of Mississippi (University, Mississippi), West Chester State College (West Chester, Pennsylvania), and the University of Wisconsin—Whitewater (Whitewater, Wisconsin). In addition, the 1975 Annual Meeting authorized Committee A to remove censure at a sixth institution, Indiana State University, as soon as certain questions are clarified.

In addition to the censure recommendations, Committee A reported that the Association's staff, in its mediative work with complaints involving academic freedom and tenure, achieved the highest success rate in the Association's history. Of the cases closed over the past year, 66 percent were concluded following successful mediation by the staff. This compares with 65 percent in 1973-74, 62 percent in 1972-73, and 38 percent in 1971-72. Equally noteworthy, Committee A reported, is the fact that during the past year the Association handled a total of 1,221 cases and complaints involving academic freedom and tenure. This is the largest number in the 62-year history of the Association.

EQUAL BENEFITS

"When the Equal Employment Opportunity Coordinating Council convenes in the fall to formulate a uniform federal policy on equality in pension plans, the probable outcome will be the requirement that unisex tables will be required," according to Carin Claus, Associate Solicitor, U.S. Department of Labor.

In an address to the Women's Caucus of the AAUP, Miss Claus

indicated that her department as well as HEW has come to see that unisex tables (equal benefits and equal contributions) are the only equitable way to deal with pension benefits and that this approach would be the best way to implement the existing EEOC requirement of equal monthly benefits. Thus, employers subject to federal laws would be required to provide retirement plans and other insurance benefits which pay equal benefits to men and women.

AWARDS

The Association, at its Sixty-First Annual Meeting, presented awards for outstanding achievement by a chapter or conference, for outstanding reporting on issues of higher education, and for an outstanding contribution to academic freedom.

The first **Beatrice D. Konheim Award** for outstanding achievement by an AAUP chapter or conference was awarded to the Bloomfield College Chapter. In making the presentation to the Bloomfield Chapter, Mr. Harvey Konheim said that, "For the past two years . . . the Bloomfield Chapter has been in the front lines of the struggle for academic freedom and tenure."

Eric Wentworth, Education Writer for the *Washington Post*, was the recipient of the **Sixth Annual Higher Education Writers Award**, given in recognition of his outstanding interpretive reporting on issues of higher education. Professor Lewis Wolfson of American University presented the award.

The Board of Trustees of the University of Maine received the fourteenth **Alexander Meiklejohn Award** in recognition of that Board's contribution to academic freedom.

The Annual Report on the Economic Status of the Profession, 1974-75 will be published in the summer issue of the *Bulletin*. Preprints are available upon request by writing to the Washington Office, Attn: Maryse Symonette (price \$10.00, non-members; \$7.50, members)

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James G. Trulove, Editor

The AAUP Newsmagazine is published four times during the academic year (October, December, March, and June) by the American Association of University Professors, One Dupont Circle, Washington, D.C. 20036. The cost of an annual subscription is \$2.00. The subscription price is included in the dues of all members of the national association. Second Class Postage is paid at Washington, D.C., and at additional mailing offices. All news items and letters should be addressed to the editor at the above address.

When your address changes, please notify the Association's Washington Office promptly. Four weeks' notice is necessary to insure uninterrupted delivery of *Academe*.

Please include your membership number from the top line of the *Academe* address label.

REPORT

(continued from inside front cover)
which those who discuss the problem must now respond. These procedures have been of substantial influence on campuses where attempts have begun to determine procedures for the evaluation of claims of financial exigency.

The Association has filed *amicus* briefs in important cases where longstanding AAUP principles have become the subject of litigation in the courts. This is an increasingly important part of our work. The Legal Defense Fund, conceived and established by the Annual Meeting a year ago, has been launched, and the response of our members to the initial appeal for support has been significant.

Again, it serves no purpose to minimize the problems we continue to face in this area. The effectiveness of the Association depends now, as it always has, upon the efforts of a skilled staff backed by the support of a substantial number of scholars and teachers who, though they may never call upon the Association for help, know that the principles of due process, academic freedom, and participation in campus governance are indivisible and that without widespread support throughout the profession the principles will not remain secure.

In recent years it has become increasingly clear to members and officers of this Association that on both the state and national levels there must be a stronger voice for faculty concerns in the arenas where social policy is determined and political choices are made. Our conferences have led the way in bringing to our attention the importance of this area of the Association's work. The experiences of faculties (both on private and public campuses) in several key states during the past year have underscored the need for such activity.

It is an inescapable fact that the actions taken and the judgments made by state legislatures and the Congress often have a direct effect upon the health and vitality of higher education. We need a strong, skilled advocacy for the enterprise of higher learning in America in order to maintain an adequate level of support, but also to maintain the conditions which make for independence and excellence. Professor Norman Birnbaum, sociologist at Amherst

and a member of our Committee C, wrote recently in *The Chronicle of Higher Education* about the need for an expanded awareness among the professoriate of the relation of broader social issues to the future of higher education. Too often the politics of those concerned about the future of higher education amount to what Birnbaum describes as "a simple gesture—turning their pockets inside out in public." An effective advocacy for the interests of higher education must look to broader outlines of social policy. In Birnbaum's words, "Unless we think harder about the kind of society we want, we will remain unclear about the kind of higher education we should develop."

During the past year, the Association has begun to increase its credibility and its capability in this area. This week, leaders of chapters and conferences assembled here in Washington to consider questions now before the Congress which affect the future of our profession. Those who met with representatives from Congress and their staffs this week will constitute for us in the months ahead a national network which we plan to mobilize when necessary and appropriate. The result may well be for the first time a clear and consistent expression of higher education *faculty* concerns when our elected representatives confront decisions which vitally affect the students we teach, the institutions in which we teach, and our colleagues who share the vocation of teaching and research.

Over the past few years this Association, in considering the future directions of its work, has been especially mindful of the uniqueness of its role in contrast with other higher education faculty associations. We have confronted new demands posed by changing conditions. There has been much talk of the appropriate posture of the AAUP both in its work in the area of academic freedom and tenure as well as in collective bargaining. Some have raised this question in terms of the faculty choice between an "adversary" role within the institution in contrast to one of co-responsibility, conciliation, and mutual accommodation between faculty and administration. This debate raises useful considerations, but it sometimes obscures the fact that the campus is one of several major

institutions in modern society where a serious engagement is taking place with important decisions which may well determine the future of this nation. A contest is under way over which values are to prevail. Let us be sure what we mean when we say that our choice is not to assume an adversary posture as a faculty organization. We mean that we acknowledge and claim the faculty's role as one of sharing responsibility for shaping the educational mission. We mean to say that we will not succumb to the facile dogmas that would pose a simplistic resolution of the dilemmas of rights and responsibilities. We mean to say as Bert Davis did in his annual report a year ago, that it is our intention "to hold to principles and policies which are at once a check to abuses of power—including our own—and a guide to professional fulfillment."

But let us not be naive about the conflicts we face as we engage the questions which are before this Association. Several years ago, Alain Touraine, the French sociologist, was asked by the Carnegie Commission to look at higher education in America. As he concluded his study, he noted that "The university, because it is a center of production and diffusion of scientific knowledge, is increasingly becoming the main locus of the social conflicts of our times." Touraine was not optimistic about the future of the university as a center for the "increasing professionalization of the teachers." This is the final observation with which he closed his study:

It is natural that the managers of the system . . . should attempt to eradicate or institutionalize the fundamental conflicts that have appeared [within the university]. Everything I have said here leads to the conclusion that these conflicts will not disappear, because they are at the heart of American society, of its production, and of its class relationships, and because they reveal the struggle for possession of its model of learning, its forms of accumulation, and its capacity for development.

The only quarrel I might have with the way Professor Touraine states the situation in which we find ourselves is that I do not assume that engagement with the conflicts he de-

scribes is in any sense alien to professional responsibility. The true meaning of professional responsibility I take to be the acknowledgment of a broad concern for the culture in which we live and work, an acknowledgment and cheerful acceptance of our responsibility for shaping its future. How we respond to the conflicts we face, in pursuing the objectives of this organization and as individual teachers and scholars, is not on a different plane from the question of whether our civilization has the toughness, the will, the capacity for self-knowledge and humility, and the determination to survive.

Those who belittle liberty of conscience will find us their adversaries. Those who are impatient with diversity and who would discourage the open exchange of ideas will find us their adversaries. In the conflict between cynicism and hope, we know where we stand. In these and other conflicts this Association will continue to marshal its resources and accept its responsibilities.

REFORM IN HIGHER EDUCATION

"Nearly one-third of the college and university teachers in America today are earning an income below the national average family income," according to Dr. Joseph Duffey in an address given at the National Conference of the American Association for Higher Education.

"Our perspective is shaped too often by a quick look at the salary scales of some of the major state universities and college systems, and the assumption that most faculty have extra opportunities to earn income through consultation or summer teaching," Dr. Duffey said. However, he observed, more than one-half of the professoriate have no opportunity to earn extra income by summer teaching or through highly paid consultations.

Any movement to reform and rearrange American higher education must not ignore "this fundamental fact of the economic insecurity of so great a portion of those who teach

in the classrooms," Dr. Duffey argued. Otherwise, he said, such a movement will have "a kind of *Alice in Wonderland* quality about it."

Dr. Duffey said that much comment about reform in higher education is "characterized by naivete about the actual institutional behavior of our colleges and universities which also breeds faculty unrest." This widespread naivete "prevents both engagement with and resolution of conflict in the university."

"I suspect it is both inevitable and healthy that we play adversarial roles," Dr. Duffey concluded. "There are indeed different interests and perspectives emerging into a common concern for institutions where both joy and learning can occur. Faculty, administration, and students, in healthy adversarial arrangements, must inevitably challenge each other with claims of responsibility. Such open give-and-take within the academy, conducted with civility and compromise, will finally be in the best interest of the future of higher education."

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Independent consumer studies continue to confirm that TIAA life insurance costs substantially less than policies sold through life insurance companies that serve the general public.

These days, when it's more important than ever to squeeze the most from every dollar, it makes more sense than ever for college employees and other eligible persons to look to TIAA for the new life insurance they need. By the way, TIAA policies include the unique "Cost of Living" provision to help prevent inflation from nibbling away the purchasing power of the death protection.

While TIAA offers plans to meet different situations, and a free advisory service to help select the right plan, most educators with TIAA policies prefer Term insurance because with Term they can easily afford to carry the high level of family protection they need. For example: **\$100,000 of decreasing Term insurance costs only \$184 at age 30.**

Here are illustrative cost figures for different ages: \$100,000 20-Year Home Protection Policy

Age at Issue	25	30	35	40
Annual Premium (Payable only 16 years)	\$268	\$318	\$413	\$580
Cash Dividend End of First Year*	123	134	154	192
First Year Net Premium	\$145	\$184	\$259	\$388

*Based upon the current dividend scale, not guaranteed.

This Home Protection policy is level premium Term Insurance that gives its highest amount of protection initially, reducing by schedule over a 20 year period to recognize decreasing insurance needs. Home Protection policies are available for several other insurance periods in amounts of \$5,000 or more and are issued at ages under 56.

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Dependents' Ages

Nonprofit Employer (college, university, other educational or scientific institution)

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ASC ELECTS NEW OFFICERS

The Assembly of State Conferences elected new officers during the Annual Meeting. The new officers are:

Chairman



A. E. Keir Nash
Political Science
U.C., Santa Barbara

Vice-Chairman



Donald L. Pierce
Mathematics
Lincoln University

Secretary-Treasurer



Daniel B. McGee
Religion
Baylor University

Member at Large,
Executive Committee



Emil L. Dillard
English
Adelphi University

EDUCATION EXPEDITIONS

Five years ago a non-profit organization called Educational Expeditions International was formed in Belmont, Massachusetts. It was established as an experiment to foster private sponsorship of basic research expeditions.

Acting as a clearinghouse, EEI screens research proposals from Ph.D.'s who need funds and intelligent volunteers to work on small teams in the field. Those projects accepted are publicized and applicants are sought who have an avocational or academic interest in the particular projects. Applicants who are accepted join the research teams for three or four weeks, and share costs plus transportation, much of which is tax deductible. The funds raised are passed on to the research team, and places are made for the volunteers to join them in the field.

In practice the concept seems to work. EEI has sponsored over 135 scientists, of various disciplines, conducting research in 10 states and 28 countries. Almost 50 percent of the volunteers are from the academic community and about 30 percent have advanced degrees of their own and are attracted by the opportunity

to assist other professionals on an interdisciplinary problem.

Today EEI offers sabbatical research experience throughout the year. Among the forty expeditions now planned are a dozen archaeological digs in Wyoming, Nevada, Nebraska, England, Israel, Guatemala, and Ghana; coral reef surveys off the Bahamas and Florida; observation studies of sea otters off Monterey, California; an underwater excavation of a Mallorcan wreck; and a project looking for Spanish-speaking art historians, architects, and photographers to assist Precolumbian scholars at Yale in their survey of twenty private collections in Lima, Peru, this fall.

Postgraduate credit is being awarded teacher participants on EEI projects by several institutions who feel that 200 hours of "hands on" problem solving in the field is a constructive way for educators to keep abreast of new developments and revitalize classroom insights while contributing to a particular area of research at the same time. It's an interesting balance between research and education which may be worth investigating. For more details, write: EEI, 68 Leonard Street, Box A1, Belmont, Massachusetts 02178.

AIR DATES FOR AAUP-PRODUCED TELEVISION SERIES

As announced in the December issue of *Academe*, the AAUP, in conjunction with the NBC-owned television stations, has produced two series of half-hour television programs which began airing in Washington, D. C., on June 16. The first series, "The Learning Society: Higher Education in America," consists of five half-hour programs which explore the development of higher education in the United States. The second series, "Views on Washington," consists of five half-hours on the Bicentennial. All of the programs are moderated by AAUP's General Secretary, Dr. Joseph Duffey, and were produced at virtually no cost to the AAUP. Initially these programs will air in five cities across the country (Washington, D. C., Cleveland, Ohio, New York, N. Y., Los Angeles, California, and Chicago, Illinois). Following is a list of air dates for those cities. Members should check their television guides for exact times. Both series will be listed as "Knowledge" in these guides.

"THE LEARNING SOCIETY: HIGHER EDUCATION IN AMERICA"

No. Sub-Title	WRC	WKYC	WNBC	KNBC	WMAQ
1. The Quest for Equality	6/16/75	7/14/75	8/11/75	9/8/75	10/6/75
2. The Government's Role	6/17/75	7/15/75	8/12/75	9/9/75	10/7/75
3. The 1960's	6/18/75	7/16/75	8/13/75	9/10/75	10/8/75
4. The 1970's	6/19/75	7/17/75	8/14/75	9/11/75	10/9/75
5. The Future	6/20/75	7/18/75	8/15/75	9/12/75	10/10/75

"VIEWS ON WASHINGTON"

No. Sub-Title	WRC-TV	WKYC	WNBC	KNBC	WMAQ
1. Neighborhoods	6/23/75	7/21/75	8/18/75	9/15/75	10/13/75
2. Social Washington	6/24/75	7/22/75	8/19/75	9/16/75	10/14/75
3. Cultural Washington	6/25/75	6/23/75	8/20/75	9/17/75	10/15/75
4. Political Washington	6/26/75	7/24/75	8/21/75	9/18/75	10/16/75
5. Historical Washington	6/27/75	7/25/75	8/22/75	9/19/75	10/17/75

WRC-TV:	Washington, DC	KNBC-TV:	Burbank, Calif.
WKYC-TV:	Cleveland, Ohio	WMAQ-TV:	Chicago, Ill.
WNBC-TV:	New York, NY		

FACULTY LOOSE GROUND ECONOMICALLY

In spite of increases in compensation, faculty members across the country during the academic year 1974-75 lost ground economically for the second consecutive year, according to the American Association's Annual Report on the Economic Status of the Academic Profession.

The average college or university professor had 4.2 percent less buying power this year as compared to last because of spiraling inflation. This represents the largest decrease in faculty purchasing power in the seventeen-year history of the AAUP survey. "... the major economic cost to faculty members came from the violent increase in consumers' prices. While in monetary terms, average faculty compensation increased by 6.4 percent between academic years 1973-74 and 1974-75, in terms of purchasing power this gain was more than cancelled by price increases," the report stated. And even though the average faculty member's purchasing power fell by 4.2 percent between the two academic years, faculty members' real income fell by nearly 7 percent between academic years 1973-74 and 1974-75. The loss in purchasing power affected all ranks about equally, although lecturers somewhat more than the ladder ranks.

In fact, according to the report, faculty members suffered somewhat more from inflation than wage and salary workers in general. Between academic years 1973-74 and 1974-75, average compensation for non-agricultural employees in the U.S. increased by 7.50 or 7.1 percent (comparable to 6.4 percent for faculty members). All experienced the same

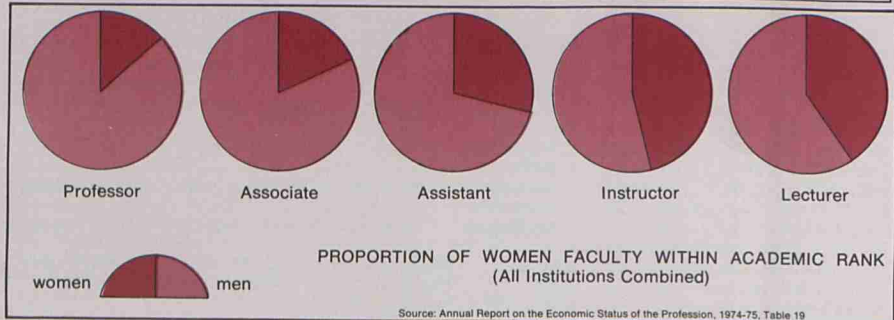
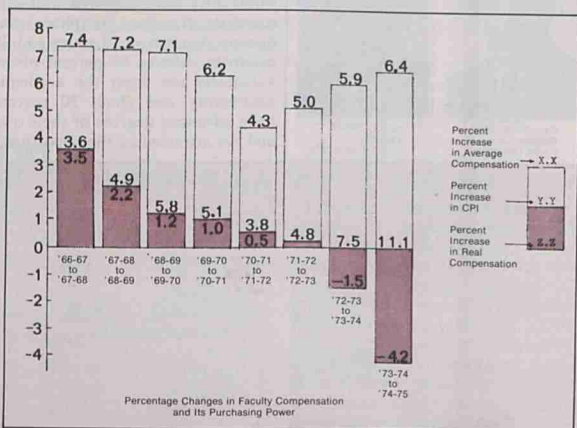
inflation, so that in real terms the average salary earner's compensation fell by 3.6 percent compared to the 4.2 percent for faculty members.

"Looking towards the future," the report concludes, "it is unrealistic to expect such lost ground to be recovered quickly, either by faculty members or by the great majority of Americans who saw their real incomes fall during the last year. The prospects, as viewed by most economists, are for a mild recovery beginning with academic year 1975-76, which faculty members can expect to share.

"The pace of inflation is already abating sharply. Consumer prices increased at an annual rate of 12 percent between the third and fourth quarters of 1974, but at only 7.5 percent from the fourth quarter of 1974 to the first of 1975. Continued

slackening of the rate of inflation appears to be in prospect. Our best expectation is that consumer prices will be in the range of 6 to 7 percent higher in the academic year 1975-76 than in the current academic year."

This year, for the first time, the Association requested institutions participating in the annual survey to report separately salary and other data for men and women on the faculty. Almost 90 percent of institutions participating in the survey provided data broken down by sex, covering approximately 259,000 full-time faculty members. "Overall," according to the report, "the average women's compensation in institutions with ranks was 17.5 percent lower than the average men's compensation. This differential results from a combination of adverse circumstances: a larger proportion of



Source: Annual Report on the Economic Status of the Profession, 1974-75, Table 19

Weighted Average Compensations¹ for Men and Women Faculty Members, Analyzed by Region², Category³, and Academic Rank, 1974-75 (9-month Basis)

Academic Rank	WEST				NORTH CENTRAL				NORTHEAST				SOUTH					
	Pacific		Mountains		West No. Central		East No. Central		Middle Atlantic		New England		West So. Central		East So. Central		South Atlantic	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
CATEGORY I																		
Professor	\$27,650	\$24,470	\$22,910	\$20,960	\$24,130	\$21,790	\$26,490	\$24,080	\$29,490	\$27,030	\$28,830	\$25,340	\$22,970	\$20,340	\$23,540	\$21,320	\$25,730	\$20,990
Associate	19,540	18,410	17,960	16,920	18,420	17,390	19,560	18,950	21,020	20,730	20,080	19,130	18,240	17,250	18,480	17,710	18,880	16,870
Assistant	16,370	15,470	15,240	14,370	15,500	14,550	16,190	15,370	16,600	16,200	15,930	15,030	15,070	14,330	15,370	14,530	15,710	14,400
Instructor	12,930	11,980	12,350	11,800	12,810	11,530	12,590	12,030	13,050	13,180	12,960	12,650	11,860	11,730	11,720	11,740	12,680	11,840
All Ranks	22,590	17,480	18,790	14,890	19,530	15,050	20,500	16,370	22,060	17,740	22,230	16,560	18,690	14,690	18,870	14,820	21,990	14,880
CATEGORY II																		
Professor	25,100	24,450	20,690	19,520	19,810	19,090	23,800	22,940	28,540	28,610	23,930	22,840	18,240	17,270	20,100	18,760	21,330	20,470
Associate	19,220	18,920	17,410	16,430	16,360	15,940	18,970	18,260	22,480	22,500	18,900	18,490	15,920	14,940	16,950	15,960	17,970	17,110
Assistant	16,050	15,750	15,030	13,830	14,240	13,690	16,000	15,270	18,350	18,170	15,470	15,010	13,870	12,710	14,600	13,580	14,950	14,230
Instructor	13,990	13,200	12,360	12,170	11,800	11,370	13,480	12,650	15,520	15,070	12,620	12,320	11,270	10,740	11,850	11,110	12,430	11,670
All Ranks	20,560	18,220	17,020	14,840	16,060	13,890	18,760	16,130	22,180	19,640	18,130	16,010	15,210	12,940	16,330	13,650	17,100	14,760
CATEGORY III																		
Professor	22,100	*	19,340	*	19,220	17,540	21,060	18,570	22,490	21,290	23,050	22,720	16,500	15,960	17,480	17,300	19,970	18,340
Associate	16,680	15,220	15,990	15,120	15,110	14,390	16,870	15,540	17,790	17,160	17,320	16,500	14,890	13,550	14,520	13,740	16,350	14,930
Assistant	13,990	13,140	13,660	13,010	13,130	12,650	14,220	13,480	14,720	14,280	14,440	13,980	13,000	12,160	12,490	11,500	13,710	12,710
Instructor	11,450	11,210	11,640	10,840	12,110	11,350	11,890	11,190	12,290	11,930	11,750	11,060	10,810	10,510	10,330	10,220	10,860	10,660
All Ranks	16,970	12,640	15,530	13,060	15,030	13,050	16,580	14,850	17,320	15,150	17,310	15,630	14,050	12,290	13,930	12,360	15,620	13,330
CATEGORY IV																		
No Rank	18,710	17,530	14,330	13,160	14,950	13,400	18,060	16,290	17,460	14,960	14,290	12,420	12,670	11,730	12,690	12,320	13,030	12,230

¹Sample includes 133 institutions providing data by sex. Figures have been rounded to nearest \$10.
²Regions and geographic divisions of the United States, Department of Commerce, Bureau of Census. Pacific: Alaska, Calif., Hawaii, Oreg., Wash.-Mountaineers; Ariz., Colo., Idaho, Mont., Nev., N. Mex., Utah, Wyo.-West North Central: Iowa, Kan., Minn., Mo., Nebr., N. Dak., S. Dak.-East North Central: Ill., Ind., Mich., Ohio, Wis.-Middle Atlantic: N.J., N.Y., Pa.-New England: Conn., Maine, Mass., N.H., R.I., Vt.-West South Central: Ark., La., Okla., Tex.-East South Central: Ala., Ky., Miss., Tenn.-South Atlantic: Del., D.C., Fla., Ga., Md., N.C., S.C., Va., W. Va.
³Category I—includes institutions which offer the doctorate degree and which conferred in the most recent three years; an annual average of fifteen or more earned doctorates covering a minimum of three nonrelated disciplines; Category II—includes institutions awarding degrees above the baccalaureate but not included in Category I; Category III—includes institutions awarding only the baccalaureate or equivalent degrees; Category IV—includes two-year institutions with academic ranks; Category V—includes institutions without academic ranks. (With the exception of a few liberal arts colleges, this category includes mostly two-year institutions.)
⁴Sample too small to be meaningful.

women than of men are on the faculties of low-paying classes of institutions, a larger proportion of women than of men are in the junior ranks, and finally within each rank and class of institution (with one minor exception) women's average compensation is lower than men's.

"This disparity is largest for full professors. In general, the average compensation of women professors is 8.4 percent lower than for men. The average difference is lower for all ranks in public institutions than in private ones, whether independent or church-related. By and large, the men-women differential is greater in universities than in institutions in any of the other categories."

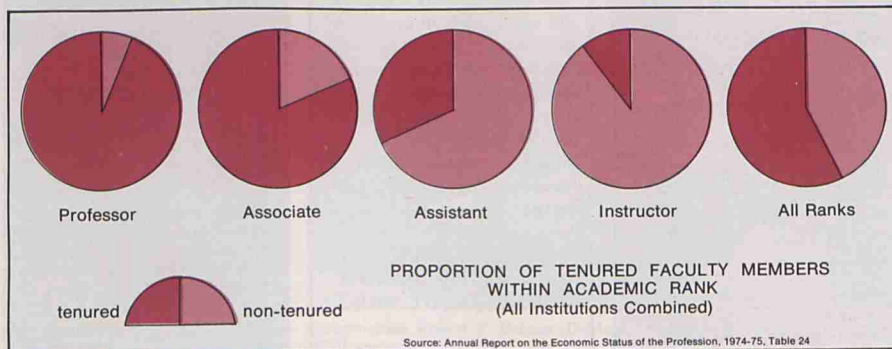
This year, for the first time also, data were obtained on the prevalence of tenure in colleges and universities. According to the report, tenure is virtually universal for full professors with the exception of those on faculties of church-related two-year colleges. The great bulk of associate professors in all categories of institutions also have tenure, but only a minority of those in the lower ranks do. There are no significant differences in this respect between the positions of men and women, nor does the prevalence of tenure vary much among the categories of four-year institutions.

Additionally, the report pointed out that:

—The highest paid educational institutions this year were the private independent universities, where the average compensation for faculty members is about 13 percent higher than in the public universities. Church-related institutions were, on the average, the lowest-paying institutions.

—By geographic area, institutions in the Middle Atlantic area were the highest paying, while those in the West South Central regions paid the least.

The 1975 report is based on 1,548 responses from colleges and universities, the largest number ever to participate.



NEWS SUMMARY

Gifts from individuals to colleges and universities dropped sharply in 1973-74, according to the Council for Financial Aid to Education. However, increases in gifts from other sources kept voluntary support in 1973-74 at the same level as in 1972-73.

The tax status of scholarships and fellowships has long been a confused issue. The Internal Revenue Service has become "very restrictive" in its definition of non-taxable fellowships, according to lawyers, and Congress is being urged to provide practical, objective definitions of scholarships and fellowships.

The number of college graduates will exceed the number of jobs requiring their skills by about 800,000 between now and 1985, according to projections from the Department of Labor's Bureau of Labor Statistics.

As a result, the bureau says, college graduates are "likely to obtain jobs previously held by individuals with less than four years of college.

"Problems for college graduates will more likely be employment below the level of skill for which they were trained, resulting in job dissatisfaction and high occupational mobility rather than unemployment," the bureau predicts.

The costs of attending college will go up almost 12 percent at public 4-year institutions next fall and more than 8 percent at private institutions, a survey of 2,400 colleges and universities has found. Total costs will go up an average of 8 percent for students who live on campus and 6 percent for those who commute from home.

Total costs will average \$3,594 for students living on campus and \$3,186 for commuters.

The survey was conducted by the College Scholarship Service of the College Entrance Examination Board. Its annual studies have documented massive increases in the costs of going to college since 1970-73.

Collective bargaining may be the hottest single issue affecting higher education in state legislatures this year.

In a poll conducted by the Education Commission of the States and the National Conference of State Legislatures, state lawmakers rated public-employee collective bargaining as the top issue before them.

At least twenty legislatures are considering bargaining bills that would affect higher education, and in as many as seven they are given a good chance of passage. In addition, at least eight states that already have bargaining laws covering college professors are considering revisions.

Aid to private colleges is provided through publicly financed programs in forty states, reports the Education Commission of the States. Aid to students is the most common program, found in thirty-six states. Other forms of public assistance to private institutions range from tax credits to direct support of the institutions.

Fewer law-school applications are reported this year, the first decline in memory. That does not mean law schools are running short of applicants—they still have about five for every opening—but admissions officers think the slow-down may indicate the beginning of the end of the boom in legal education.

The slowdown in college enrollment is sharpest among young people from families earning between \$10,000 and \$15,000 a year, according to a study by the Census Bureau.

The National Collegiate Athletic Association has been urged to withdraw a report that would extend its authority to women's intercollegiate athletics. The parent organization of the Association for Intercollegiate Athletics for Women says the NCAA is seeking such control in a manner that is "unacceptable in a democratic society."

Excerpted from The Chronicle of Higher Education

NEW COUNCIL MEMBERS

Following are the ten new Council members who have been elected to serve three year terms, 1975 to 1978:

District I

David E. Feller
Law
University of California

District VI

John Gilbert
Political Science
N.C. State University

District II

William R. Keast
English
University of Texas

District VII

Mary W. Gray
Mathematics
American University

District III

James H. McKay
Mathematics
Oakland University

District VIII

Robert A. Gorman
Law
University of Penna.

District IV

Michael W. Friedlander
Physics
Washington University

District IX

Paul A. Smith
Political Science
SUNY, Binghamton

District V

Gordon B. Baldwin
Law
University of Wisconsin

District X

Robert S. Brumbaugh
Philosophy
Yale University

THE AAUP

INVITES APPLICATIONS

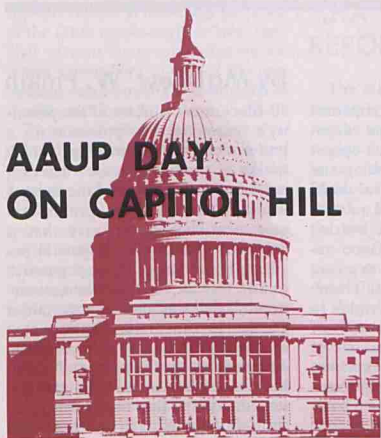
for a staff position as Associate Counsel. Position involves case work relating to academic freedom and tenure, and varied responsibilities as counsel for association. Experience in higher education and/or with nonprofit organization preferred.

Send résumé to General Secretary, AAUP, One Dupont Circle, Washington, D.C. 20036.

Deadline for Nominations by Petition for Officers and Council Members in Next Election

October 15 is the deadline for receipt in the Washington Office of nominations by petition for the next election of Officers and Council members of the Association. Petitions should be addressed to the Association's Secretary-Treasurer, in care of the Washington Office. Election ballots will be included with the 1976 dues notices sent to Active members in late November. The report of the 1975 Nominating Committee will be published in the Summer issue of the AAUP Bulletin.

AAUP DAY ON CAPITOL HILL



The Democratic and Republican Leadership of the House Committee on Education and Labor, Congressman Carl D. Perkins (D-Ky), *Chairman*, and Congressman Albert H. Quie (R-Minn) address AAUP delegates.

Two hundred AAUP chapter and conference representatives spent Thursday, June 5, on Capitol Hill visiting their Representatives and Senators and discussing federal legislation affecting higher education. At noon they were joined at a luncheon meeting by a group of former professors now in Congress, including Congressmen John Brademas (D-Indiana), Ken Hechler (D-West Virginia), Clarence D. Long (D-Maryland), Philip R. Sharp (D-Indiana), and Marvin L. Esch (R-Michigan). Congressman Robert F. Drinan (D-Mass.) was the luncheon speaker.

After lunch a group of forty delegates from states without public employee collective bargaining legislation met with Mr. George Sape, Counsel for the Senate on Labor and Dr. Tom Wolanin, Staff Director for the House Subcommittee on Labor-Management Relations, to discuss proposed federal collective bargaining legislation. Later the entire group heard Senator Claiborne Pell (D-Rhode Island), chairman of the Senate Labor and Public Welfare Subcommittee on Education, Congressman Carl D. Perkins (D-Kentucky), chairman of the House Committee on Education and Labor, and Congressman Albert H. Quie (R-Minnesota), ranking minority member of the House Committee on Education and Labor, discuss current issues in federal legislation affecting higher education.



Congresswoman Millicent Fenwick (R-NJ) discusses current legislative issues affecting women with Carolmarie Smith, Framingham State College, Esther Chu, Jersey City State College, and Carol I. Polowy, Washington Office (standing).



Congressman Robert F. Drinan (D-Mass.) addresses delegates at a Capitol Hill Luncheon.

WHAT PROCESS IS DUE?



A little more than a year ago the United States Supreme Court decided *Arnett v. Kennedy*. Unlike the *Roth* and *Sindermann* decisions, which have had an immediate impact on litigation in public higher education, *Arnett* remains to be fully felt, but

it may become no less important.

In *Roth* the Court held that a probationary faculty member in his first year of a one-year appointment had not shown such a "property" interest in his position to require a hearing before the non-renewal of the appointment. In *Sindermann*, however, the teacher claimed tenure by virtue of the guidelines of the Texas Coordinating Board which had, in effect, adopted the 1940 *Statement*. There the Court allowed that such a showing could give rise to a sufficient property interest to require a hearing. The requirements of that hearing were left rather up in the air. Moreover, the Court did not resolve the issue of when the hearing had to be provided. That issue was posed squarely in *Arnett* but in the context of a two-stage removal procedure developed for federal employees. Even though *Arnett* did not deal with the termination of a professorial appointment, it may affect public higher education since it addresses the due process required by the Constitution in the termination of a non-probationary public employee.

Arnett directly concerned the dismissal of a non-probationary OEO employee. He was charged with publicly accusing the agency's Regional Director of offering a bribe of a \$100,000 grant to a community organization in return for a statement against the employee. Under the federal statute and regulations involved, the employee was entitled to notice

of proposed removal accompanied by supporting reasons and documents and was to be given an opportunity to answer both in writing and personally before his removal could be effected. However, he had no right to an evidentiary, trial-type hearing before the termination. Once removed, he could appeal the decision, at which point a right to a full hearing, including, for example, rights to a transcript and the examination of witnesses, would ripen. Thus, one of the questions before the court was whether a non-probationary government employee had a right to a trial-type evidentiary hearing *before* rather than after his removal. In other words, does the Constitution allow the sheriff, one preliminarily satisfied of the facts, to shoot first and try later?

The Court sustained the two-stage procedure by a 5-4 vote, but divided on the reasons. Mr. Justice Rehnquist, writing for himself and Justices Burger and Stewart, concluded that the "property" granted by the government was qualified explicitly by the procedure established to extinguish it. "Where," he concluded, "the grant of a substantive right is inextricably intertwined with the limitations on the procedures which are to be employed in determining that right, . . . [the employee] must take the bitter with the sweet." Justices Powell and Blackmun, concurring in the result, could not accept that reasoning. Under the plurality's approach, they argued, the statute could deny a hearing altogether and still withstand constitutional challenge. Once a property interest is created, they maintained, it is the Constitution which mandates procedural safeguards against its deprivation. In their view, however, what those safeguards are depend on a balancing test, weighing the government's interest in expeditious removal against the employee's interest in continued employment. Thus they would sustain the challenged procedure as striking a constitutionally satisfactory balance. Mr. Justice White agreed with the Pow-

By Matthew W. Finkin

ell-Blackmun criticism of the plurality's reasoning. The provision for a pretermination proceeding which makes a "probable cause" determination of the accuracy of the charges would satisfy the due process requirement, he opined, save that it does not mandate an impartial decider at that stage. Most persuasive to him was the fact that the accuser-agency head was also both the initial decider in the pretermination proceeding and the individual allegedly defamed by the employee. Justices Marshall, Brennan, and Douglas dissented, arguing that the Constitution entitled the employee to a trial-type evidentiary hearing before dismissal.

If the *Arnett* decision is applied mechanically in higher education, it might allow revisions in institutional regulations, at least for newly appointed faculty, which permit a similar two stage procedure in dismissals for cause of nontenured, or conceivably tenured, faculty. Whether it will be so extended remains to be seen, for there are critical differences between the employment in *Arnett* and professorial appointments. For example, the balancing test performed by Justices Powell and Blackmun weighted heavily the government's interest in being able to remove an unsatisfactory employee against the sole interest of the employee in continuing in his position. "Prolonged retention of a disruptive or otherwise unsatisfactory employee," they wrote, "can adversely affect discipline and morale in the workplace, foster disharmony, and ultimately impair the efficiency of an office or agency." In higher education, however, the collective interests of the faculty and the institution's interest in protecting academic freedom also ought properly to be weighed in the balance. Thus a prior evidentiary hearing should be viewed as essential to protect these additional interests. Indeed, it is a dismissal effected through the perfunctory "probable cause" proceeding sustained by the Court which would produce just the untoward results catalogued by Justices Powell and Blackmun. Never-

theless, Justice White's identification of the OEO employee as a "tenured" civil servant may encourage an attempt somewhere to curtail the procedural requirements in dismissals of faculty members for cause.

Thus it should be stressed that as divided as the Supreme Court is, and perhaps as grudging as some of the Justices are in their view of what kind of process is due, the result is solely an expounding of constitutional *minima*. The fact that the due process legally mandated in public employment may be interpreted in some cases as less than what the academic community has traditionally required does not suggest that publicly-operated institutions of higher learning should retreat from what they regard as necessary to protect the integrity of institutional decisions.

Mr. Finkin is a Law Professor at Southern Methodist University in Dallas, and is Associate General Counsel for the AAUP.

BRIEF SUBMITTED IN LUMPERT CASE

A brief *amicus curiae* has been submitted by the Washington Office to the Supreme Court of Iowa in the case of Rolf Arno Lumpert who, as a tenured professor, was dismissed in 1972 by the University of Dubuque "for reasons of financial exigency."

In a lower court, in which Professor Lumpert had brought suit for breach of contract, the court found that the evidence showed adequate cause to dismiss him in that financial exigency existed which allowed the University to terminate his appointment. The District court also found that the contract of tenure was terminable upon reasonable notice by the administration unless contractual obligations other than tenure were included.

In its *amicus* brief to the Supreme Court of Iowa, the AAUP said that "This case, on the meaning of professorial tenure in a time of financial distress, is of moment to the entire profession and presents one of the first opportunities for judicial scrutiny . . ."

Under the 1940 *Statement* faculty tenure may be terminated for reasons of financial exigency only when a bona fide exigency has been demonstrated.

AHA RELEASES REPORT

The American Historical Association (AHA) has released the final report of its *ad hoc* Committee on the Rights of Historians. This report assesses the current state of academic freedom for historians. It recommends procedures consistent with the 1940 *Statement of Principles, the Statement on the Government of Colleges and Universities, and AAUP's Recommended Institutional Regulations*. The AHA worked closely with the AAUP in formulating this report. Copies may be obtained from Eleanor F. Straub, Assistant Executive Director, American Historical Association, 400 A Street, S. E., Washington, D. C. 20003.

According to the brief, the District court "erred significantly in three substantial respects. First, the question of whether financial exigency exists and is of sufficient dimension to permit the abrogation of a tenure commitment to require a most careful assessment of income, costs, educational program, and alternatives. Thus the trial court erred in equating financial exigency solely with an operating deficit.

"Second, in order for tenure and the academic freedom it protects to be secure, the [court] must decide whether the administration acted in an academically responsible fashion in confronting the alleged exigency, *i.e.*, whether it considered all the relevant data and scrutinized all available alternatives before terminating a contractual obligation as solemn as that of academic tenure. Thus it must find a rational relationship between the abrogation of the contract and the amelioration of the exigency. However, the scope of review deemed appropriate by the trial court essentially precluded that analysis. Hence no findings of fact on the point were made."

Finally, according to the AAUP brief, the trial court declined to consider the procedure utilized in confronting the alleged exigency in that there was no faculty participation in arriving at this finding.

ACADEMIC FREEDOM FUND

Professor William P. Phillips, Central Virginia Community College, Lynchburg, has been awarded a grant from the Association's Academic Freedom Fund. Central Virginia Community College is one of the twenty-three community colleges in Virginia where the governing board has abolished faculty tenure. The Virginia Community College System was placed on censure at the Association's Annual Meeting.

Professor Phillips was dismissed by the President of the College in a manner totally inconsistent with the Association's 1940 *Statement of Principles on Academic Freedom and Tenure* and the 1958 *Statement on Procedural Standards*. His salary was immediately stopped, and the Academic Freedom Fund grant is to cover temporary hardship while his case is pursued.

In order for the Association to be able to respond affirmatively to the increasing number of requests for Academic Freedom Fund assistance, your contributions are needed. Please send whatever you can to the Academic Freedom Fund, AAUP, One Dupont Circle, Washington, D. C. 20036. Your contributions are tax deductible.

DEAN OF STUDENTS

John Jay College of Criminal Justice of the City University of New York invites applications for the position of Dean of Students. Qualifications sought include the following:

- a demonstrated capacity to deal with educational and/or emotional needs of a diverse student body;
- demonstrated administrative experience including supervision of a professional staff;
- recognized academic credentials: Ph.D. or equivalent;
- orientation toward or experience in the criminal justice field.

Salary open. Applications (including a resume and list of references) should be forwarded to:

Susan Larkin
Secretary, Search Committee for the Dean of Students

John Jay College of Criminal Justice
444 West 56th Street
New York, New York 10019

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Collective Bargaining

AAUP WINS ELECTIONS AT THREE UNIVERSITIES

During the month of May, AAUP chapters won collective bargaining elections at the Boston University, University of Washington, and Northern Michigan University in Marquette.

At the University of Washington, the Chapter received the support of 75 percent of those voting. The election was conducted by the faculty senate in the absence of enabling labor legislation. The bargaining unit numbers about 2,800 and includes the faculty of all the University's professional schools, part-time faculty, and research faculty who do not normally participate in the faculty senate.

The election at the University of Washington constitutes the first time that the faculty of an American Association of Universities (AAUP) institution has voted for collective bargaining. Member institutions of the AAU, generally regarded as among the most prestigious graduate centers of higher learning, have been viewed by many as being the least likely to experience faculty collective bargaining.

The final results of the election: AAUP-1,168; No Agent-405.

The election at Boston University marked the culmination of a long effort on the part of the AAUP Chapter at that institution. The results of

the election can be regarded as evidence that the movement toward collective bargaining at major private universities has not ended.

In the Boston University election, AAUP received 394 votes, No Agent received 262, and 40 votes were challenged. Eighty percent of the full-time faculty voted.

Commenting on this election, Woodley B. Osborne, AAUP's Director of Collective Bargaining, said that "The decisive result of the faculty collective bargaining election at Boston University demonstrates that the faculty members are determined to strengthen their role in the governance of their institution at a time when higher education generally is experiencing considerable financial distress. We find the result of the election tremendously gratifying, since it affirms the vigor and commitment of the faculty and the leadership of the AAUP at Boston University. We look forward to working with the AAUP Chapter in its impending effort to achieve a sound

first collective bargaining agreement."

The election at Northern Michigan University was the second collective bargaining election to be held on that campus. In the first election, in which the Michigan Education Association (MEA) was the only contender, the faculty voted against collective bargaining. This time, the MEA was defeated in the first ballot. The AAUP received 151 votes, No Agent received 90.

In other elections in which AAUP chapters competed, the NEA affiliate won at an election held at the Minnesota State Colleges, and at Ithaca College in New York, the faculty voted for No Agent against the AAUP Chapter and an affiliate of the NEA and AFT. An election was also held at Stevens Institute of Technology in New York, where the results await the outcome of challenged ballot proceedings.

AAUP chapters have now been selected as faculty bargaining agent at thirty-three institutions of higher education.

GRANTS FOR FIELD RESEARCH

AAUP members seeking funds and volunteers to support field research are invited to submit applications for funding to the Center for Field Research, a non-profit organization established to foster private sponsorship of basic research. The Center arranges financial support for research investigators who can constructively utilize amateur assistance in the field. In the past four years over \$500,000 has been raised to support research. The Center is currently reviewing proposals for 1976 research projects in the following disciplines: anthropology, archeology, astronomy, biology, botany, cartography, conservation, mythology, folklore, geography, geology, marine sciences, medicine, meteorology, musicology, ornithology, restoration, sociology. For more information contact Elizabeth E. Caney, Deputy Director, the Center for Field Research, 68 Leonard Street, Belmont, Massachusetts 02178; 617-489-3032.



President William W. Van Alstyne is shown here addressing the Association's Regional Collective Bargaining Conference held in Boston, May 9. Titled, "A Practical Approach to Collective Bargaining in Higher Education," the Conference is one of a series which the AAUP is sponsoring around the country to provide a forum for the discussion of issues relating to collective bargaining in higher education. The Conference allowed faculty members from all of the Boston area higher education institutions to meet and exchange ideas on collective bargaining with members of the AAUP collective bargaining staff and other knowledgeable AAUP members. The Conference addressed such issues as problems associated with organizing for collective bargaining, the AAUP's approach to collective bargaining, and negotiating a faculty collective bargaining agreement. Another regional collective bargaining conference will be held in Chicago on October 4. Further details will be forthcoming.

ACADEMIC VACANCIES

Advertising rate for "Academic Vacancies" is thirty cents per word per insertion. Send advertisements (and replies to code-numbered advertisements) to "Academic Vacancies," AAUP, 1 Dupont Circle, Washington, D. C. 20036. *Academe* is published in March, June, October, and December. Deadline for receiving copy for the October issue will be **September 5**. Notices are not accepted from institutions on the Association's list of Censured Administrations.

Accounting: The University of Scranton is seeking a faculty member to teach undergraduate and/or graduate accounting courses in its Department of Business. While a Ph.D. is desired, persons who have completed most of the Ph.D. requirements or those holding the M.B.A. and C.P.A. are encouraged to apply. Rank and salary are commensurate with qualifications and experience. Send résumé to: Dr. Joseph R. Zandarski, Chairman, Department of Business, University of Scranton, Scranton, Pennsylvania 18510. An Equal Opportunity Employer.

Accounting: Assistant/Associate Professor of Accounting, for September, 1975. Salary is competitive, with full University benefits. Ph.D. or D.B.A. with experience preferred; finishing stages of dissertation acceptable as minimum. To teach nine semester hours. Introductory and Advanced Accounting including Tax Accounting. Send applications to: Dr. Richard Nyerges, Chairman, Department of Business Administration, The University of Michigan-Flint, Flint, Michigan 48503. An Affirmative Action/Equal Opportunity Employer.

Afro-American Studies: Director of Center for Afro-American Studies, Wesleyan University. Tenured faculty position. Send inquiries and résumé to: Michael Brennan, Vice President for Academic Affairs, Wesleyan University, Middletown, Connecticut 06457. Wesleyan University is an Equal Opportunity/Affirmative Action Employer.

American and New England Studies (Program Director): Boston University. Interdisciplinary graduate program drawing upon faculty of several departments and affiliated with museums, historical societies, and libraries of New England. Faculty appointment will be to the Department of English, September, 1976. Teaching experience, reputable publication, scholarly achievement and a master's and Ph.D. in American Studies or American Literature required. Strong administrative abilities needed to maintain and cultivate contributions of various departments, affiliated institutions, foundations, and government agencies. Opportunity for curricular innovation. Program currently has particular strength in curatorial, preservationist, and art historical areas. Salary and rank negotiable. Interested and qualified individuals should send letter and curriculum vitae by October 1, 1975, to: William L. Vance, Boston University, Department of English, 236 Bay State Road, Boston, Massachusetts 02215. All replies will be made in the fall. Boston University is an Equal Opportunity/Affirmative Action Employer.

Anthropology: Community College of Philadelphia seeks a Visiting Lecturer in Anthropology for a one-year appointment only, commencing in September, 1975. Twelve-hour load per semester, teaching introductory courses in physical and cultural anthropology. Possibility of teaching at more than one campus. Minimum credentials: master's degree in anthropology in hand. Field experience and college teaching experience required. Salary dependent upon qualifications and experience. Address inquiries, applications, and recommendations to: Mrs. Jenny Albany, Head, Department of Social Sciences, Community College of Philadelphia, 34 South 11th Street, Philadelphia, Pennsylvania 19107. An Affirmative Action/Equal Opportunity Employer.

Business Administration: Stephens College is searching for faculty to teach in areas of marketing, retailing, public relations, basic finance or accounting. Graduate degree required, with doctorate preferred. Send résumé to: Dr. Sue S. Coates, Chairperson, Business Administration Depart-

ment, Stephens College, Columbia, Missouri 65201. An Equal Opportunity Employer.

Economics: The University of Scranton has an opening for a Ph.D. to teach undergraduate and/or graduate courses in Economics/Statistics. Rank and salary open. Mail credentials to: Dr. Joseph R. Zandarski, Chairman, Department of Business and Economics, University of Scranton, Scranton, Pennsylvania 18510. An Equal Opportunity Employer.

Education: Assistant or Associate Professor of Education. Doctorate required with elementary and special education teaching experience, proven initiative and scholarship plus convictions compatible with the basic philosophy of Wesleyan. The position requires teaching and supervision responsibilities in Special Education of the Mentally Retarded, The Teaching of Reading, and Elementary Education. Contact: Dr. Ellis Ivey II, Chairman, Department of Education, West Virginia Wesleyan College, Buckhannon, West Virginia 26201. West Virginia Wesleyan College is a non-discriminatory Affirmative Action Employer.

Finance (Department Chairperson): A position opening, commencing fall term, 1975, for an individual at the associate professorship level capable of administrative and pedagogical duties. Applications from qualified women and minority persons are earnestly solicited. Contact: Dr. Chaucer Yang, FT13 South Tower, California State University, Los Angeles, California 90032.

Finance and Accounting: Assistant Professor. Ph.D. preferred. Business and teaching experience. Write The University of West Florida, Pensacola, Florida 32504. An Equal Opportunity Employer.

German: Opening for Assistant Professor of German, beginning September 1, 1975. Ph.D. required (in German literature). Native or near-native fluency in German and English. Language teaching experience required on all levels. Ability to work in small department teaching urban undergraduates in a commuter college. Experience working in language laboratory and preparing materials. Teaching load approximately nine hours (three courses). Appointment for one year, beginning September 1, 1975, and renewable on a yearly basis. Please send applications with curriculum vitae and information for obtaining letters of recommendation to: Professor Robert T. Whittaker, Chairman, Department of Germanic and Slavic Languages, Herbert H. Lehman College, Bedford Park Boulevard West, Bronx, New York 10468. An Equal Opportunity/Affirmative Action Employer.

Geography: Physical Geographer, Assistant Professor, fall, 1975. To teach conservation and introductory physical geography as well as advanced courses in meteorology/climatology and geomorphology. Excellent laboratory facilities. A strong commitment to undergraduate teaching is necessary. Ph.D. required. Salary and rank-step dependent on qualifications. Apply: James W. Tiller, Chairman, Department of Geography, Sam Houston State University, Huntsville, Texas 77340. Equal Opportunity/Affirmative Action Employer.

Health Education: Positions available in allied health clinical education project: (a) **Cost Accountant.** Skilled individual with experience in cost benefit analysis within the Health Service. Candidate must have ability to relate to and communicate clearly with individuals related to colleges, universities, and hospitals. Degree in cost accounting necessary. Starting salary \$16,000-\$18,000. (b) **Allied Health Coordinators.** Three coordinators are being recruited for this allied health education con-

sorium. This challenging new clinical education effort needs imaginative, enthusiastic persons with experience in articulation projects: allied health curriculum development; accreditation, certification, and licensure student scheduling, counseling, and records; and computer programming to assist the Director in implementing this innovative federally funded project. Professionals applying must possess some of the skills listed. Starting salary \$16,000-\$18,000. Interested candidates should contact: Dr. A. Duane Addelman, Chairman of Personnel Committee, School of Allied Health, Ferris State College, Big Rapids, Michigan 49307. Phone (616) 796-9971, extension 475. This institution is an Equal Opportunity/Affirmative Action Employer.

Hematology: Faculty position with academic appointment of Assistant Professor available in Medical Laboratory Science Program of College of Pharmacy and Allied Health Professions. Applicants should hold a doctorate degree and be ASCP registered or eligible for registration. Clinical as well as postdoctoral experience desired. The specialty area is hematology and involves both teaching and research responsibilities. Persons interested should send curriculum vitae and names of three persons whom you may contact for letters of reference, to: Dr. James J. Gozco, Chairman, Faculty Search Committee, College of Pharmacy and Allied Health Professions, Northeastern University, Boston, Massachusetts 02115.

Humanities Program (Director): Person of senior rank desired to formulate and coordinate interdisciplinary programs on the undergraduate and graduate levels in the Humanities (consisting of Art, English, Foreign Languages, History, Performing Arts and Communication, Philosophy and Religion). Applicants should have broad-based experience in at least one area of the humanities and a strong commitment to all aspects of program development. The Director will serve both on the College staff with the rank of assistant dean and in the appropriate discipline with senior rank. Salary is negotiable. Applications are invited from persons of senior Associate and Professor rank. Submit applications to: Dr. Wilson C. Snipes, Chairman of the Search Committee, Department of English, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061. VPI&SU is an Equal Opportunity/Affirmative Action Employer.

Journalism: Instructor. Teach practical and theory courses in the fields of journalism, mass communication and public relations. May be advisor to campus newspaper, advisor to departmental majors in the field of journalism, and may be Weber State College representative for the Utah Press Association internship program. Must have field experience in journalism, must be able to handle a complete program of journalism instruction, and must have a good relationship with students and advise them concerning the program. Ph.D. preferred. Should maintain working relations with the college newspaper staff and student media board and local newspaper companies. Please send résumé to: Weber State College, Personnel Office, 3750 Harrison Boulevard, Ogden, Utah 84408. An Equal Opportunity/Affirmative Action Employer.

Linguistics: Position available, beginning September, 1975, in the Department of Linguistics at Northwestern Illinois University. Ph.D. in TESL or related field. Previous experience in training ESL teachers and developing courses and programs in this field. A record of teaching effectiveness as well as research and scholarship is important. Will be required to teach general linguistics courses as

well. Send credentials and inquiries to Don M. Seigel, Acting Chairman, Department of Linguistics, Northeastern Illinois University, 5500 N. St. Louis, Chicago, Illinois 60625. NEIU is an Equal Opportunity Employer and considers all candidates without regard to race, creed, color, sex, or national origin.

Management: Assistant/Associate Professor of Management, for September, 1975. Salary is commensurate, with full University benefits. Ph.D. or D.B.A. with experience preferred; finishing stages of dissertation acceptable as minimum. To teach nine semester hours. Quantitative Management courses including Production Management. Send applications to: Dr. Richard Nyerges, Chairman, Department of Business Administration, The University of Michigan-Flint, Flint, Michigan 48503. An Affirmative Action/Equal Opportunity Employer.

Management: The University of Scranton has an opening for a Ph.D. to teach undergraduate and/or graduate courses in Management. Rank and salary open. Mail credentials to: Dr. Joseph R. Zandarski, Chairman, Department of Business and Economics, University of Scranton, Scranton, Pennsylvania 18510. An Equal Opportunity Employer.

Mental Health: Faculty positions with the Florida Mental Health Institute, a new state-wide teaching, training, and research facility created to improve the mental health delivery system. The faculty of the Training and Education Section seeks three (3) qualified individuals at the Associate or full Professor levels to plan, implement, and direct Continuing Education (Director), Degree Related (Director), and Paraprofessional (Director) programs. Positions require a minimum of five (5) years of relevant administrative, teaching, and/or clinical experience in mental health or related areas and doctorate in behavioral, social, or physical sciences. Salary \$20,000 to \$30,000. Please send *vitae* to Steven G. Golden, Ph.D., Director, Training and Education Programs, Florida Mental Health Institute, 13301 North 30th Street, Tampa, Florida 33612. An Equal Opportunity Employer.

Nursing: Assistant Dean, Baccalaureate Programs. NLN accredited school. B.S., M.S. programs. Minimal qualifications: doctorate with graduate preparation in clinical nursing. Experience in administration and curriculum design. Salary negotiable with education and experience. Contact: Ms. Jean Hatten, Indiana University School of Nursing, 1100 W. Michigan Street, Indianapolis, Indiana 46202. Phone: (317) 264-4489 or 264-4585. An Equal Opportunity Employer.

Nursing: Challenging undergraduate and graduate programs are in need of faculty member also involved in clinical practice to teach care of children in ambulatory health care settings, both urban and rural, to senior undergraduate and selected graduate students. Flexible curricula at both levels include required and elective nursing courses, and independent study. Interdisciplinary faculty appointment available. Apply to: Dean, Duke University School of Nursing, Durham, North Carolina 27710. An Equal Opportunity Employer.

Nursing: New graduate program in academic medical center offering a clinical focus with post masters/administrative options is in need of a child mental health specialist with teaching competencies. Development of undergraduate elective courses focusing on child/adolescent mental health also desired. Variety of clinical practice settings available for students and faculty, including interdisciplinary appointment for the future. Position available immediately. Apply to: Dean, Duke University School of Nursing, Durham, North Carolina 27710. An Equal Opportunity Employer.

Nursing: Senior nursing faculty appointments open for leadership positions in new autonomous baccalaureate program with a research component,

access to diverse agencies for student learning opportunities, and facilities, resources, and techniques to support expected behavior of independent and collaborative research in a community of scholars. Needs earned doctorate with master's degree in clinical nursing, and clinical teaching experience. Competitive salary and rank commensurate with preparation and experience. Contact: Dean Geraldene Felton, 207 Warner Hall, Oakland University, Rochester, Michigan 48063. (313) 377-1922. Oakland University is an Equal Opportunity/Affirmative Action Employer.

Nursing: University faculty position available June-July, 1975, for person well qualified to teach acute care of infants/children in medical center setting to senior undergraduate and selected graduate students. Flexible curricula at both levels include both required and elective nursing courses, and independent study. Academic rank and salary commensurate with educational and experience background. Apply to: Dean, Duke University School of Nursing, Durham, North Carolina 27710. An Equal Opportunity Employer.

Nursing (Director of Baccalaureate Program): A position is available for a faculty person to direct a new Baccalaureate Degree Program in Nursing. Doctoral preparation with master's degree in clinical nursing and experience in baccalaureate education and administration are required. Academic year appointment. Associate or full professorship salary range \$17,570 plus \$3,000 housing allowance. Send résumé airmail to: Chairman, Division of Nursing, College of the Virgin Islands, St. Thomas, Virgin Islands 00801.

Nursing (Director, Continuing Education): Immediate opening. New position. NLN accredited programs. Doctoral degree or near completion. Master's degree in clinical nursing. Calendar year appointment. Land-grant institution. An Equal Opportunity Employer. Applications from minorities and males are solicited. Send résumé. V22354

Nursing (Director of Graduate Program): New position. Community-oriented programs, family health nursing, six clinical specialties. Land-grant institution with nine colleges. All have graduate programs and substantive research activities, excellent interdisciplinary relationships. Qualifications include doctoral degree, master's degree in nursing or master's degree in public health with nursing major; teaching experience in graduate program. Competitive salary. *Rescuriculum vitae* to: Faculty Search Committee, College of Nursing, Clemson University, Clemson, South Carolina 29631. An Equal Opportunity Employer.

Nursing Faculty: Challenging opportunity to function creatively in large, accredited baccalaureate and graduate degree programs. Nurse faculty involvement with other professionals in a large medical center, New School of Nursing building, equipped with latest teaching aids in a learning resource center. Faculty appointments available in all clinical areas. Master's preparation required, doctoral preferred. Contact: Dean, School of Nursing, University of Alabama in Birmingham, University Station, Birmingham, Alabama 35294. An Equal Opportunity/Affirmative Action Employer.

Nursing Faculty: New positions NLN accredited programs. Minimum qualification master's degree in clinical nursing. Appointment available in community health, parent-child, medical-surgical, and psychiatric-mental health nursing. Excellent salary and personnel policies. Contact: Dean, College of Nursing, Clemson University, Clemson, South Carolina 29631. An Equal Opportunity Employer. Applications from minorities and males are solicited.

Nursing Faculty: Obstetrics, Pediatrics, or Psychiatry. Immediately, in progressive NLN-accredited, associate degree nursing program. Master's degree in nursing required. Competitive salaries com-

mensurate with educational preparation, clinical teaching, and work experience. Opportunities for creative teaching in Maternal-Child, Obstetrics, Pediatrics, or Psychiatry. Excellent fringe benefits. For further information, write or call: Dr. Crystal Lange, Chairman of the Nursing Division, or the Director of Personnel, Delta College, University Center, Michigan 48710. (517) 686-0400. An Equal Opportunity Employer.

Psychology: The Learning and Developmental Program, Department of Psychology, University of Pittsburgh, announces an opening for a faculty member in the area of developmental psychology to join a dynamic research-oriented program. Ph.D., several years of post-Ph.D. experience, an active research program, and recognition in the field are minimum requirements. Rank and salary commensurate with background and experience. Contact: Dr. Alexander W. Siegel, Department of Psychology, University of Pittsburgh, Pittsburgh, Pennsylvania 15260. The University of Pittsburgh is an Equal Opportunity Employer.

Sociology: Community College of Philadelphia. One full-time faculty position: one visiting lectureship for two semesters; and one semester visiting lectureship in Sociology. Teaching introductory and specialization in one or more of the following areas: Marriage and the Family, Race and Minority Relations, Criminology. Minimum of M.A. with teaching experience. Applicants should have strong commitment to undergraduate teaching. Rank and salary are dependent upon qualifications and prior experience. All qualified persons are encouraged to apply. Position available September, 1975. Write: Jenny R. Albany, Head, Department of Social Sciences, Community College of Philadelphia, 34 S. 11th Street, Philadelphia, Pennsylvania 19107. An Affirmative Action/Equal Opportunity Employer.

Sociology: Suffolk University, Boston. Two positions: (1) Assistant Professor of Sociology, beginning fall, 1975. A.B., B.S., M.S.W., and Ph.D. required. Teach three courses in Social Welfare Programs (Child Care and Social Work) and supervise field placements for same. Salary with open. (2) Assistant Professor of Sociology, Ph.D. with high interest and demonstrated effectiveness in teaching and advising undergraduates. Teach four undergraduate courses (three preparations) in general sociology areas including Research Methods, Medical Sociology, Community Organization and Mental Health, Deviance, others. Salary open. Write to: Dr. D. Donald Fiorilla, Chairman, Sociology Department, Suffolk University, 41 Temple Street, Boston, Massachusetts 02114. S.U. is an Equal Opportunity Employer.

Teacher Education: Assistant Professor, for 1975-76. (Appointment step will be based on the applicant's experience and preparation.) The Teacher Preparation Center at California State Polytechnic University, Pomona has a career position open in pre-service and in-service Teacher Education. The person will serve as student teacher supervisor and instructor in curriculum, procedures and materials in a multiple-subjects (elementary) program. Requirements: Three to five years experience as a public school teacher in a self-contained classroom; teaching experience in a multi-cultural situation; service as a master teacher for student teachers; an earned master's degree and advanced candidacy in an accredited doctoral program. Must be available fall, 1975. Preference: Earned doctorate with additional emphasis in reading, early childhood education, or bilingual/cross-cultural education and bilingual competence in Spanish. Interested persons should contact: Alvin H. Thompson, Director of the Teacher Preparation Center, California State Polytechnic University, Pomona, 3801 West Temple Avenue, Pomona, California 91768. (714) 898-3753. The University is an Equal Opportunity (M/F) Employer.