

## RESOLUTION

Whereas the Governing Board of the Maricopa County Community Colleges District (MCCCD) passed a resolution<sup>1</sup> on February 27, 2018 that immediately eliminated Meet and Confer, a shared governance process that collaboratively developed the Residential Faculty Policies<sup>2</sup> (RFP), an agreement that has served students, faculty and administration of the District for nearly 40 years;

Whereas the Governing Board in the same resolution terminated the current RFP effective no later than October 31, 2018;

Whereas the Governing Board in the same resolution eliminated any “release” time for participation in the Faculty Executive Council, the duly elected governing body of the Residential Faculty of the MCCCD;

Whereas the Governing Board in the same resolution directed Chancellor Harper-Marinick to develop a process to write a new RFP that may not include any faculty participation surrounding the issues of “compensation, benefits, accountability, and organizational operations”; and

Whereas the Governing Board and District administrative leadership have sought to impinge upon academic freedom by 1) limiting the intramural speech of Residential Faculty by explicitly prohibiting speech related to the Faculty Association during business hours<sup>3</sup> and 2) severely and inappropriately limiting the usage of college funds for student travel in academic or occupational courses and programs<sup>4</sup>; now, therefore, be it

Resolved that the College Faculty Senates named below:

1. considers the Meet and Confer process to fully meet the requirements of the Governing Board’s resolution in that it is a “process of faculty policy development that recognizes the Governing Board as the final approval authority for all policy matters and that also recognizes the valuable contribution that faculty can provide in the development of policies that pertain to the residential faculty’s essential mission of teaching and learning<sup>1</sup>” and urges the immediate reestablishment of the Meet and Confer process;
2. holds that unilateral elimination of the current Residential Faculty Policies (RFP), which has been continuously adopted by the Governing Board for over 40 years, imperils accreditation of the Colleges by the Higher Learning Commission (HLC) and creates uncertainty and a disruptive work environment that negatively impacts the learning environment;
3. supports the continued need for reassigned time for participation in the Faculty Executive Council whose advocacy to the Chancellor, Vice Chancellors and other administrative leaders is imperative to a robust system of shared governance and the maintenance of HLC accreditation;
4. recognizes the obligation and primary responsibility of Residential Faculty for the determination of “faculty status and related matters ... [including] appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal<sup>5</sup>” and that removing “accountability, and organizational operations<sup>1</sup>” from the RFP erodes shared governance and the academic foundation of MCCCD as an institution of higher education;

5. maintains that academic freedom “is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning<sup>6</sup>” and that 1) prohibiting conversations about the Faculty Association during business hours can be understood to be prior restraint and 2) restricting the usage of college funds by academic and occupational courses and programs significantly impinges upon the academic freedom of faculty and students.

ADOPTED the 5th day of April, 2018 at the meeting of the Estrella Mountain Community College Faculty Senate.

ADOPTED the 5th day of April, 2018 at the meeting of the Mesa Community College Faculty Senate.

ADOPTED the 5th day of April, 2018 at the meeting of the Paradise Valley Community College Faculty Senate.

ADOPTED the 5th day of April, 2018 at the meeting of the South Mountain Community College Faculty Senate.

ADOPTED the 8th day of April, 2018 at the meeting of the Glendale Community College Faculty Senate.

ADOPTED the 10th day of April, 2018 at the meeting of the Rio Salado Community College Faculty Senate.

ADOPTED the 11th day of April, 2018 at the meeting of the Phoenix College Faculty Senate.

ADOPTED the 13th day of April, 2018 at the meeting of the GateWay Community College Faculty Senate.

ADOPTED the 17th day of April, 2018 at the meeting of the Scottsdale Community College Faculty Senate.

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2. holds that unilateral elimination of the current Residential Faculty Policies (RFP), which has been continuously adopted by the Governing Board for over 40 years, imperils accreditation of the Colleges by the Higher Learning Commission (HLC) and creates uncertainty and a disruptive work environment that negatively impacts the learning environment;
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\*ADOPTED as amended the 6th day of April, 2018 at the meeting of the Chandler Gilbert Community College Faculty Senate.

#### Endnotes

<sup>1</sup> Maricopa Community Colleges Governing Board Meeting February 27, 2018, Agenda Item 10.1 (see Appendix A)

<sup>2</sup> [MCCCD Residential Faculty Policies, effective July 1, 2017](#)

<sup>3</sup> Email from Provost Dr. Karla Fisher to College Presidents sent February 28, 2018 at 12:11pm (see Appendix B)

<sup>4</sup> Proposed change to Administrative Regulation 1.15: Travel revised February 8, 2018 (see Appendix C)

<sup>5</sup> Statement on Government of Colleges and Universities, American Association of University Professors (see Appendix D)

<sup>6</sup> 1940 Statement of Principles on Academic Freedom and Tenure, American Association of University Professors (see Appendix E)

## Appendix A

**Resolution of the Governing Board of the Maricopa County Community College District  
Regarding Policies Governing Residential Faculty**

WHEREAS, the Governing Board of the Maricopa County Community College District recognizes that the District's faculty are essential to the District's mission of student success;

WHEREAS, the Governing Board recognizes the value of the principle of academic freedom of the Colleges' faculty;

WHEREAS, the District recognizes that collaboration and cooperation between the administration and faculty is necessary to allow the District to achieve its goal of student success;

WHEREAS, the Governing Board recognizes its authority and responsibilities in approval of faculty-related policies;

WHEREAS, Arizona Revised Statutes Section 11-410 prohibits employees of Maricopa County from engaging in fundraising activities for a Political Action Committee while on duty.

WHEREAS, The Governing Board does not oppose labor organization membership of employees as such membership is their right and in no way, affects their employment relationship, but the Board, as a public employer functioning under the provisions of A.R.S. 15-1444, does not have legal authority to recognize a labor organization as the employees' agent for purposes of collective bargaining.

**NOW THEREFORE BE IT RESOLVED BY THE GOVERNING BOARD OF THE  
MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT THAT:**

The Residential Faculty Policies Manual dated July 1, 2017 is extended beyond its termination date of June 30, 2018, to October 31, 2018.

The process of meet and confer, as defined in Section 1.2 (Definitions, Meet and Confer) and Section 7.6 (Interest Based Negotiation Timeline and Process), is terminated effective February 27, 2018.

The Chancellor is directed to oversee the creation of a new Residential Faculty Policy Manual, which may, at her discretion, incorporate portions of the existing policy manual. Such manual shall be presented to the Board for its final approval no later than the regularly scheduled October 2018 board meeting, so that it may become effective November 1, 2018. Creation of a new residential faculty policy manual is subject to at least the following conditions:

1. Elimination of the process of meet and confer as defined in the current Residential Faculty Policies manual in Section 1.2 (Definitions, Meet and Confer) and Section 7.6 (Interest Based Negotiation Timeline and Process).
2. Elimination of all paid release time for any member of the Faculty Executive Counsel and for any employee of MCCCDC that currently participates in the Meet and Confer process. *effective Feb 27, 2018*

3. Creation of a process of faculty policy development that recognizes the Governing Board as the final approval authority for all policy matters and that also recognizes the valuable contribution that faculty can provide in the development of policies that pertain to the residential faculty's essential mission of teaching and learning, not including aspects related to compensation, benefits, accountability and organizational operations, such process to become effective no later than July 1, 2018.

## Appendix B

**From:** Karla Fisher [mailto:[karla.fisher@domail.maricopa.edu](mailto:karla.fisher@domail.maricopa.edu)]  
**Sent:** Wednesday, February 28, 2018 12:11 PM  
**To:** DL-EXECS <[dl-execs@memo.maricopa.edu](mailto:dl-execs@memo.maricopa.edu)>  
**Subject:** GB Resolution

Dear Colleagues:

In response to the Governing Board's resolution regarding the policies governing residential faculty (attached), we are in the process of determining appropriate work for FEC leaders who need additional assignments not related to FEC or Faculty Association in order to meet Faculty Accountability (15 load hours).

In the meantime, Faculty Senates and Senate Presidents should continue their work on academic and college issues as defined in your college plans. Per the resolution, Senate Presidents and Representatives must be dutiful in avoiding any FEC or Faculty Association-related work or conversations during business hours.

Please share as you deem appropriate. Additional information regarding process changes will be forthcoming. Thanks for your patience and assistance.

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**KARLA A. FISHER, PH.D.**

**MARICOPA COMMUNITY COLLEGES**

Provost

2411 West 14th Street, Tempe AZ 85281

Office: [480-731-8101](tel:480-731-8101) | Mobile: [501-288-8492](tel:501-288-8492)

[karla.fisher@domail.maricopa.edu](mailto:karla.fisher@domail.maricopa.edu)

[www.maricopa.edu](http://www.maricopa.edu)

## Appendix C

## Administrative Regulation: 1.15 Travel

### Proposed Revisions

#### **1.15.1 Authority**

Pursuant to ARS §15-1406B, a community college district may establish procedures and amounts for travel for a district purpose by a board member, member-elect, officer or employee. Such procedures and amounts may authorize reimbursement for lodging, subsistence, and travel expenses. The statewide travel policy as issued by the Arizona Department of Administration, is adopted by the MCCC CD Governing Board as the principal authority for travel by board members, members-elect, officers and employees. In addition, the MCCC CD travel regulation has been designed to qualify as an accountable plan under regulations established by the Internal Revenue Service (IRS).

[EDITOR'S NOTE: ORDER OF DESCRIPTIONS BELOW HAS BEEN CHANGED TO REFLECT ALPHA ORDER]

#### **Non-Employee Travel**

Non-employee travel is subject to the overall financial guidelines for reimbursement. However, the actual payment for non-employee travel should be processed via MCCC CD's purchasing process.

Funds shall be properly budgeted and total travel amounts shall be specifically approved by the Governing Board at the time of annual budget adoption, or as legally changed during the fiscal year.

Each college is responsible for providing direction and information concerning travel to their personnel, subject to the limitation of the travel and expense allowance outlined within this regulation.

#### **Student Travel**

In general, student travel is governed by this regulation. Circumstances where student guidelines differ from the general travel regulation are identified as being specific to students only.

COLLEGE FUNDS MAY BE EXPENDED ON APPROVED TRAVEL FOR STUDENTS FOR THE FOLLOWING COLLEGE-SPONSORED ACTIVITIES WITH APPROVAL OF APPROPRIATE COLLEGE LEADERSHIP:

- ACADEMIC AND SKILLS COMPETITIONS
- STUDENT GOVERNMENT OR LEADERSHIP ACTIVITIES BY ELECTED STUDENT REPRESENTATIVES
- PROFESSIONAL ORGANIZATION MEETINGS OR CONFERENCES FOR PRESENTATION OR PARTICIPATION
- NJCAA SCHEDULED SPORT COMPETITIONS

COLLEGE FUNDS MAY NOT BE EXPENDED FOR INDIVIDUAL OR GROUP STUDENT TRAVEL ASSOCIATED WITH A STUDENT CLUB OR AFFINITY GROUP, AN ACADEMIC OR OCCUPATIONAL COURSE OR PROGRAM, INDEPENDENT STUDY, OR OTHER ACTIVITY EXCEPT AS DESIGNATED ABOVE.

STUDENT TRAVEL THAT IS FUNDED BY A GRANT MAY BE USED TO FULFILL THE PROVISIONS OUTLINED IN THE GRANT AGREEMENT.

## **1.15.2 Definitions**

### **TRAVELER: NON-EMPLOYEE**

Any person who is not a Board Member or a Board-approved employee of the District who is traveling for the benefit of or at the request of MCCCDC. This includes, but is not limited to, consultants, special speakers, accreditation committee members, and grant recipients. This does not include students as defined in this Administrative Regulation.

### **TRAVELER: STUDENT**

**ANY PERSON ENROLLED AND PARTICIPATING AS A PUPIL OR LEARNER IN A CREDIT OR NONCREDIT COURSE REGARDLESS OF OTHER AFFILIATION WITH MCCCDC DURING THE PERIOD OF ENROLLMENT.**

## Appendix D

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# Statement on Government of Colleges and Universities

The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the US government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation. The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its Council "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations" and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the statement in October 1966, and the Fifty-Third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the

AGB took action by which that organization also “recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations” and “commends it to the governing boards which are members of the Association.”

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## 1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

## 2. The Academic Institution: Joint Effort

### *a. Preliminary Considerations*

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at

one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

### *b. Determination of General Educational Policy*

The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

### *c. Internal Operations of the Institution*

The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty

groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.<sup>1</sup>

### *d. External Relations of the Institution*

Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent. The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.<sup>2</sup> There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

## **3. The Academic Institution: The Governing Board**

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked

to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.<sup>3</sup>

#### **4. The Academic Institution: The President**

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The

president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

#### **5. The Academic Institution: The Faculty**

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.<sup>4</sup> On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies

having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The

structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.<sup>5</sup>

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

### **On Student Status**

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional

reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

#### Notes

1. See the 1940 "Statement of Principles on Academic Freedom and Tenure," AAUP, *Policy Documents and Reports*, 11th ed. (Baltimore: Johns Hopkins University Press, 2015), 13–19, and the "Statement on Procedural Standards in Faculty Dismissal Proceedings," *ibid.*, 91–93. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 "Statement" has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the 1940 "Statement of Principles on Academic Freedom and Tenure" reads, "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution" (*ibid.*, 14).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the "Statement on Government" as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP's Council in June 1978. See also "Statewide Boards of Higher Education: The Faculty Role," *Academe* 70 (May–June 1984): 16a.]

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.]

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the "Statement on Government." [Preceding note adopted by the Council in June 1978.]

## Appendix E

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# 1940 Statement of Principles on Academic Freedom and Tenure

## with 1970 Interpretive Comments

In 1915 the Committee on Academic Freedom and Academic Tenure of the American Association of University Professors formulated a statement of principles on academic freedom and academic tenure known as the 1915 *Declaration of Principles*, which was officially endorsed by the Association at its Second Annual Meeting held in Washington, D.C., December 31, 1915, and January 1, 1916.

In 1925 the American Council on Education called a conference of representatives of a number of its constituent members, among them the American Association of University Professors, for the purpose of formulating a shorter statement of principles on academic freedom and tenure. The statement formulated at this conference, known as the 1925 *Conference Statement on Academic Freedom and Tenure*, was endorsed by the Association of American Colleges (now the Association of American Colleges and Universities) in 1925 and by the American Association of University Professors in 1926.

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges agreed on a restatement of the principles that had been set forth in the 1925 *Conference Statement on Academic Freedom and Tenure*. This restatement is known to the profession as the 1940 *Statement of Principles on Academic Freedom and Tenure*.

Following extensive discussions on the 1940 *Statement of Principles on Academic Freedom and Tenure* with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the 1940 *Statement* from the experience gained in implementing and applying it for over thirty years and of adapting it to current needs.

The committee submitted to the two associations for their consideration *Interpretive Comments* that are included below as footnotes to the 1940 *Statement*.<sup>1</sup> These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-Sixth Annual Meeting as Association policy.

1. The Introduction to the Interpretive Comments notes: In the thirty years since their promulgation, the principles of the 1940 "Statement of Principles on Academic Freedom and Tenure" have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.<sup>2</sup> The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.<sup>3</sup>

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession

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Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 "Statement," to formulate the most important of these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 "Statement" is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic community which parallels the essential concepts of the 1940 "Statement"; particularly relevant is the identification by the Supreme Court of academic freedom as a right protected by the First Amendment. As the Supreme Court said in *Keyishian v. Board of Regents*, 385 US 589 (1967), "Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom."

2. The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

3. First 1970 comment: The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the "Statement on Professional Ethics" adopted in 1966 as Association policy (AAUP, *Policy Documents and Reports*, 11th ed. [Baltimore: Johns Hopkins University Press, 2015], 145–46).

attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

### Academic Freedom

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.<sup>4</sup> Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.<sup>5</sup>
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.<sup>6</sup>

4. Second 1970 comment: The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.

5. Third 1970 comment: Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 "Statement," and we do not now endorse such a departure.

6. Fourth 1970 comment: This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 "Statement" immediately following its endorsement:

If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are citizens and should be

## Academic Tenure

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
2. Beginning with appointment to the rank of full-time instructor or a higher rank,<sup>7</sup> the

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accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Paragraph 3 of the section on Academic Freedom in the 1940 "Statement" should also be interpreted in keeping with the 1964 "Committee A Statement on Extramural Utterances," *Policy Documents and Reports*, 31, which states inter alia: "The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar."

Paragraph 5 of the "Statement on Professional Ethics," *Policy Documents and Reports*, 146, also addresses the nature of the "special obligations" of the teacher:

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.

7. Fifth 1970 comment: The concept of "rank of full-time instructor or a higher rank" is intended to include any person who teaches a full-time load regardless of the teacher's specific title. [For a discussion of this question, see the "Report of the Special Committee on Academic

probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years.<sup>8</sup> Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.<sup>9</sup>

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Personnel Ineligible for Tenure," *AAUP Bulletin* 52 (September 1966): 280–82.]

8. Sixth 1970 comment: In calling for an agreement "in writing" on the amount of credit given for a faculty member's prior service at other institutions, the "Statement" furthers the general policy of full understanding by the professor of the terms and conditions of the appointment. It does not necessarily follow that a professor's tenure rights have been violated because of the absence of a written agreement on this matter. Nonetheless, especially because of the variation in permissible institutional practices, a written understanding concerning these matters at the time of appointment is particularly appropriate and advantageous to both the individual and the institution. [For a more detailed statement on this question, see "On Crediting Prior Service Elsewhere as Part of the Probationary Period," *Policy Documents and Reports*, 167–68.]

9. Seventh 1970 comment: The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at least twelve months prior to the completion of the probationary period. If the decision is negative, the appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in the 1940 "Statement" with respect to the termination of service of teachers or investigators after the expiration of a probationary period should apply from the date when the favorable decision is made.

The general principle of notice contained in this paragraph is developed with greater specificity in the "Standards for Notice of Nonreappointment," endorsed by the Fiftieth Annual Meeting of the American Association of University Professors (1964) (*Policy Documents and Reports*, 99). These standards are:

Notice of nonreappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards:

1. *Not later than March 1 of the first academic year of service*, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.<sup>10</sup>
4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.<sup>11</sup>

2. *Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.*

3. At least twelve months before the expiration of an appointment after two or more years in the institution.

Other obligations, both of institutions and of individuals, are described in the "Statement on Recruitment and Resignation of Faculty Members," *Policy Documents and Reports*, 153–54, as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

10. Eighth 1970 comment: The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher's academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the "Recommended Institutional Regulations on Academic Freedom and Tenure," *Policy Documents and Reports*, 79–90, prepared by the American Association of University Professors.

11. Ninth 1970 comment: A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the "Statement on Procedural Standards in Faculty Dismissal Proceedings," *Policy Documents and Reports*, 91–93, jointly approved by the

5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

### Endorsers

Note: Groups that changed names subsequent to endorsing the statement are listed under their current names.

Association of American Colleges and Universities.....	1941
American Association of University Professors.....	1941
American Library Association (adapted for librarians).....	1946
Association of American Law Schools.....	1946
American Political Science Association.....	1947
American Association for Higher Education and Accreditation.....	1950
American Association of Colleges for Teacher Education.....	1950
Eastern Psychological Association.....	1950
Southern Society for Philosophy and Psychology.....	1953
American Psychological Association.....	1961
American Historical Association.....	1961
Modern Language Association.....	1962
American Economic Association.....	1962
Agricultural and Applied Economic Association.....	1962
Midwest Sociological Society.....	1963
Organization of American Historians.....	1963
Society for Classical Studies.....	1963
American Council of Learned Societies.....	1963
American Sociological Association.....	1963

American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the 1940 "Statement" is silent.

The "Statement on Procedural Standards in Faculty Dismissal Proceedings" provides: "Suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member or others is threatened by the faculty member's continuance. Unless legal considerations forbid, any such suspension should be with pay." A suspension which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of "moral turpitude" identifies the exceptional case in which the professor may be denied a year's teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offering of a year's teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.

Southern Historical Association .....	1963	American Speech-Language-Hearing Association.....	1968
American Studies Association.....	1963	Association of Social and Behavioral Scientists .....	1968
Association of American Geographers .....	1963	College English Association.....	1968
Southern Economic Association .....	1963	National College Physical Education Association for Men.....	1969
Classical Association of the Middle West and South.....	1964	American Real Estate and Urban Economics Association.....	1969
Southwestern Social Science Association.....	1964	Council for Philosophical Studies .....	1969
Archaeological Institute of America .....	1964	History of Education Society.....	1969
Southern Management Association.....	1964	American Musicological Society.....	1969
American Theatre Association (now dissolved) .....	1964	American Association of Teachers of Spanish and Portuguese.....	1969
South Central Modern Language Association.....	1964	Texas Community College Teachers Association.....	1970
Southwestern Philosophical Society.....	1964	College Art Association of America.....	1970
Council of Independent Colleges.....	1965	Society of Professors of Education .....	1970
Mathematical Association of America.....	1965	American Anthropological Association.....	1970
Arizona-Nevada Academy of Science .....	1965	Association of Theological Schools .....	1970
American Risk and Insurance Association.....	1965	Association of Schools of Journalism and Mass Communication .....	1971
Academy of Management .....	1965	Academy of Legal Studies in Business.....	1971
American Catholic Historical Association.....	1966	Americans for the Arts .....	1972
American Catholic Philosophical Association .....	1966	New York State Mathematics Association of Two-Year Colleges.....	1972
Association for Education in Journalism and Mass Communication.....	1966	College Language Association.....	1973
Western History Association .....	1966	Pennsylvania Historical Association.....	1973
Mountain-Plains Philosophical Conference....	1966	American Philosophical Association.....	1974
Society of American Archivists .....	1966	American Classical League .....	1974
Southeastern Psychological Association.....	1966	American Comparative Literature Association.....	1974
Southern States Communication Association.....	1966	Rocky Mountain Modern Language Association.....	1974
American Mathematical Society.....	1967	Society of Architectural Historians.....	1975
Association for Slavic, East European, and Eurasian Studies.....	1967	American Statistical Association.....	1975
College Theology Society .....	1967	American Folklore Society .....	1975
Council on Social Work Education.....	1967	Association for Asian Studies.....	1975
American Association of Colleges of Pharmacy .....	1967	Linguistic Society of America .....	1975
American Academy of Religion .....	1967	African Studies Association .....	1975
Association for the Sociology of Religion .....	1967	American Institute of Biological Sciences .....	1975
American Society of Journalism School Administrators (now merged with the Association of Schools of Journalism and Mass Communication).....	1967	North American Conference on British Studies.....	1975
John Dewey Society .....	1967	Sixteenth-Century Society and Conference ...	1975
South Atlantic Modern Language Association.....	1967	Texas Association of College Teachers.....	1976
American Finance Association .....	1967	Association for Jewish Studies .....	1976
Association for Social Economics .....	1967	Association for Spanish and Portuguese Historical Studies .....	1976
Phi Beta Kappa Society .....	1968	Western States Communication Association....	1976
Society of Christian Ethics .....	1968	Texas Association of Colleges for Teacher Education.....	1977
American Association of Teachers of French .....	1968	Metaphysical Society of America.....	1977
Eastern Finance Association .....	1968	American Chemical Society .....	1977
American Association for Chinese Studies ....	1968	Texas Library Association.....	1977
American Society of Plant Biologists.....	1968	American Society for Legal History .....	1977
University Film and Video Association .....	1968	Iowa Higher Education Association .....	1977
American Dialect Society .....	1968	American Physical Therapy Association .....	1979

North Central Sociological Association.....	1980	Council of Teachers of Southeast	
Dante Society of America.....	1980	Asian Languages .....	1994
Association for Communication		American Association of Teachers of Arabic...	1994
Administration.....	1981	American Association of Teachers of	
National Communication Association.....	1981	Japanese.....	1994
American Association of Physics Teachers.....	1982	Academic Senate for California	
Middle East Studies Association .....	1982	Community Colleges.....	1996
National Education Association.....	1985	National Council for the Social Studies.....	1996
American Institute of Chemists .....	1985	Council of Academic Programs in	
American Association of Teachers		Communication Sciences and Disorders ....	1996
of German .....	1985	Association for Women in Mathematics .....	1997
American Association of Teachers of Italian...	1985	Philosophy of Time Society.....	1998
American Association for Applied		World Communication Association .....	1999
Linguistics.....	1986	The Historical Society.....	1999
American Association for Cancer Education...	1986	Association for Theatre in Higher Education..	1999
American Society of Church History.....	1986	National Association for Ethnic Studies.....	1999
Oral History Association.....	1987	Association of Ancient Historians .....	1999
Society for French Historical Studies .....	1987	American Culture Association .....	1999
History of Science Society.....	1987	American Conference for Irish Studies .....	1999
American Association of Pharmaceutical		Society for Philosophy in the	
Scientists .....	1988	Contemporary World.....	1999
American Association for Clinical		Eastern Communication Association.....	1999
Chemistry .....	1988	Association for Canadian Studies	
Council for Chemical Research .....	1988	in the United States.....	1999
Association for the Study of Higher		American Association for the History of	
Education.....	1988	Medicine.....	2000
American Psychological Association .....	1989	Missouri Association of Faculty Senates.....	2000
Association for Psychological Science.....	1989	Association for Symbolic Logic .....	2000
University and College Labor Education		American Society of Criminology.....	2001
Association.....	1989	American Jewish Historical Society .....	2001
Society for Neuroscience .....	1989	New England Historical Association .....	2001
Renaissance Society of America.....	1989	Society for the Scientific Study of Religion ....	2001
Society of Biblical Literature .....	1989	Society for German-American Studies .....	2001
National Science Teachers Association .....	1989	Society for Historians of the Gilded Age	
Medieval Academy of America .....	1990	and Progressive Era.....	2001
American Society of Agronomy .....	1990	Eastern Sociological Society .....	2001
Crop Science Society of America .....	1990	Chinese Historians in the United States.....	2001
Soil Science Society of America .....	1990	Community College Humanities	
International Society of Protistologists.....	1990	Association.....	2002
Society for Ethnomusicology .....	1990	Immigration and Ethnic History Society .....	2002
American Association of Physicists		Society for Early Modern Catholic Studies .....	2002
in Medicine .....	1990	Academic Senate of the California State	
Animal Behavior Society.....	1990	University .....	2004
Illinois Community College Faculty		Agricultural History Society .....	2004
Association.....	1990	National Council for Accreditation	
American Society for Theatre Research.....	1990	of Teacher Education .....	2005
National Council of Teachers of English.....	1991	American Council on the Teaching	
Latin American Studies Association.....	1992	of Foreign Languages.....	2005
Society for Cinema and Media Studies.....	1992	Society for the Study of Social Biology .....	2005
American Society for Eighteenth-Century		Society for the Study of Social Problems .....	2005
Studies.....	1992	Association of Black Sociologists.....	2005
Council of Colleges of Arts and Sciences.....	1992	Dictionary Society of North America .....	2005
American Society for Aesthetics.....	1992	Society for Buddhist-Christian Studies.....	2005
Association for the Advancement		Society for Armenian Studies.....	2006
of Baltic Studies.....	1994	Society for the Advancement of	
American Council of Teachers of Russian.....	1994	Scandinavian Study .....	2006

American Physiological Society .....	2006	Chinese Language Teachers Association .....	2014
National Women's Studies Association .....	2006	Coordinating Council for Women	
National Coalition for History .....	2006	in History.....	2014
Society for Military History .....	2006	Ecological Society of America .....	2014
Society for Industrial and Applied		Institute for American Religious and	
Mathematics .....	2006	Philosophical Thought .....	2014
Association for Research on Ethnicity and		Italian American Studies Association.....	2014
Nationalism in the Americas .....	2006	Midwestern Psychological Association.....	2014
Society of Dance History Scholars.....	2006	Modern Greek Studies Association.....	2014
Association of Literary Scholars, Critics,		National Association of Professors	
and Writers .....	2006	of Hebrew.....	2014
National Council on Public History.....	2006	National Council of Less Commonly	
College Forum of the National Council of		Taught Languages .....	2014
Teachers of English.....	2006	Population Association of America .....	2014
Society for Music Theory .....	2006	Society for Italian Historical Studies.....	2014
Society for Historians of American		Society for Psychophysiological Research.....	2014
Foreign Relations.....	2006	Society for Romanian Studies.....	2014
Law and Society Association .....	2006	Society for Textual Scholarship.....	2014
Society for Applied Anthropology.....	2006	Society for the History of Children and	
American Society of Plant Taxonomists.....	2006	Youth.....	2014
Society for the History of Technology .....	2006	Society for the Psychological Study	
German Studies Association.....	2006	of Social Issues.....	2014
Association of College and Research		Society for the Study of the Multi-Ethnic	
Libraries .....	2007	Literature of the United States .....	2014
Czechoslovak Studies Association.....	2007	Society of Civil War Historians .....	2014
American Educational Studies Association .....	2007	Society of Mathematical Psychology .....	2014
Southeastern Women's Studies Association ..	2009	Sociologists for Women in Society .....	2014
American Academy for Jewish Research.....	2014	Urban History Association .....	2014
American Association for Ukrainian		World History Association .....	2014
Studies.....	2014	American Educational Research	
American Association of Italian Studies .....	2014	Association.....	2014
American Theatre and Drama Society .....	2014	Labor and Working-Class History	
Central European History Society .....	2014	Association.....	2014
Central States Communication Association....	2014	Paleontological Society .....	2014