

Indoctrination Stations

How the AAUP and the AFT Undermine
Free Inquiry and Academic Freedom
in Higher Education

By Paul Zimmerman

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Key Points

- The American Association of University Professors (AAUP) was founded in 1915 to advance the principles of academic freedom and professionalize the practice of teaching in higher education. The AAUP sought to preserve universities as “inviolable refuges” for apolitical research and teaching motivated solely by the quest for knowledge and truth. During its first fifty years, the AAUP became a resource, adviser, and watchdog within higher education known for defending the free inquiry of faculty and their rights to due process and shared institutional governance.
- This commitment fundamentally changed in the early 1970s, when the AAUP went into the business of collective bargaining. With that decision, the AAUP, once a haven for academic freedom and free inquiry, mutated into the organization that is today—a heavily politicized, ferociously anti-Israel union fixated on diversity, equity, and inclusion (DEI) and gender ideology. With a national headquarters beholden to the partisan American Federation of Teachers (AFT) and chapters that have etched DEI and race-based decisions into their collective-bargaining agreements, the AAUP has turned its back on first principles to attract younger, more-militant workers in academia.
- This report makes policy recommendations to the U.S. Department of Education (the Department), Congress, and state legislatures. In rulemaking, the Department should consider modifying its criteria for recognizing accrediting agencies to require that agencies maintain policies prohibiting colleges and universities from entering into collective-bargaining contracts that result in institutional violations of civil rights and academic freedom. Similarly, Congress should consider legislation that withholds federal funding from institutions of higher education on similar grounds. State legislatures that do not outright bar collective bargaining should at least clarify that race-based and DEI criteria, free inquiry, and curricula are not legitimate subjects for agreement through faculty contracts.

Executive Summary

Once an organization dedicated to academic freedom in colleges and universities, the American Association of University Professors (AAUP) now coordinates with its affiliate, the American Federation of Teachers (AFT), on an agenda that undermines free inquiry in higher education. The organization openly pushes institutions to evaluate professors based on their fulfillment of diversity, equity, and inclusion (DEI) criteria. It calls on colleges to spend money on disciplines that examine identity and inequality through an ideological lens. It unreasonably stretches the term “academic freedom” to apply it to encampments and occupiers who intimidate, harass, and commit violence, pretending that such actions are the same as the objective search for the truth.

The AAUP’s slide into radicalism was not inevitable. For half a century, the association investigated alleged violations of academic freedom on campuses, advised institutions regarding their responsibilities to uphold free inquiry, and articulated the meaning of academic freedom and the responsibilities that professors owed in exercising that freedom. But the AAUP’s decision to unionize in 1973 altered its focus and put it on the path to betraying the principles of its early years. Today’s AAUP, under the influence of the AFT, organizes new chapters and maximizes union dues by attracting younger academics who see America as irredeemably racist, Israel as genocidal, and the West’s greatest teachers and thinkers as white supremacists.

This report describes how the AAUP lost its way and joined with the AFT to stress activism over inquiry, such as by leveraging collective-bargaining contracts to require race-based criteria and evaluations in faculty hiring. To address this untenable situation:

- In forthcoming regulations on accreditation in higher education, the U.S. Department of Education should consider modifying its criteria for recognizing accrediting agencies to require that agencies maintain policies prohibiting colleges and universities from entering into collective-bargaining contracts that result in institutional violations of civil rights and academic freedom. Congress should consider withholding federal funding, including federal student aid, from institutions that enter into collective-bargaining agreements that compel institutions of higher education to violate civil-rights laws or undermine academic freedom.
- State legislatures should prohibit state-supported colleges and universities from engaging in collective bargaining with faculty and other employees. At the very least, they should affirm in law that DEI, race-based policies, and curricula are not the proper subjects of such contracts. Schools of civic thought would also serve to restore academic freedom and viewpoint diversity in public institutions of higher education.

Introduction

In April 1915, Johns Hopkins Professor Arthur Lovejoy embarked on a journey from New York to Salt Lake City to investigate the University of Utah over the dismissal of several of its professors. He did so

with a three-hundred-dollar personal cash infusion from Professor John Dewey of Columbia University and on behalf of a newly founded organization, the AAUP.¹

The committee report that resulted from Lovejoy's investigation, published in December 1915, criticized the University of Utah for failing to adhere to principles of academic freedom. The university president had removed professors based on vague criticisms of the university and his administration that had reached him through a network of informers. In one case, the president declined to renew the appointment of a faculty member for helping a student with a commencement speech in favor of a state public utilities commission and critical of the state for paying more for "the housing of cattle at the state fair" than for women's campus dormitories.² There were accusations of retaliation against professors who had allegedly expressed religious skepticism or support of legislation in the "progressive" mold of the day.³ The university administration also retaliated against a professor who had the audacity to remark to his students that "the educational standing of the University of Utah was inferior to such a [u]niversity as Yale" (even though he added that "in this respect Utah was improving rapidly").⁴

Lovejoy concluded that the university's governance, allowing the removal of professors on little more than the shifting sands of who was in charge, was that "of men and not of laws" and anathema to the ideal of academic freedom—a concept that he and the newly founded AAUP believed to be the lifeblood of any institution of higher education working for the public good of the state and nation.⁵

More than a century later, on October 21, 2023, Professor Maura Finkelstein of Muhlenberg College in Pennsylvania photographed students at a table organized by the college's Hillel chapter to raise funds for the Israel Defense Forces, posted the picture on social media, and attacked them as "[s]tudents raising money for genocide."⁶ Early the following year, Professor Finkelstein reposted the following message on her Instagram account: "Do not cower to Zionists. Shame them. Do not welcome them in your spaces. Do not make them feel comfortable. Why should those genocide loving fascists be treated any different than any other flat out racist. Don't normalize Zionism. Don't normalize Zionists taking up space."⁷ Following the latter post, Muhlenberg College placed Finkelstein on paid administrative leave and then dismissed her on the basis that it had targeted a group of students in violation of the college's equal opportunity policy.⁸

At this point, the AAUP intervened in the matter—not to defend the Jewish faculty or students of Muhlenberg against Professor Finkelstein's unhinged, antisemitic attacks, but to criticize the Hillel Center for drawing attention to her behavior and the Muhlenberg administration for taking steps to address the hostile environment she had created.

In its findings against the school, the AAUP identified the Hillel Center as a bogeyman that caused Muhlenberg faculty to cower in fear, accusing it of creating a hostile environment through its fundraising table at the Jewish center, blaming it for tamping down discussion of Israel and Palestine on campus, and attacking a group of "Hillel-associated students and staff" who had followed Professor Finkelstein's posts and outed her for the discriminatory comments she reposted as having violated her employment rights.⁹ Disciplining the professor for her antisemitic speech, according to the AAUP's findings, "negated the identity and beliefs of those Jewish faculty members (such as Professor



Finkelstein) who do not identify as Zionists” and was based on “an overly broad understanding of antisemitism [that] removes the protections of academic freedom from criticisms of Israel and Zionism.”¹⁰ Thus, concluded the AAUP, Muhlenberg College had violated Professor Finkelstein’s right to academic freedom, and the organization added the institution to its “censured administrations” list in April 2025.¹¹

The two episodes described above, separated by over a century of history but both featuring the AAUP as a prominent player, offer a jarring disconnect in the way that the organization—then a nascent faculty membership association and now a labor union affiliated with the second-largest American teacher union, the AFT—treats “academic freedom.”

In the first instance, Professor Lovejoy and his colleagues warned of university governance by men and not by rules determined in advance of controversies. Professors, though expected to be responsible and prudent in their public utterances, could not be removed or refused reappointment for whatever pretense a college president may view as useful at the time. Such concerns are at their utmost when they relate to the highest purpose of academia, which is the search for truth, no matter how unpopular that truth may be, and imparting one’s imperfect knowledge of that truth to the next generation to continue the constant process of free inquiry and discovery.

In the second instance, the AAUP uses “academic freedom” like a saber, as it slashes away to make way for its political agenda. The AAUP’s distortion of the inconvenient facts in the matter—that a professor abandoned all restraint by attacking students at a fundraising drive as pro-genocide and calling for discrimination (and perhaps violence) against supporters of the world’s only Jewish nation-state and an end to their “taking up space”—highlights how far the AAUP has traveled from its roots as an advocate for academic freedom and free inquiry in higher education.

The purpose of this report is to examine today’s AAUP considering its history and describe how it has undermined its founding principles. First, the report discusses the founding of the AAUP and its mission to defend its members against encroachments on academic freedom. Second, the report identifies the fundamental change that diverted the AAUP from its original, beneficent purpose—namely, its decision to become a labor union in the early 1970s. To compete with other teacher unions

in higher education, including the National Education Association (NEA) and the AFT, the AAUP set aside free inquiry to compete for dues-paying members and growth in chapters. Third, the report shows the consequences of these decisions for today's AAUP and its chapters, dozens of which have enshrined the race-based principles of DEI into their collective-bargaining agreements. Finally, the report recommends actions the U.S. Department of Education, Congress, and state legislatures should take to rein in the agenda of this radicalized AAUP, now bolstered by the resources of the 1.8-million-member AFT, to turn our nation's colleges and universities from bastions of free inquiry into indoctrination stations.

AAUP Origins and Commitment to Academic Freedom

On the eve of World War I, eighteen professors from Johns Hopkins University, led by Professor Arthur Lovejoy, sent a letter to their colleagues at nine other universities inviting them to participate in forming a national society of professors from all academic fields.¹² The founding of the AAUP occurred at its first annual meeting on New Year's Day 1915 at the Chemists' Club in New York.¹³ A list of "charter members" of the AAUP included over nine hundred professors from sixty-one institutions.¹⁴

The organization elected Professor John Dewey of Columbia University as its first president, and he appointed, as the first committee of the organization, a committee of fifteen to produce a report on issues related to academic freedom and tenure. Reflecting its pressing importance to members of the academy in attendance, that committee became Committee A (on Academic Freedom and Tenure)—the first of sixteen authorized committees. Based on five investigations of academic freedom that had occurred in the AAUP's first year, including the University of Utah inquiry completed by Lovejoy and described above, the committee issued a policy report later that year along with a *Declaration of Principles on Academic Freedom and Academic Tenure*.¹⁵

Despite making it a priority, academic freedom was not, in fact, the primary reason that the AAUP was founded. The initial purpose of the AAUP was to advance professionalism among faculty in academia and advocate for the participation by professors in the governance of the university. A chronicler of the AAUP's history later wrote that Lovejoy pursued this project of establishing an association of professors that "should do for the professoriate what the American Bar Association does for the lawyers and the American Medical Association for the physicians; an organization, that is, which should cultivate a wholesome *esprit de corps* and a sense of the special responsibilities of the profession"¹⁶ To further "professionalize the professoriate," the idea of the AAUP was to promote a role for professors in the institutional governance of colleges and universities.

Notwithstanding Lovejoy's original vision, academic freedom became so central to the AAUP's mission that some saw the AAUP as the "policeman" of free inquiry within the universities.¹⁷ The five ad hoc investigations the AAUP conducted in its initial year certainly contributed to this image, as did its declaration of academic-freedom principles (discussed more fully below) and its eventual standardization of

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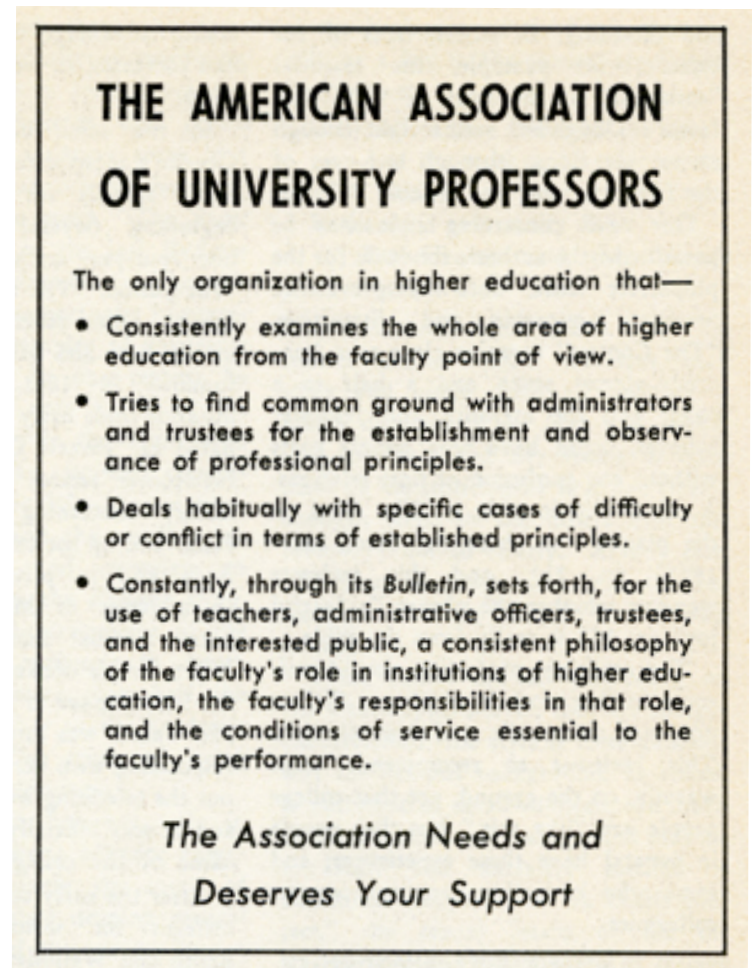
the process by which it would investigate universities for failing to respect a professor's right to free inquiry and speak freely outside of the job.¹⁸

What did “academic freedom” mean to its self-appointed defenders at the AAUP in 1915? The shape of that concept, and its limits, were the subject of Committee A's General Report presented to the AAUP's annual meeting on December 31, 1915, and endorsed by the meeting's attendees on New Year's Day 1916 in Washington, DC.

The report described three elements of “academic freedom” for teachers in higher education: “freedom of inquiry and research; freedom of teaching within the university or college; and freedom of extra-mural utterance and action.”¹⁹ Underlying these elements is the need for faculty to “deal at first hand, after prolonged and specialized technical training, with the sources of knowledge; and to impart the results of their own and of their fellow-specialists' investigations and reflection, both to students and to the general public, without fear or favor.”²⁰ Professors owe a duty to the public to reach conclusions based only on their training for and dedication to “the quest for the truth”; basing their professional conclusions on any other interest, such as echoing the sentiments of public opinion, would corrupt the university teaching profession.²¹

In one passage that may strike modern eyes as truly remarkable, the report painted the university in terms starkly different from those today:

An inviolable refuge from . . . tyranny [of public opinion] should be found in the university. It should be an intellectual experiment station, where new ideas may germinate and where their fruit, though still distasteful to the community as a whole, may be allowed to ripen until finally, perchance, it may become a part of the accepted intellectual food of the nation or of the world. Not less is it a distinctive duty of the university to be the conservator of all genuine elements of value in the past thought and life of mankind which are not in the fashion of the moment. Though it need not be the “home of beaten causes,” the university is, indeed, likely always to exercise a certain form of conservative influence. For by its nature it is committed to the principle that knowledge should precede



Advertisement for the AAUP, 1960
“The American Association of University Professors,”
American Association of University Professors, 2015,
www.aaup.org/about/history/timeline-first-100-years.

action, to the caution (by no means synonymous with intellectual timidity) which is an essential part of the scientific method, to a sense of the complexity of social problems, to the practice of taking long views into the future, and to a reasonable regard for the teachings of experience.²²

This “conservative” role of the university, to “check the more hasty and unconsidered impulses of popular feeling,” is the function that is endangered the most by infringing academic freedom.²³

Academic freedom does not offer professors, by virtue of having studied a certain discipline and gained entry into the profession, an “absolute freedom of utterance,” but rather “the absolute freedom of thought, of inquiry, of discussion and of teaching.”²⁴ A historian of the AAUP later wrote that “the AAUP’s founders knew that the autonomy they were demanding was not unlimited. In order to retain

their professional privileges, faculties would have to police themselves and ensure that their colleagues adhered to high intellectual and ethical standards.”²⁵

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In 1940, the AAUP and the Association of American Colleges—presently called the Association of American Colleges and Universities—produced a *Statement of Principles on Academic Freedom and Tenure* that distills the elements of academic freedom expressed in the 1915 report.²⁶ According

to the *Statement*, “[f]reedom in research is fundamental to the advancement of truth,” and “[a]cademic 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.” Both freedoms are associated with “duties correlative with rights,”²⁷ including that teachers “should be careful not to introduce into their teaching controversial matter which has no relation to their subject.”²⁸ Tenure (within certain limits such as termination for cause, retirement, or financial emergencies) would serve as a guarantor of academic freedom.²⁹

As this report will show, and as critics of the organization’s move to collective bargaining clearly predicted, the AAUP’s transformation into a faculty union has relegated these first principles to history’s dustbin and done a great disservice to the academy.

The AAUP and Collective Bargaining

In its early years, the AAUP steered far clear of unionism. Its aversion to unions contrasted sharply with the goals of the American Federation of Labor-affiliated AFT, which engaged in unionizing efforts in higher education during the AAUP’s early years, having formed chapters at Howard University in 1918,³⁰ as well as city-wide faculty unions in Boston and New York City in 1919.³¹ By contrast, the AAUP recognized that economic conditions and standards on campus were but one facet (and not the foremost one) in its work toward professionalizing academia and shared governance.

As one observer later put it, “many AAUP members considered faculty unions to be incompatible with a collaborative model of shared governance that was based on a recognition of the professional nature of the academic calling.”³² At least in terms of membership, that move proved the correct one, as the AAUP grew to ninety-thousand members by the year 1969.³³

Although collective-bargaining contracts with institutions of higher education date to the 1940s, state public-sector collective bargaining laws adopted in the 1960s and 1970s laid the groundwork for the widespread adoption of such agreements.³⁴ Bargaining units in higher education included building, maintenance, clerical, food service, security, and academic workers. The patchwork of state laws that (still) covers workers at public universities means that the scope of such units, in states that permit collective bargaining by public colleges and universities, and the subjects of bargaining vary across the country.³⁵

The expansion of collective bargaining as a means of negotiating the economic conditions and standards of faculty and other employees on campus (and brewing competition from the AFT and later the NEA) pushed the AAUP into collective bargaining so as not to hand over the keys to university governance to these other organizations. As unionism became more commonplace on campus, in 1965, the AAUP established a “Special Committee on the Representation of Economic Interests” to evaluate whether the association should expand its collective-bargaining activities.

In October 1971, the AAUP’s governing body—the AAUP Council—voted to move into collective bargaining: “The Association will pursue collective bargaining as a major additional way of realizing the Association’s goals in higher education, and will allocate such resources and staff as are necessary for the vigorous selective development of this activity beyond present levels.” The council called on the association to concur in that position at its annual meeting.³⁶ In a statement, the AAUP Council supported its decision in part on the grounds of what one might refer to as “AAUP exceptionalism,” worrying that failing to enter the union space would be to “let this need be filled by other organizations less experienced in higher education and not committed to principles and practices which are vital to the welfare of the profession and may be sacrificed by them in the course of negotiations.”³⁷



The council's decision was not unanimous. Three professors published a blistering dissent from the pro-collective bargaining position entitled *The Manifest Unwisdom of the AAUP as a Collective Bargaining Agency* that foresaw the challenges and mutations the association would undergo as a direct result of entering the union arena. The dissent argued that the AAUP's vaunted position within academia, entailing respect and solicitation of counsel from faculty and administrators alike, was at stake with the council's decision to become another collective-bargaining agent.

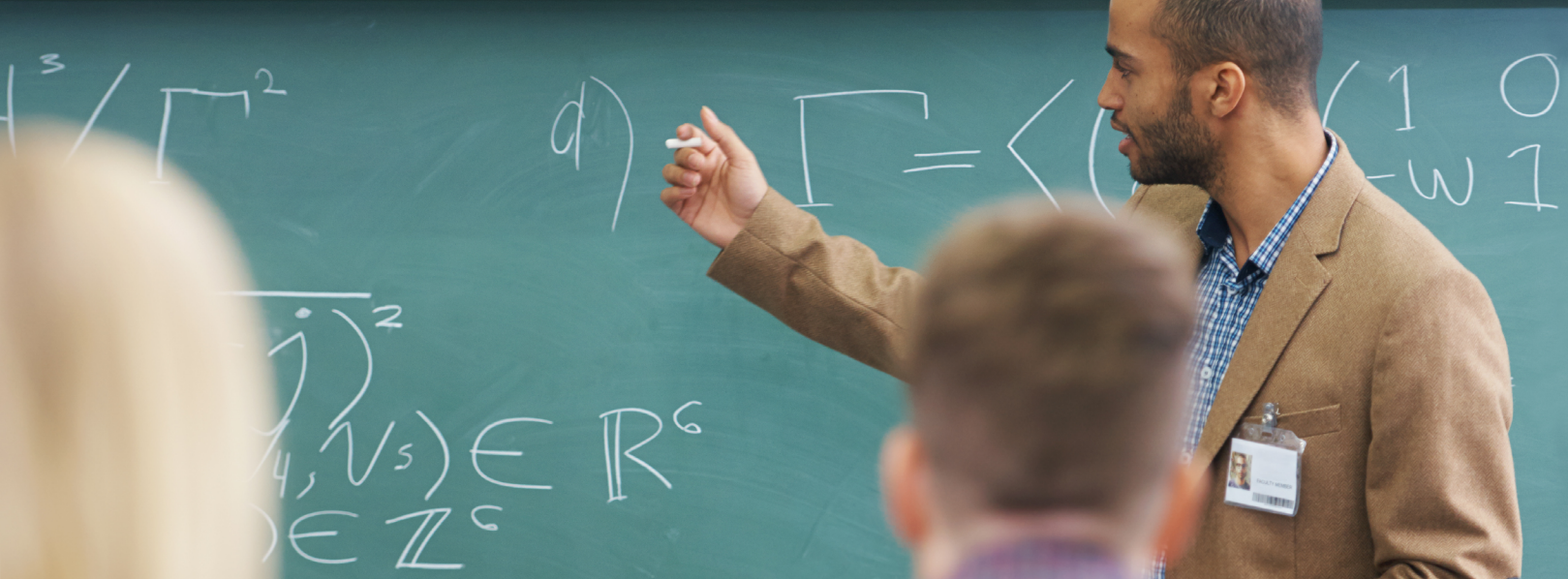
The dissent noted presciently that a unionized AAUP “may well lose significantly in members who are unwilling to subsidize collective bargaining at other campuses with their own dues payments or who no longer wish to belong to an association that has altered its character as an association of professionals with a non-partisan commitment to the welfare of higher education.” This turnover would lead to “a membership of decidedly different characteristics,” including the addition of members “in the junior, more ‘tough-minded,’ competitive, union-oriented ranks.” In sum, the AAUP would become “the AUUP, the American Union of University Professionals, with a substantial change in the character of its membership,” as well as “its identity.”³⁸

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The dissent also pointed out the inferior position in which the AAUP would find itself compared to its new rivals, the AFT and NEA, which were “already well established in collective bargaining in higher education and have recourse to funds not within the capacity of the AAUP to match in the foreseeable future”³⁹

Rejecting these warnings, the AAUP endorsed the council's position on collective bargaining at its 1973 annual meeting in a *Statement on Collective Bargaining*.⁴⁰ As did the council, that statement drew on the association's unique position as “policeman” of the profession to warn that the forces of unionism threatened to leave the AAUP behind as a relic of academic freedom and standards from a past era of university governance: “To leave the shaping of collective bargaining to organizations lacking the established dedication to principles developed by the Association and widely accepted by the academic community endangers those principles.”⁴¹

As an AAUP historian notes, and precisely as the dissenting professors had predicted, “[w]ithin a few years [of the decision to unionize], more than 20 percent of AAUP members from elite campuses had quit” because they “felt contaminated by remaining in an organization that embraced collective bargaining.”⁴² The fundamental transformation of an organization from principled advocate for academic freedom to political player interfering with that freedom on campuses across the country had begun.



The Status of Collective Bargaining in Higher Education and the AAUP's Role

If the story of collective bargaining in higher education in the 1960s and 1970s is one of public colleges and universities throwing open the collective-bargaining door to unions, the recent narrative has been the competition amongst unions to organize newly hired faculty.

One telling statistic sums up an important part of the story: 78 percent of faculty were tenured or tenure-track in 1969; by 2009, they represented only 33 percent.⁴³ In place of tenured or tenure-track professors, colleges and universities increasingly hired non-tenure-track faculty and graduate student-workers.⁴⁴ In fact, between 2005 and 2015, the growth of graduate-student employees was three times that of tenure-track faculty. By 2017, graduate assistants and non-tenure-track faculty were about 73 percent of academic employees in higher education.⁴⁵

These workers, who skew younger and are “ideologically motivated, nontenured, marginalized [at least in their own view], and without a sense of a future in academia,” are more receptive to unionism than their tenured elders on campus and are thus ripe targets for unionizing campaigns.⁴⁶ Since the COVID-19 pandemic, there is concrete evidence that these efforts have borne much fruit, especially in student-labor organizing. A 2023 analysis compares student-worker unionism from 2013 to 2021 with 2022 to 2023, finding that “[t]he 30 new student bargaining units established since January 2022 represent a nearly 50-percent increase over the total number of graduate and undergraduate student-worker units (21) organized over the entire 2013–2021 period.”⁴⁷ Nearly three-quarters of graduate-assistant units were organized at private postsecondary institutions, whereas almost all graduate-student units prior to 2016 were at public institutions. Comparatively, the study observed that only eleven new faculty units had been recognized during the 2022–23 period.⁴⁸

As another study noted:

GSE [graduate-student employee] unionization has often been imbued with militant resistance and social movement unionism. Strikes reflect that militancy, with GSE strikes

making up 17% of all higher education strikes between 2012 and 2018. The collective resistance has helped maintain organizing campaigns despite the relatively short-term nature of employment and the regular turnover of bargaining unit members.⁴⁹

A 2026 report on political extremism within graduate-student unions in the United States affiliated with teacher unions demonstrates this militancy. It found that 76 percent of the twenty-one such unions active on the internet had published positions critical of Israel or in support of Palestinians, often using such language as “genocide” and “settler-colonialism,” while only 10 percent had taken a public position on the war in Ukraine.⁵⁰ Most of these unions displayed Marxist symbols on their social-media accounts.⁵¹ As the report concluded, “[t]hese graduate student unions have fully embraced communist and other radical movements, are obsessively hostile to Israel in a way that strongly suggests antisemitism, and are far more focused on international than American concerns.”⁵²

In 2024, the National Center for the Study of Collective Bargaining in Higher Education at Hunter College, City University of New York, published a new *Directory of Bargaining Agents and Contracts in Institutions of Higher Education*—the latest version of the document and the first it had published since 2012. The *Directory* found that, as of the beginning of 2024, 27 percent of faculty in the United States—amounting to 402,217 employees—were represented by a union. At that time, there were 775 faculty bargaining units at more than 600 public and private sector postsecondary institutions in 30 states and Washington, DC, with the largest number of faculty represented in California, New York, New Jersey, Florida, and Illinois.⁵³

When accounting for the 2.3-percent growth of faculty overall, the *Directory* found that unionized faculty had increased by a net 4.5 percent since its previous publication in 2012. This, the *Directory* noted, contrasted to data from the Bureau of Labor Statistics noting a decline, from 12.5 percent to 11.2 percent, of the overall rate of labor representation across the United States.⁵⁴

The vast majority of unionized faculty in 2024—361,759 of 402,217 total⁵⁵—were in the public sector, but the *rate* of private-sector representation had far outpaced that of the public sector, at 55-percent growth for private non-profit employees versus only 3.9-percent growth for public higher-education employees.⁵⁶

By 2024, approximately 150,104 graduate-student employees (GSEs) were unionized, accounting for about 38 percent of all graduate employees (compared to 27 percent of faculty overall).⁵⁷ GSE representation increased by 133 percent since 2012; 60 percent of that growth occurred in private institutions.⁵⁸

The AFT, NEA, and AAUP represent 83 percent of unionized faculty and are national affiliates of 80 percent of the faculty units; however, other unions have made strides in the last decade, including the Service Employees International Union (SEIU), which had expanded its faculty representation role to eighty-four bargaining units as of January 1, 2024.⁵⁹

According to the *Directory*, the AAUP represented in 2024 a total of 54,296 faculty in 99 units, while the AFT alone represented 89,963 members of the faculty in 192 units across higher education. The

AAUP/AFT (now, as discussed below, a combined organization) thus represents just short of 14 percent of all unionized faculty; in total, including those units, the AFT represents nearly 36 percent of such faculty.⁶⁰ Although mostly known to the public for union work in K–12 schools, the AFT has become an important player in the unionization of the higher-education workforce.

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The data above, and especially the focus on organizing non-tenure-track faculty and student workers, meshes well with a theory of modern labor-union organizing described by Lynn Smith and Robert Balough of Clarion University of Pennsylvania on “profitable potential” as an incentive to recruit new workers into a collective-bargaining organization. As that article explained:

During the years of the Great Depression in the United States workers sought unions to join. Today, labor union organizers more often seek workers. This change, along with many other changes in society, means that contemporary labor leaders may have incentives that differ from their predecessors. For example, in the early years of the labor movement labor unions were interested in increasing wages and benefits for their members as well as improving conditions in the workplace; today union leaders, while they still have the incentive to increase wages and benefits for their members, may seek to organize workers because of the “profitable potential” of bringing new workers into their organizations.⁶¹

Belying the “traditional model” of viewing “a labor union as a family that is attempting to maximize income or to maximize utility,” perhaps unions now represent a “firm” whose aim is to “maximize net revenue.” Unionizing workers counts as “production,” and the union establishes equilibrium when it “equat[es] marginal cost of organizing with union dues paid per member—marginal revenue.”⁶²

When one considers unions as competitors for net revenue in the form of access to worker paychecks, combined with the characteristics of those in higher education who are most likely to organize (i.e., the leftist non-tenure-track faculty member or GSE), one can see the implications in terms of their strategy to find the “profitable potential” within America’s universities. Yet, once unions have maximized their revenue by organizing a chapter at a college or university, they far too often have washed their hands of the resulting responsibility they owe to the faculty

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of public support [from] their faculty union.”⁶³ Far fewer conservative scholars (7 percent) than liberal scholars (29 percent) received such union support.⁶⁴

As described below, in its pursuit of more dues to pad the bottom line, the AAUP has betrayed its founding principles to attract younger workers by indulging their socialist, anti-Israel, anti-American fever dreams. In doing so, it has abandoned those members who have relied on it as a beacon for academic freedom.

Meet the New AAUP, Different from the Old AAUP

The AAUP’s direction since the turn of this century is striking—light years away from its hundred-year-old portrait of the professor as a “conservative influence” on society who “check[s] the more hasty and unconsidered impulses of popular feeling” and “train[s] the democracy to the habit of looking before and after.”⁶⁵ Today’s AAUP attracts militant leftists to its ranks with slogans and platitudes that simply deny the legitimacy of any potentially opposing view—the antithesis of the academic freedom central to its founding that it still claims to represent. The AAUP, once a champion of free inquiry, is now its enemy.

DEI Criteria

One cornerstone of today’s AAUP is its fixation on DEI.

In its embrace of “anti-racism,” the AAUP tolerates no dissent. There is no middle ground. If you do not dismantle structural white supremacy, you are upholding white supremacy. Agree that biological boys who identify as female may access bathrooms and sports that match their asserted gender or admit you are a bigoted transphobe. Recognize that white men who identify themselves as male oppress marginalized communities of color or get out of the teaching business altogether. By adopting these dogmatic views, the AAUP has drawn the line in the sand demanded by the newer generation of academic workers: you are with us or against us, and if you are against us, we will purge you or, at least, make it miserable for you to do your job.

The AAUP’s national headquarters has clearly spelled out its position on these issues: In the current version of its *Statement on Collective Bargaining*, discussed above and most recently revised in 2017, the AAUP states that, when engaged in collective bargaining, its chapters have “an obligation to . . . protect and promote racial and social justice in the chapter, on campus, and in the AAUP.”⁶⁶

In a statement on its website, the AAUP declares that it “is committed to fighting systemic racism and pursuing racial justice and equity in colleges and universities.” Thus, “Black lives matter, and Black and indigenous people and other peoples of color . . . have the right to thrive and not just survive.” According to the statement, “[t]he inequities, systemic racism, and implicit bias evident in US higher education institutions reflect our country’s failure to redress the harms caused by slavery and by centuries of violence and discrimination.” Because “colleges and universities too often help to perpetuate the privileges of white and wealthy people,” members of the faculty “can and should work toward racial justice and equity through solidarity with colleagues and students, participation

in shared governance structures, and advocacy at the local AAUP chapter and state conference levels.”⁶⁷

In November 2023, the AAUP Council adopted a statement *On Eliminating Discrimination and Achieving Equality in Higher Education* acknowledging “the complex nature of systemic inequality and the need for institutional change and affirmative measures designed to eliminate discrimination and advance both formal and substantive equality” (i.e., equality not merely of opportunity but of outcome). The statement recognizes “[a] more capacious conception of discrimination, emphasizing substantive and not simply formal equality, [that] is now both accessible and essential thanks to analyses of systemic discrimination produced over the past decades.”

This “systemic problem” means that, “[t]o fulfill their public mission, colleges and universities and their faculties must be committed not only to eliminating discrimination but to addressing the persistent inequalities created by both past and present discriminatory practices and systems.” According to the statement, “[b]road representation of faculty members—in terms of gender, race, and ethnicity—is essential to fulfill the promise of academic freedom to deepen existing disciplinary approaches and open new disciplinary paths, including the study of inequality and discrimination, methods for dismantling them, and strategies for reform and fundamental change.”⁶⁸ Representation based on intellectual diversity is notably absent.

The statement calls for “[a] ‘substantive equality’ approach, which is concerned primarily with achieving equitable outcomes that address the conditions and experiences of marginalized groups living in a deeply unequal society[.]” Mere equality is not enough. More is needed: “Requiring equal treatment, while necessary and essential, cannot by itself eliminate conditions of social and economic subordination that perpetuate racial, gender, and other status-based inequalities created by past discriminatory practices and maintained by inherited systems and structures.”

To achieve this “substantive equality,” the AAUP states that “it is essential that faculty members, as well as administrators and governing boards, be educated about the nature of unconscious bias and how it may affect judgments of merit in all aspects of professional and social relations.”⁶⁹ But indoctrination in “unconscious bias” also is not enough. “Administrations should



provide adequate resources and support for gender, race, and ethnic studies programs not only because these have become indispensable disciplines in contemporary scholarship, but also because, along with the recruitment of a diverse faculty in all disciplines, the expertise of faculty members who specialize in these fields can play a central part in ensuring the education of faculty members and administrators.”⁷⁰

“
In June 2024, Committee A . . . approved a statement on *Diversity, Equity, and Inclusion Criteria for Faculty Evaluation* that attempts to justify the use of DEI criteria to evaluate the academic work of faculty members.”
”

With this statement, the AAUP thumbed its nose at the Supreme Court and its decision, handed down months earlier, in *Students for Fair Admissions v. Harvard*, which prohibited race-conscious college admissions schemes: “Given the Supreme Court’s 2023 decision striking down affirmative action programs in college admissions, it is incumbent on higher education institutions to reaffirm their commitment to these goals.”⁷¹ That is to say, to ignore the decision.

The AAUP has also moved to insert DEI into core research and teaching responsibilities. In June 2024, Committee A (on Academic Freedom and Tenure) approved a statement on *Diversity, Equity, and Inclusion Criteria for Faculty Evaluation* that attempts to justify the use of DEI criteria to evaluate the academic work of faculty members.

The DEI statement rationalizes:

The Association’s Committee A on Academic Freedom and Tenure views the use of [DEI] criteria in faculty recruitment, promotion, and retention within this broader vision of higher education for the public good. Since the 1990s, many universities and colleges have instituted policies that use DEI criteria in faculty evaluation for appointment, reappointment, tenure, and promotion, including the use of statements that invite or require faculty members to address their skills, competencies, and achievements regarding DEI in teaching, research, and service. Such criteria are one instrument among many that may contribute to evaluating the full range of faculty skills and achievements within a diverse community of students and scholars.⁷²

Ignoring the ideological pressure placed on professors who must comply with these mandates in their scholarship, the statement “rejects the notion that the use of DEI criteria for faculty evaluation is categorically incompatible with academic freedom.” “To the contrary,” the committee says, such criteria and “DEI statements” “can be a valuable component in the efforts to recruit, hire, and retain a diverse faculty with a breadth of skills needed for excellence in teaching, research and service.”

The statement also imposes a “collective faculty responsibility” to promote a certain balance of “gender, race, and ethnicity” on campus—peddling a skin-deep notion of diversity based on the idea that people of the same race, sex, color, or other immutable characteristic must think alike—and argues that “using DEI statements in appointment, reappointment, tenure, and promotion processes

can help foster diversity and its positive outcomes when the criteria ask or require faculty members to consider how their pedagogical practice and research interests might support students from historically underrepresented backgrounds or otherwise contribute to a public prepared to live and work in a globalized world and interact with many kinds of people.”⁷³

This mouthful means that, in the AAUP’s view, schools may tell faculty who disagree with institutional DEI policies to pipe down without running afoul of that pesky first principle, academic freedom. “While faculty members have the right to engage in extramural or intramural expression criticizing any such [DEI] policies—as they do with any other institutional policy—the AAUP does not consider it a violation of academic freedom per se when an appropriate larger group, such as a faculty senate or a department, collectively adopts an educational policy or goal and evaluates individual faculty members’ performance by reference to them even though they dissent.”⁷⁴ Indeed, institutions may judge a professor’s competence based on “how faculty teaching and research support students from historically underrepresented or under-resourced backgrounds or otherwise contribute to a common good responsive to the needs and realities of a global public.”⁷⁵

More broadly, the AAUP also “recommends” that universities focus funding on research and education aimed at toppling “systemic racism”: “[C]olleges and universities should fund, protect, and publicize research in all fields that contributes to the common good and responds more widely to the needs of a diverse public. This includes teaching and research, currently under threat, that is rooted in humanistic inquiry and activist intellectual traditions such as Black studies, Indigenous studies, ethnic studies, gender and sexuality studies, and allied disciplines.”⁷⁶

In other words, a national union is placing its thumb on the scales of faculty research, teaching, and academic interest. At least professors are entirely free to object to this approach—though they may of course be harassed, reprimanded, and ultimately lose their jobs if they refuse to comply. As one University of Michigan professor said in a recent FIRE survey showing a decline of academic freedom on college campuses: “You cannot question DEI, cannot reason against DEI, or speak about anything related to DEI (unless you constantly virtue signal and support it unquestionably). DEI is the McCarthyism of the current times.”⁷⁷ The AAUP is a prime mover for the New McCarthyism.

Gender Ideology

The AAUP’s embrace of gender ideology has given it another impetus to eviscerate academic freedom. In 2019, the AAUP Council, apparently concluding that the issues facing women in academia no longer warranted the specific focus of a committee, merged the union’s Committee on Women in the Academic Profession and the Committee on Sexual Diversity and Gender Identity into a new Committee on Gender and Sexuality in the Academic Profession. The purpose of the new committee is to “formulate policy statements, provide resources, and report on matters of interest to all those who identify as women, femme, and nonbinary, and to the academic community”⁷⁸

By 2021, that committee, along with the Committee on Academic Freedom and Tenure, had approved a statement *On Academic Freedom and Transphobia* subjugating freedom of thought to gender ideology. According to that statement:



Academic freedom provides space for conversations and learning about potentially uncomfortable subjects, including histories and experiences of sexuality and gender that do not conform to prevailing social narratives. But academic freedom cannot be understood to support misgendering—referring to someone using a word or pronoun that does not reflect their gender identity—or otherwise serve as an excuse for transphobia or the diminishment of trans, intersex, gender-nonconforming, and nonbinary persons and their lives. . . . In and out of the classroom, we recognize an ethical and political imperative to honor colleagues’ and students’ choice of name and pronoun as an issue that falls well beyond the purview of academic debate. In short, colleagues and students have the freedom to determine how they will be addressed. We find nothing in the principles of academic freedom to suggest otherwise.⁷⁹

Thus, in the AAUP’s view, it is an “imperative” to accept that one’s “gender identity” defines the norm and is beyond debate and inquiry. Professors who know otherwise—that one’s pronoun corresponds with sex at birth and that one cannot force others to accept a shifting, subjective notion of one’s “gender identity” just as one cannot force others to accept your religious beliefs—are wrong and must change their bigoted ways.

A 2025 fact sheet published by the AAUP to attack the Trump administration’s efforts to protect women and girls reiterates this core, dismissive message: it says that the president’s executive order clarifying the meaning of “sex” in federal law “[d]isregards the *scholarly consensus* that gender identity is variable and mutable and not based on a ‘biological reality.’”⁸⁰ In other words, the debate is settled. No questions, please.

An AAUP report in 2015 on *The History, Uses, and Abuses of Title IX* underlines this one-sided approach to scholarship and teaching that should support the AAUP’s narrative but not that of the other side. According to the report:

[I]n the AAUP’s view, it is an ‘imperative’ to accept that one’s ‘gender identity’ defines the norm and is beyond debate and inquiry.

Colleges and universities have an educational mission to support teaching and research on inequality....[Institutions] should improve the conditions of interdisciplinary learning on campus by adequately funding gender, feminist, and sexuality studies as well as allied disciplines. Colleges and universities could further signal their commitment to equality by asking the faculty governance bodies to consider adopting a requirement that students take one or more of these classes. To this end, they might formally commit to the development of a core curriculum and a required course or coursework dedicated to the analysis of inequality.⁸¹

The AAUP's recent, insidious efforts to undermine centers for free inquiry and civic thought at various universities throw into sharp relief the hypocritical nature of the union's calls for colleges to require teachers to accept DEI and gender criteria and to insert them in their teaching.

In June 2026, John D. Sailer of the Manhattan Institute revealed recordings of the Director of the AAUP's Center for the Defense of Academic Freedom Isaac Kamola stating that he intended to crush "civics centers" at universities such as the University of Florida and the University of Texas at Austin. These centers focus on diversity of thought, the importance of free expression and debate, and a curriculum centered on classical principles and works. "I would really love to see kind of a robust research project on these right-wing centers and individuals—like, naming and shaming and discrediting and undermining the[ir] legitimacy," said Kamola in a meeting regarding a project to be funded through a grant from the Andrew W. Mellon Foundation. "I would love to strategically map who these f---ers are, and figure out what the weaknesses are, and design a research agenda that just goes through them and tries to knock them out." Kamola suggested. "If we're thinking about a five-year research agenda, I think unmasking, naming, and shaming, and just increasing the political costs and decreasing the legitimacy of these centers is going to be really important."⁸²

The AAUP's promotion of DEI criteria in faculty hiring and evaluations, its insistence that the debate over gender identity and sex is closed, and its attacks on schools of civic thought, conclusively demonstrate (although we're willing to debate it) that the AAUP no longer believes in academic freedom and free inquiry.

To Boycott, or Not to Boycott

For two decades, the AAUP, mirroring other teacher unions,⁸³ has grappled with the appropriate response to what some of its members see as genocidal "settler-colonialism" in the State of Israel versus what other members see as legitimate self-defense by the sole democracy in the Middle East. This debate reflects the union's recognition that it must maximize revenue by convincing younger faculty, a disturbing majority of which appears to have swallowed whole the narrative of Israel as a genocidal project against Palestinians, to organize into AAUP chapters and support its efforts. As of late, its anti-Israel faction has been winning this struggle.

In 2005, the AAUP's Committee A on Academic Freedom and Tenure responded to the decision by the British Association of University Teachers (AUT) to boycott two Israeli institutions by issuing a statement condemning such academic boycotts. A key part of that call, the committee observed at the



time, exempted dissenting Israeli faculty from the boycott, which the committee characterized “as an ideological test repugnant to our principles.”⁸⁴ It appears that the AAUP has scrubbed the statement from its website, but in a 2006 document, *On Academic Boycotts*, the union described it as follows:

The statement declared that since its founding in 1915, the AAUP has been committed to preserving and advancing the free exchange of ideas among academics irrespective of governmental policies and however unpalatable those policies may be viewed. We reject proposals that curtail the freedom of teachers and researchers to engage in work with academic colleagues, and we reaffirm the paramount importance of the freest possible international movement of scholars and ideas.⁸⁵

In its 2006 explanation, the committee noted the conflict between an academic boycott and “the search for truth and its free expression.”⁸⁶ Such boycotts, the AAUP argued, “strike directly at the free exchange of ideas even as they are aimed at university administrations or, in the case of the AUT call for a boycott of Israeli universities, political parties in power.”⁸⁷

Eighteen years later, in 2024, Committee A on Academic Freedom and Tenure reversed course with a new *Statement on Academic Boycotts*, approved by the AAUP Council, that superseded the conclusions of the 2006 report.⁸⁸ In the interim, it seems that the competition to organize new bargaining units consisting of younger, militantly anti-Israel academic workers had taken a toll on the organization’s remaining commitment to academic freedom, as had the election to the AAUP presidency of Todd Wolfson, who had previously signed on to an academic boycott of Israeli institutions as president of the Rutgers chapter of the AAUP.⁸⁹

While the 2024 statement gave lip service to the 2006 report’s commitment to academic freedom, the 2024 version set about undermining the premise that the refusal to work with certain undesirable academics constituted a threat to that freedom. “[W]e . . . recognize that the committee’s position opposing academic boycotts has been controversial, contested, and used to compromise academic freedom [citing no evidence of such]. We therefore believe that this position deserves reconsideration and clarification.”⁹⁰

That “clarification” consisted of taking a rhetorical sledgehammer to the rational conclusions set out in the 2006 report:

Committee A recognizes that when faculty members choose to support academic boycotts, they can legitimately seek to protect and advance the academic freedom and fundamental rights of colleagues and students who are living and working under circumstances that violate that freedom and one or more of those rights. In such contexts, academic boycotts are not in themselves violations of academic freedom; rather, they can be considered legitimate tactical responses to conditions that are fundamentally incompatible with the mission of higher education.⁹¹

Thus, the statement explained, “individual faculty members and students should be free to weigh, assess, and debate the specific circumstances giving rise to calls for systematic academic boycotts and to make their own choices regarding their participation in them. To do otherwise contravenes academic freedom.” According to Committee A, “[t]he decision to participate in an academic boycott should be situationally sensitive and consider the full range of alternative tactics available to achieve the desired goals. . . . Academic boycotts should target only institutions of higher education that themselves violate academic freedom or the fundamental rights upon which academic freedom depends.”⁹²

This statement constitutes an extraordinary repudiation of academic freedom by the AAUP. This language declares that any faculty member at an academic institution in a country (i.e., Israel and not, say, Iran or China) that is currently not in the good graces of today’s scholarly gatekeepers can be excluded from certain academic conversations and exchanges by virtue of a “systematic boycott” against that institution. A violation of any “fundamental right” could justify one’s biased call for such exclusion targeting a certain country’s policies. Setting aside the manifest unwisdom and naked bias involved in boycotting Israel over actions it has taken in defense of its people and sovereignty, the AAUP’s about-face on its academic-boycott stance shows that it has not only washed its hands of any commitment to academic freedom but also become hostile to it.

In a similar vein, in February 2024, the AAUP Council signed on to a call by American labor unions for a “ceasefire in Israel and Palestine” and an “end to the siege of Gaza.” The statement offers the useless platitudes that “[w]e cannot bomb our way to peace” and that “[t]he road to justice cannot be paved by bombs and war” and that “[t]he road to peace cannot be found through warfare.” It calls on “[b]oth Hamas and Israel [to] adhere to standards of international law and Geneva Convention rules of warfare concerning the welfare and security of civilians.”⁹³

According to Ernesto Longa, a member of the council, the move resulted from a call from “the Palestinian labor movement, including the General Union of Palestinian Teachers, to issue statements of solidarity and calls for ceasefire.” Longa stated that Israel had destroyed all of Gaza’s universities since the Hamas attack of October 7, 2023, and explained that “we all have a moral obligation to speak out on this matter and to not be silent and, as a union, to demonstrate our solidarity with those who have seen their universities bombed and demolished and their colleagues murdered.”⁹⁴

Cary Nelson, president of the AAUP from 2006 to 2012, offered the rational and obvious take on the AAUP's position, that it is "not the AAUP's business," because "[t]he AAUP should be a politically neutral organization with no foreign policy." He noted the union's growing obsession over the last decade with staking out a particular position on Israel and deemed it "an outrage, a considerable outrage, to simply make a verbal gesture" calling on Hamas (a terrorist organization) to conform to international norms. "Too bad we didn't tell Hitler that."⁹⁵

Over the last five years, the AAUP has attempted to leverage its historical reputation as the "policeman" of academic freedom to push back on legislative and regulatory attempts to rein in antisemitic harassment and discrimination on college campuses.

Over the last five years, the AAUP has attempted to leverage its historical reputation as the "policeman" of academic freedom to push back on legislative and regulatory attempts to rein in antisemitic harassment and discrimination on college campuses, spinning such efforts as overreaching attacks on "political speech" and "[p]olitical critiques of Israeli state actions" and encroachments on "the public mission of higher

education to serve the common good through open, searching, and critical pedagogy; research; and extramural speech."⁹⁶

In April 2024, stumbling its way back to first principles, the AAUP published a statement co-signed with approximately 70 AAUP chapters entitled *In Defense of the Right to Free Speech and Peaceful Protest on University Campuses*. That statement condemned, "in the strongest possible terms, the heavy-handed, militaristic response to student activism that we are seeing across the country."⁹⁷

At this critical moment, too many cowardly university leaders are responding to largely peaceful, outdoor protests by inviting law enforcement in riot gear to campus and condoning violent arrests. These administrators are failing in their duty to their institutions, their faculty, their students, and their central obligation to our democratic society. When university administrators set overly restrictive limitations on when, where, and how free speech may be exercised, and require advanced applications for permission of such expression, they effectively gut the right itself. To insist that harsh discipline and violent repression are necessary to combat hate on a college campus is a pretext to suppress protest and silence speech.⁹⁸

The statement ignores the purpose of the post-October 7 encampments and what they did. They arose, just after Hamas slaughtered around 1,200 men, women, and children in Israel and kidnapped hundreds, as a celebration (by students and professors) of a supposedly justified act of resistance to Israel's "genocide." They broke university rules against setting up encampments or occupying buildings on campus. They included inflammatory and intimidating chants that idealized erasing Israel, the only Jewish nation-state in the world, from the map. And they resulted in harassment, threats of violence, and even violence against Jewish students.⁹⁹

These were not instances of bookish university teachers and students attempting to access the library in order to research, teach, or produce new scholarship regarding the history or legitimacy of Zionism. Any attempt by the AAUP to link these encampments with its historic principles of “academic freedom” (as opposed to intimidation, harassment, and pressure aimed at cowering administrators and faculty into accepting their anti-Israel agenda) is not supported by the facts. These encampments and, in general, the rising tide of campus antisemitism are not only far removed from academic freedom; they bring disrepute upon campuses and chill free inquiry.¹⁰⁰

The AAUP’s unconvincing attempts to equate antisemitic harassment with academic freedom have occurred alongside its openly anti-Israel activities. In March 2025, the Anti-Defamation League, the Academic Engagement Network, the American Jewish Committee, Hillel International, and the Jewish Federations of North America submitted a letter to AAUP leadership over its hosting of a webinar entitled “Scholasticide in Palestine,” endorsed by a member of the AAUP Council and advertised to the union’s membership. The webinar, said the organizations, offered “a one-sided narrative demonizing Israel, and perpetuate[d] falsehoods that have no place within a scholarly association.” They explained:

[W]hen AAUP leadership hosts and promotes an event that frames the complex Israel-Hamas war in a one-sided manner, the association deviates from this mission by stifling intellectual exchange and critical inquiry. It is essential for academic institutions to foster learning environments where diverse perspectives are explored and debated, rather than promoting partisan orthodoxies and unsubstantiated and contested theories as settled truth. . . . By endorsing biased events, the AAUP risks undermining its commitment to fostering an inclusive and intellectually rigorous academic community and alienates many members who joined the AAUP based on its stated mission.¹⁰¹

In October 2025, Senator Bill Cassidy, as chairman of the U.S. Senate Committee on Health, Education, Labor, and Pensions,



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penned a letter to AFT President Randi Weingarten (head of the AAUP's national affiliate union as of 2022) expressing his concern regarding AAUP president Todd Wolfson's statements decrying the "weaponization of antisemitism" on college campuses and stating that the AAUP "believe[s] strongly that no weapons should be sent to Israel."¹⁰² Senator Cassidy noted the results of a study indicating that 73 percent of Jewish faculty had reported observing antisemitism on their campuses and explained that "[a]dvocating a political position as the president of an academic association stifles the voices of members who may think differently."¹⁰³

Undeterred, in November 2025, the AAUP coordinated with the Middle East Studies Association (MESA) a report entitled *Discriminating Against Dissent: The Weaponization of Civil Rights Law to Repress Campus Speech on Palestine*. The first page includes the following:

Over the past two years, the United States government has taken unprecedented steps to suppress campus speech—including scholarship, advocacy, and protest—*opposing the state of Israel's genocidal war against the Palestinian people in the Gaza Strip*. This crackdown has paved the way for profound transformations in U.S. colleges and universities. A longstanding "Palestine exception" to the First Amendment now threatens to give way to a new reality: Palestine is less an exception to academic freedom than it is a pretext for erasing the norm altogether, as part of an authoritarian assault on the autonomy of higher education and on the very idea of racial and gender equity.¹⁰⁴

Taking this statement at face value, today's AAUP counts Israel as the world's number-one threat to democracy and fundamental rights. Not only has this organization that was once devoted to free inquiry thrown its weight behind a foreign policy that opposes a particular country in a campaign that has nothing to do with academic freedom or professionalism in higher education in the United States; it has made clear that its mission is to justify anti-Israel and antisemitic intimidation and harassment on campuses, while making no effort to protect the rights of faculty or students who have suffered in the wake of October 7.

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The AFT-AAUP “Union of Unions”

At its biennial meeting in 2022, the AAUP, no doubt motivated by ideological affinity, voted to affiliate with the AFT.¹⁰⁵ According to the AAUP's characterization of the vote, it “creates a strong and united higher education faculty union voice with nationwide reach and unleashes enormous potential for future organizing throughout academia.”¹⁰⁶

In reality, this union of unions reflects what the opponents of AAUP labor organizing recognized over fifty years ago: that the AAUP was not cut out for the game of labor organizing and could not compete with the likes of the AFT and the NEA (not to mention other unions), which boasted more resources, members, and a history of aggressive tactics aimed at holding educational institutions hostage to their demands. The merger thus reflects an unequal marriage of convenience, through which the AAUP could access the AFT's superior resources and the AFT could channel the AAUP's reputation and cosplay as a respected, principled actor on higher education's stage.

As of August 2022, the AAUP became a “national regional council” of the AFT.¹⁰⁷ It is unclear how one can be both “national” and “regional” (and how the AAUP serves as a “council”). What is clear is that dues-paying AAUP members are, by virtue of their membership, also members of the AFT. Such members pay dues to their AAUP chapter, which sends a portion of those dues (taxes) to the AAUP, which in turn “forwards to AFT the AFT per capita tax amount.”¹⁰⁸

The organizations' filings with the U.S. Department of Labor show the asymmetry of resources between the partners. In 2025, the AAUP reports that it had 53,145 members and collected approximately \$10.5 million in dues and agency fees.¹⁰⁹ In 2024, the AFT, by contrast, boasted just over 1.8 million members and collected over \$202 million in per capita tax from members.¹¹⁰ While the AAUP reported 2025 expenditures of about \$3.1 million on representational activities and north of \$110,000 in political activities and lobbying,¹¹¹ the AFT reported 2024 expenditures of just shy of \$100 million on representational activities and about \$41.5 million on political activities and lobbying.¹¹² The AAUP also reported “support payments” from the AFT totaling about \$1.3 million.¹¹³

It is clear who calls the shots in this “partnership.” And professors uncomfortable with the AFT's unambiguous partisanship, electioneering expenditures, and lobbying activities,¹¹⁴ or its recent attacks on immigration enforcement¹¹⁵ and freedom to choose one's K–12 school,¹¹⁶ or against males competing on sports teams and sharing locker rooms with women and girls,¹¹⁷ for instance, would be wise to consider whether to continue to send a portion of their paychecks to an AAUP that has bent the knee to such an organization.

The Political Agenda

In a June 2026 debate on institutional neutrality at universities, AAUP president Todd Wolfson put his cards on the table regarding the politicization of his organization: “Unions are political organizations, and so we have shifted the organization to reflect that.”¹¹⁸

True to form, a September 10 letter in which Wolfson and AFT president Randi Weingarten criticized U.S. Secretary of Education Linda

McMahon's calls for transparency, accountability, and free inquiry in higher education confirms the AFT-inspired partisanship within the AAUP. Rather than take the opportunity to embrace what should

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”

have been uncontroversial calls from Secretary McMahon for institutions to publicize how they will, for instance, “protect the free exchange of ideas, wide-ranging debate, and open-minded campus discourse” on campus,¹¹⁹ Weingarten and Wolfson attacked the secretary’s letter as “particularly galling” in light of the administration’s ongoing work to reform postsecondary education in light of plummeting public trust.¹²⁰ While the secretary’s letter reasonably placed responsibility on universities to regain that trust, the AFT-AAUP letter tellingly demanded more support from federal taxpayers, stating that students “should be able to look to the federal government and ask: How are you helping me get to college, afford it, and succeed once I am there?”¹²¹ In short, the AAUP is signing on to the AFT’s demands, evident for years in its K–12 agenda,¹²² for ever-more taxpayer resources to flow into American education—without accountability.

The AAUP’s biennial meeting reflected this political agenda of the AFT. At that meeting, the AAUP burnished its political credentials by adopting a raft of proposals entitled *Building Power to Win the Future of Higher Education & Democracy*.¹²³ The resolutions in that document committed the AAUP “to advancing a broad agenda for **democracy, racial justice, economic justice, and the public good**” that includes supporting such progressive wish-list items as universal healthcare, wealth taxes, undoing voter ID provisions, and “efforts to check judicial overreach.”¹²⁴ In its bid “to build a **multiracial, democratic, and equitable society**,” the AAUP asserted, in starkly “anti-racist” terms, “that the transformation of higher education is inseparable from the transformation of the systems of inequality in which it is embedded.”¹²⁵

No matter that professors across academia can legitimately disagree with many of these goals, most of which have nothing to do with their work or standards on campuses, or that they are couched in code words that could mean very different things to different people. Rather than promote debate and free inquiry, the AAUP is drawing a line of acceptable views and norms within the academic profession.

The document also refers to various actions that resemble the corporatization of its work and the maximization of revenue discussed previously, including by building “organizational structure” and “accountability systems,” a minimal level of dues across the union, and “implement[ing] systems of accountability and reporting.”¹²⁶ Such revenue-focused targets and mechanisms of accountability would seem more at home in a Starbucks corporate-strategy summit rather than a convention of college professors. Such appears to be the new, competitive world of academic-union organizing.

On July 30, 2026, making good on a promise at its meeting a month earlier “to engag[e] more directly in political work,” the AAUP issued its “first-ever national electoral endorsement in the Association’s 110-year history,” endorsing left-wing candidate Abdul El-Sayed for U.S. Senate in Michigan’s Democratic primary.¹²⁷ By hitching its political wagon to El-Sayed (a former AAUP member), the AAUP explicitly endorsed his views on ending tuition in higher education,¹²⁸ but also linked itself to campaign planks including

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Medicare for All, the abolition of ICE, and halting military aid for, in his words, “a foreign military that does genocide, apartheid, or has taken us to a war we don’t need to fight.”¹²⁹ El-Sayed narrowly won his party’s nomination a few days after the AAUP’s endorsement.¹³⁰

In a media interview on the endorsement, AAUP president Todd Wolfson said “the AAUP of 2026” has emerged from its “ivory tower” to resist the “radical, right-wing agenda coming out of the federal government.”¹³¹ He noted that the AAUP has launched a political action committee and would soon employ a political director to drive its polarizing agenda.¹³² As a creature of the AFT, and in its bid to become relevant on the national political stage and thereby make itself more attractive to young academic workers who support the statist, anti-Israel agenda of El-Sayed and others on the Left-most fringe of the Democratic Party, Wolfson and his AAUP have abandoned those professors who recognize the folly of such views and have now lost a home in what was once an association that favored academic freedom and free inquiry over electioneering.¹³³

Chapters of Radicalism

The AAUP’s website identifies 584 local and state chapters of the organization, and it links to 287 of these chapters’ websites or social-media pages.¹³⁴ Seventy-nine of those chapters are collective-bargaining chapters representing bargaining units negotiating the terms of employment at institutions of higher education; the rest are either “advocacy chapters,” which do not have a formally legal role in negotiating the employment terms with colleges or universities, or state conferences of AAUP chapters.

A review of chapter websites and social-media accounts to which the AAUP links revealed the following:

- Forty-five chapters published statements in support of DEI, racial justice, and anti-racism;
- Twenty-two chapters published statements opposing immigration enforcement, on campus or in general;
- Twenty-one chapters published statements opposing campus enforcement actions against anti-Israel protesters;
- Sixteen chapters published statements specifically identifying Israel as a genocidal state or otherwise culpable for a war on Palestinians, including those calling for action such as boycotts of and divestment from Israel in response;
- Nine chapters published specific statements in support of the primacy of “gender identity” over sex or the need to continue to provide access to sex-rejecting procedures for minors; and
- Three chapters published statements calling for action to abolish or otherwise thwart policing.¹³⁵

The relevant statements appear in the appendix to this report.

In addition to these statements, a review of agreements negotiated between the AAUP collective-bargaining chapters and their colleges and universities revealed that the currently effective contracts at a minimum of twenty-three institutions include DEI and anti-racist requirements. Such provisions range from a recognition that the institution will use “affirmative action” to racially or otherwise diversify its workforce to the employment of DEI criteria to evaluate the effectiveness of a faculty member’s teaching and research in employment decisions. Excerpts from the collective-bargaining agreements also appear in the appendix of this report.

[A] review of agreements negotiated between the AAUP collective-bargaining chapters and their colleges and universities revealed that the currently effective contracts at a minimum of twenty-three institutions include DEI and anti-racist requirements.

Conclusion and Recommendations

It should be clear from this report that the AAUP’s betrayal of its original principles is not a phenomenon unique to the AAUP, but to higher education in general. Academic rigor has been replaced by political sloganeering. Students and faculty are quick to protest and boycott, ignoring the need to truly understand developments and place them in historical context. Experienced faculty members have too often surrendered their agency to junior staff and students who desire action and mobilization over learning and discussion. In this conflict, the AAUP has thrown in its lot with the students and academic staff who represent their current and future revenue base. The transformation of higher education into a political battleground is a predictable and abhorrent consequence of this abdication of the responsibility for faculty to “police themselves” and hold other teachers “to high intellectual and ethical standards.”¹³⁶

This report points to the radicalization of the AAUP as a reflection of the anti-Western thought that has captured the minds of American youth. At a time when only 18 percent of Americans between ages eighteen and twenty-nine agree that they are “extremely proud” to be American, when almost half believe that children should learn that racism “is a fixture of American laws and institutions,” when a greater proportion believe socialism is preferable to capitalism than the other way around, and when nearly one-third view the geniuses who founded their country as “villains,”¹³⁷ it becomes clear why the AAUP has centered anti-racist rhetoric and false “settler colonialist” diatribes in its messaging. The union grasps for revenue in the form of dues from young faculty who reject the importance of academic freedom in favor of Marxist militancy, and it amplifies their ideology through political messaging and, more concerning, in collective-bargaining negotiations over university policies.

The renewal of academic freedom and rigor must come from within the universities—with the public acceptance by professors of their duty to govern and restore viewpoint diversity and an atmosphere of questioning and debate rather than blind militancy on their campuses. The creation of centers for civic thought is a welcome development that can help resurrect universities as champions of the

public good. In addition to these efforts, federal and state lawmakers and officials can take other steps to push back on attempts by radical activists to use unions, including but not limited to the AAUP, to indoctrinate students and staff on campuses in the dictates of DEI, gender ideology, open borders, abolishing law enforcement, and an anti-Israel foreign policy:

- In its forthcoming regulations reforming the system of higher-education accreditation in the United States, the Department should include provisions that protect faculty from violations of civil rights and academic freedom that come through the collective-bargaining process.
 - Recognizing that too many postsecondary institutions are now “echo chambers focused on discriminatory ideology and unlawful discriminatory practices,”¹³⁸ on August 20, 2026, the Department published a notice of proposed rulemaking that, in part, responds to the challenges identified in this report by requiring accreditors to ensure that their standards relating to faculty include protections of academic freedom, freedom of inquiry, First Amendment rights in public institutions, “intellectual diversity and the free exchange of ideas,” and civil rights in college and university policies and practices.¹³⁹
 - As demonstrated in this report, unions are key fixtures of the “echo chambers” the Department seeks to tackle with its rulemaking and other initiatives, and dozens of AAUP chapters have fueled discrimination by ensuring that DEI and other race-based standards are a feature of their contracts. The Department should consider adding to its proposed rule direction to accreditation agencies, as part of their faculty standards, to consider whether institutions have abandoned their central responsibility to protect civil rights by determining the extent of such rights through the collective-bargaining process.
 - In particular, the Department should include, as a requirement for accrediting agencies in their application of standards to higher-education institutions, a requirement—in its regulations at 34 C.F.R. § 602.17—that these institutions ***not include any provisions in collective-bargaining agreements*** resulting in race-based treatment in violation of the institutions’ civil rights responsibilities, performance reviews of faculty based on the incorporation of DEI or similar standards in their teaching or research, or curriculum requirements (which should be negotiated not with a union but with such structures of shared governance as faculty senates).
- Congress should investigate, through public hearings, the AAUP and other unions in higher education that encourage institutions to abandon free inquiry and determine appropriate legislative measures to blunt their influence. It should also consider legislation that would statutorily prohibit federal student aid and higher-education grants to colleges or universities that have negotiated DEI, other discriminatory criteria, or curricular requirements into their faculty collective-bargaining contracts.

- State legislatures should prohibit collective bargaining in their public colleges and universities—full stop. Short of that, they should make clear that DEI and other race-based criteria are not appropriate subjects for collective bargaining with public colleges and universities, whether as part of those institutions’ processes of recruitment, hiring, removal, reappointment, tenure, or evaluation. State legislatures should encourage the creation of institutions of civic thought and accreditation by new or reformed agencies that prioritize a return to viewpoint diversity and combat the lockstep, reflexively progressive ideology that the AAUP and its allies now represent.

These steps will not restore higher education to first principles overnight. Still, the AAUP’s bygone articulation of what academic freedom and professional responsibility should look like can serve as a useful roadmap for returning our universities to the “intellectual experiment stations” and “inviolable refuge” from the “tyranny” of public opinion that the AAUP once envisioned them to be.

About the Author

Paul Zimmerman serves as Senior Counsel, Policy & Regulatory, at DFI. He leads the Teacher Union Accountability Project and assists with DFI’s federal agency transparency and oversight efforts. Before he joined DFI, Paul served as Counsel at the U.S. Department of Commerce. Prior to that, he worked at the Federalist Society for Law and Public Policy Studies, where, in various roles, he served as sole editor of the Society’s law review and helped establish networks of lawyers, judges, academics, and think tanks across Europe and on other continents. He earned his bachelor’s degree at Duke University and his J.D. at the Georgetown University Law Center. He is a member of the Maryland and District of Columbia bars and of the Federalist Society’s Civil Rights Practice Group Executive Committee.

The Defense of Freedom Institute for Policy Studies, Inc.

DFI is a nonpartisan, nonprofit organization focused on providing thoughtful, conservative solutions to challenges in the areas of education, workforce, labor, and employment policy. Through a unique blend of policy and legal expertise, we fight to expand school and work opportunities for all Americans; to limit the power of federal agencies and government-sector unions; and to defend the civil and constitutional rights of all Americans in the classroom and the workplace.

Appendix

DEI in Bargaining Agreement	
Institution or State	Provision(s)
Adelphi University (NY)	https://static1.squarespace.com/static/5d9b503853ba512b1fb815ba/t/65e0c09061611439faf3f52b/1709228176847/Adelphi+2023-2028+CBA.pdf The parties to this Agreement recognize and agree to exercise their best efforts to recruit and retain diverse candidates for all positions covered by this Agreement. (4)
Bowling Green State University (OH)	https://static1.squarespace.com/static/5ca18094b7c92c71b4aec074/t/669926bc33c0234f7e230d68/1721312957439/collective-bargainingagreement.pdf The University and the BGSU-FA affirm their commitment to the established affirmative action policy as well as obligations imposed by related state and federal law. The University declares its determination to actively recruit, retain and promote qualified members of the bargaining unit with due regard for race, color, religion, sex, age, national origin, sexual orientation, gender identity and expression, ancestry, veteran status, military status, disability, and marital status. The University shall include Bargaining Unit Faculty Members in the formulation, assessment and revision of its affirmative action policies prior to presentation to the Board of Trustees. (16)
California Faculty Association	https://web.archive.org/web/20260611160833/https://www.calfac.org/cfa-members-overwhelmingly-ratify-contract-unified-in-anti-racism-and-social-justice-expansions/ The anti-racism and social justice provisions in our new contract are powerful. We took a number of steps to accomplish this, including increasing exceptional service awards and naming “cultural taxation” as a workload problem faced by faculty whose social identities include women and/or Black, Indigenous, and people of color (BIPOC), and/or LGBTQIA+. We also now have the explicit ability to rebut bias in evaluations and have protection from being discriminated on the basis of caste. https://www.calfac.org/contract-2022-2025/ Exceptional service awards are intended to recognize faculty who have a demonstrated commitment to working on issues faced by our diverse student population. Assigned time from this pool should be awarded to faculty for mentoring, advising, and outreach, especially as these activities to support underserved, first-generation, and/or underrepresented students and other practices in support of such students, including those caused by cultural taxation. This support includes but is not limited to: the development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success; service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty; assignment to courses where increases to enrollment have demonstrably increased workload; and other extraordinary forms of service to students. (Article 20.37)
Cincinnati State Technical and Community College (OH)	https://cinstataaup.org/wp-content/uploads/2024/01/AAUP-Contract-2023-2026-FINAL.pdf Cincinnati State Technical and Community College is an equal opportunity employer. In all areas of personnel matters, including, but not limited to, initial employment, changes in status, tenure, and retention, the College will give particular attention to the candidacy of qualified women, minorities, and members of underrepresented groups. Both parties will cooperate in the endeavor to achieve the College's diversity, equity, and inclusion goals and objectives. The College agrees that any College-wide committee recognized as participating in diversity, equity, and inclusion endeavors shall include the designees of the AAUP. (7) The Screening Committee [for employment candidates] shall keep in mind that the College is committed to creating and maintaining diversity in its employee group and it shall therefore, in consultation with the Human Resources Liaison, establish clear guidelines for consideration of factors which may have an impact on the diversity of the workforce, as described in Article 2 of this Agreement. (25)
Cleveland-Marshall College of Law (OH)	https://csu-aaup.com/wp-content/uploads/2022/04/AAUP-LS-CBA-2021_2024-FINAL-Signed-4.19.2022-1.pdf The Administration affirms its established policy of non-discrimination in employment (appointment, promotion, tenure, layoff, etc.). The Administration declares its determination to actively recruit, retain and promote qualified women and minorities. (5)
Cleveland State University (OH)	https://csu-aaup.com/wp-content/uploads/2022/04/AAUP-MAIN-Contract-2021-FINAL-Signed-4.19.2022.pdf The Administration affirms its established policy of non-discrimination in employment (appointment, promotion, tenure, layoff, etc.). The Administration declares its determination to actively recruit, retain and promote qualified women and minorities. (3)
Emerson College-Los Angeles (CA)	https://drive.google.com/file/d/1pKLPfhNe4mXf_qZziecgV2EXB9v16B0D/view?usp=sharing The College and ELAF-AAUP agree to the importance of developing and implementing nondiscrimination and affirmative action policies. (28)
Fairfield University (CT)	https://faculty.fairfield.edu/gfs/FSC/MOUs/MOUFY24-26fullyExecutedwithUpdatedAppendices2026-02-12.pdf The FSC and the Administration continue to recognize the need to examine faculty salary distributions for gender inequities, racial inequities, and other inequities covered by federal and state statute, as well as inequities created by hiring new faculty and by market conditions. The first attempt to redress of such inequities, by adding appropriate increments to faculty base salaries, shall be between the FSC and the Administration's Compensation Committee, while always protecting the privacy of any individuals involved. If consensus between those two committees cannot be reached, the Administration may make such salary adjustments it deems necessary to redress such inequities. In all cases, the FSC will be informed in writing of the changes in salary. (3)

Miami University (OH)	https://famiami.org/faculty-contract/ Article 10: Non-Discrimination and Anti-Harassment: Holds the university to principles of equal opportunity and freedom from discrimination. Requires the university to provide reasonable accommodation to bargaining unit members with disabilities. Allows the union or the university to resolve DEI issues in labor-management meetings.
Oregon State University	https://www.uaosu.org/wp-content/uploads/2025/11/UAOSU-CBA-2024-2029.pdf The Employer is committed to creating an equitable and inclusive campus free of all violence, harassment, bullying, and discrimination. (11) Position descriptions shall clearly identify expected contributions to equity, inclusion, and diversity. (16) Each college and Cascades Campus will identify mechanism(s) by which they will reward exceptional service, which shall be made available to faculty who have demonstrated exceptional commitment to service and community benefit, with particular emphasis on service in support of diversity, equity, and inclusion. (17) https://pdxgeu.org/wp-content/uploads/2022/12/GEU_CBA_2022-2026-signed.pdf Graduate assistants will be expected to complete all of the mandatory diversity, equity, and inclusion trainings that all employees are required to complete. Time for mandatory training will be provided for during the GA's compensated work hours. Similarly, it is in the interest of the University and the GEU that supervisors of GAs are in compliance with these University-provided mandated trainings. (18)
Portland State University (OR)	https://psuaaup.net/wp-content/uploads/2025/12/CBA_2025-2028.V3_for_publication_18nov2025_-_signed_Active_links_MOA_included_.pdf The Association agrees to support the University in the fulfillment of its affirmative action and equal opportunity obligations. (25) The University and the Association recognize that in order to maintain a vital university culture we must develop a primarily tenured and tenure-track faculty, protect participatory governance structures, guarantee the diversity of our faculty, and assume the rights and responsibilities of academic freedom. (47)
Rider University (NJ)	https://www.rideraaup.net/uploads/2/4/7/9/24793560/aaup_agreement_final.pdf All advertisements for bargaining unit positions shall contain the following statement: Rider is an equal opportunity/Affirmative Action employer, committed to developing and sustaining a diverse workplace, and does not discriminate on the basis of age, race, sex, sexual orientation, national origin, religion, or any other non-job-related criteria. There shall be a standing Anti-Discrimination, Diversity, Equity and Inclusion Committee chaired by the University's Vice President for Diversity, Equity and Inclusion/Chief Diversity Officer. It shall consist of the University's Vice President for Diversity, Equity and Inclusion/Chief Diversity Officer, three administrative members appointed each September by the Chair and three bargaining unit members appointed by the AAUP. The Committee shall research best practices in higher education for recruiting and retaining faculty from under-represented populations, make recommendations to Human Resources, and participate in the development of training that will help departments recruit and retain faculty from underrepresented populations. Except as specifically stated herein, nothing in this agreement shall preclude the University from addressing issues concerning diversity, equity, and inclusion. A grievant may not file a complaint regarding discrimination, diversity, or inclusion with a government agency simultaneously with pursuing a grievance under Article XXII unless failure to do so would mean loss of the right to file such a complaint. (2-3)
Rutgers University (NJ)	https://aaupbhsnj.org/wp-content/uploads/2024/09/Final_AAUP-AFT-CNA-2022-2026.OULR.pdf The AAUP-AFT and the University recognize the value of diversity, equity and inclusion ("DEI") among all negotiations unit members. They mutually agree, therefore, to the following during the term of this Agreement: 1. The University will provide data to the AAUP-AFT, which includes the available race and gender of all negotiations unit members and rank and type of appointment. 2. The University Committee on Diversity, Equity and Inclusion (UCD) shall address DEI issues pertaining to all negotiations unit members. The UCD will be co-chaired by the Executive Vice President for Academic Affairs (EVPAA) or designee, and shall be comprised of six members of the negotiations unit selected by the AAUP-AFT, and up to six members, including the EVPAA or designee, who may or may not be members of the negotiations unit, selected by the EVPAA, with representation from the three geographic areas of the University (New Brunswick, Newark, Camden) and from Rutgers Biomedical and Health Sciences (RBHS). The AAUP-AFT shall select a member of the Committee to serve as co-chair. The ten members of the UCD other than the co-chairs of the UCD shall make recommendations to the co-chairs by simple majority vote regarding decisions on how to carry out its charge pursuant to paragraphs 3 through 7 below and decisions with respect to expenditures on diversity initiatives pursuant to paragraph 10 below. Those recommendations receiving a majority vote shall be made to the co-chairs, who must jointly authorize the implementation of such decisions and/or the expenditure of such funds. Any action by the UCD must be in compliance with University policy and applicable law. Up to two attorneys from the Office of Senior Vice President and General Counsel shall serve in an advisory and non-voting role to the UCD. The UCD shall meet at least three times per year. 3. Consistent with the University's prior efforts regarding comprehensive strategic planning in DEI, the University is actively committed to the strategic planning and implementation for continuous improvement in DEI of its academic communities. The charge to the UCD shall be to review progress in the relevant DEI programs at the University, illuminate best practices and effective outcomes, as well as identify gaps pertaining to diversity, equity and inclusion which meet the needs of all negotiations unit members including diversity training, recruitment, retention, mentoring and professional development.

4. Annual Diversity Conference: The UCD shall decide whether to plan an annual joint AAUPAFT/University conference on DEI issues confronting faculty, including, but not limited to, historically underrepresented faculty, and graduate students in public research institutions across the United States.
5. Annual Report: The UCD will produce an annual report of its activities along with plans and goals for the following year.
6. The UCD, may propose recommendations to the University for determining why faculty, including, but not limited to, historically underrepresented faculty, leave the University, with the goal of understanding the factors related to faculty retention. The UCD may also form a retention sub-committee comprised of UCD members that will provide recommendations to the University to support the development of an inclusive University culture and faculty retention.
7. The UCD may make recommendations to the EVPAA for the creation of new award programs, including exceptional service awards to recognize faculty who have a demonstrated commitment to working on DEI issues faced by the University's student population.
UCD's recommendations to the EVPAA may include eligibility requirements and the frequency of awards.
8. The University shall support mentorship programs for negotiations unit members recommended by the UCD in collaboration with chancellor led units.
9. A University designee(s) shall meet with the UCD twice each fiscal year of the Agreement to discuss the hiring and retention of a diverse faculty in support of the President's diversity initiatives pertaining to faculty, teaching assistants and graduate assistants. The University shall provide to the UCD a report on or about January 1 and July 1 of each year regarding the expenditure of funds from the President's Faculty Diversity Hiring Initiative established by the University for the recruitment and retention of a diverse faculty. The report shall identify in the aggregate and non-personally identifiable format the faculty hired and retained with the assistance or support of the President's Faculty Diversity Hiring Initiative as it relates to new programs developed during the course of this contract pertaining to faculty, teaching assistants and graduate assistants. This information will be available to the union as part of the yearly UCD information. Specific information, including the names, departments and schools of those hired as part of the presidential faculty diversity hiring initiative shall be provided to the co-chairs of the UCD in accordance with current practice.
10. The University shall make available up to a maximum of \$125,000 for each academic year of this Agreement ("Annual UCD Fund Amount") to be utilized during the term of this Agreement, to support the diversity, equity and inclusion initiatives set forth in Paragraphs 3 through 9 above. If any funds remain from the \$125,000 allocated for any given academic year of this Agreement, those remaining funds shall be applied to the remaining academic years of this Agreement, but no funds shall rollover at the expiration of the term of this Agreement. This Annual Fund Amount shall be in addition to the allocations for initiatives recommended by the UCD during the term of the preceding collective negotiations agreement between the University and the AAUP-AFT which the University committed to implementing ("Prior UCD Contract Amount"), but which have not yet been expended, up to an amount no greater than that provided for in the Prior UCD Contract Amount. This Prior UCD Contract Amount of \$500,000 is a one-time rollover amount which shall be in addition to the Annual UCD Fund Amount of \$125,000 and neither amount, including any funds that remain from either amount, shall rollover at the expiration of the term of this Agreement unless otherwise agreed to in writing by the parties.
11. All faculty, including, but not limited to, historically underrepresented faculty, are strongly encouraged to consult with their chairs, deans/directors, and other senior members of the faculty as they prepare to seek reappointment and/or promotion.
12. Violations of processes and mandatorily negotiable requirements of Article 6 shall be subject to the Article 9 Grievance/Arbitration Procedure. (16–18)

Rutgers University (NJ)
(continued)

https://drive.google.com/file/d/1C0mDN37cDT02MBY4G41Ilpvr_nO2vNfW/view

Full-Time Faculty and Graduate Workers Contract includes Memorandum of Agreement establishing "Cheryl Wall Faculty Fellowships," "in the form of a course release, for faculty who mentor, advise, and outreach to underserved, first-generation, and/or underrepresented students to promote diversity, equity, and inclusion." (2–3)

University of Akron (OH)

<https://akronaaup.org/wp-content/uploads/2021/04/CBA-2021-26-Clean-AAUP-3-25-21-1.pdf>

The University affirms its established policy of non-discrimination in employment, appointment, promotion, tenure, layoff, etc. The University declares its determination to actively recruit, retain and promote qualified women and minorities. (6)

University of Cincinnati (OH)

<https://aaupuc.org/wp-content/uploads/2025/10/AAUPUC-COLLECTIVE-BARGAINING-AGREEMENT-2025%E2%80%932028.pdf>

In order to facilitate the creation and implementation of any legally required affirmative action plans, the Administration shall provide proposed plans or revisions to such plans to a committee whose membership shall be named by the Faculty Senate. The Committee shall have the opportunity to make recommendations to the President or the President's representative prior to the University's submission of future affirmative action plans or before the revision of present plans. After submission of its recommendations, if the Committee desires to have a meeting on the matter, the President or the President's representative shall meet with the Committee and respond to the Committee's recommendations if requested to do so by the chairperson of the Committee. Copies of current affirmative action plans and revisions thereof shall be maintained in the Office of Equal Opportunity (OEO) and shall be available there for inspection. (9)

University of Connecticut

<https://uconnaaup.org/member-resources/collective-bargaining-agreement/>

The parties are committed to the creation and maintenance of a diverse faculty and staff. The Administration and the UConn-AAUP will cooperate in carrying out the University's affirmative action and equal employment opportunity policy. (3)

University of Illinois at Chicago

https://uicunitedfaculty.org/media/pages/home/d817180db5-1720476006/ntt-faculty-2023-final-draft_signed.pdf

The Parties are committed to the creation and maintenance of a diverse faculty and staff. In furtherance of this goal, the University will appoint a representative recommended by the Union to participate on each campus committee on which faculty input is appropriate to advise the Chancellor and/or Provost on diversity issues. The Union will recommend a representative committed to diversity and affirmative action, and the University will not unreasonably withhold acceptance of such recommendation. (5)

University of Oregon	https://www.uauoregon.org/wp-content/uploads/2025/04/UA-UO-CBA-2025-27-.pdf [To be submitted for promotion process and tenure review:] A 2–6 page personal statement developed by the bargaining unit faculty member evaluating their performance measured against the applicable criteria for promotion. The personal statement should expressly address the subjects of teaching; scholarship, research and creative activity, as applicable; and service contributions to the academic department, center or institute, school or college, university, profession, and the community. As appropriate, the statement should also include discussion of contributions to diversity, equity, and inclusion. (45–46, 57) In identifying bargaining unit members for termination, the University will consider its commitment to maintain diversity and its legal obligations regarding affirmative action. (81)
University of Rhode Island	https://uriaaup.org/wp-content/uploads/2025/08/2025-2028-URIAAUP-CBA_Signed_FINAL_PDF_for-printing.pdf The committee must operate according to the search procedures and guidelines of the University, including principles of Equal Employment Opportunity. The committee must also adhere to any University strategic plans or policies concerning diversity and/or anti-racism in hiring. The committee should consider suggestions of the Office of Community, Equity, and Diversity, if any, prior to and during the search. (17)
University of Vermont	https://static1.squarespace.com/static/53977c28e4b0ac5be919b750/t/67fe560fc77d3d5b2e97448a/1744721433045/FT+CBA+2024+Final+%28April+2025%29.pdf (full-time faculty) United Academics and the University recognize the value of diversity and inclusion among the faculty covered by this collective bargaining agreement. They further agree that the Board of Trustees Statement on Diversity (revised and adopted by the Board of Trustees: May 16, 2015 and reapproved by the Board in February 2024) is incorporated by reference to this Agreement. All members of the bargaining unit shall familiarize themselves with this Statement. . . . To facilitate understanding, this statement, including any revisions of the statement, shall be incorporated into the University's equity and inclusion training. (7) United Academics and the University recognize that the recruitment and retention of faculty of color is a compelling institutional interest and as an aspirational statement commit to doing more to proactively fulfill that compelling interest. (7) Each candidate [for reappointment, formal peer review, promotion and/or tenure] is expected to be engaged in a program of work that is sound and productive and that can be expected to continue to develop throughout their professional career, consistent with the needs and mission of the University, and incorporating a commitment to diversity and inclusion. (34) [E]vidence of consideration of and/or incorporation of diversity and inclusiveness in the classroom, advising, and/or mentoring, as appropriate [are incorporated as evidence of teaching effectiveness.] (35) https://static1.squarespace.com/static/53977c28e4b0ac5be919b750/t/68d15640e04968669ba66674/1758549568710/2025+FINALIZED+UA+PT+Collective+Bargaining+Agreement.pdf (part-time faculty) United Academics and the University recognize the value of diversity, inclusion and anti-racism among the faculty covered by this collective bargaining agreement. They further agree that the Board of Trustees Statement on Diversity (revised and adopted by the Board of Trustees: May 16, 2015) is incorporated by reference to this Agreement. All members of the bargaining unit shall familiarize themselves with this statement. They mutually agree, therefore, to the following during the term of this Agreement: a. Part Time faculty members who participate in required diversity trainings will be compensated in accordance with Article 16. b. Members of the part-time bargaining unit shall be eligible to participate in campus-wide committees that support and monitor recruitment and retention of faculty of color and faculty of other identities that have historically been underrepresented within academic institutions, and initiatives related to faculty diversity training, campus climate, mentoring, and other professional development. Creation of and appointment to any such committee is at the discretion of the appropriate unit(s) of the University.
Wayne State University (MI)	https://drive.google.com/file/d/1J3BFJFKrJvzL7PE68dXSGlilKdjetkQA/view Wayne State University and the Association recognize a moral and educational responsibility to foster a climate of inclusion and equity throughout the University, to advance social justice, accessibility, and equity for marginalized peoples within our diverse campus community. The work of the DEI Council will be ongoing. The Association shall appoint two (2) representatives from the bargaining unit to serve on the DEI Council (or similarly functioning body) and identify one (1) of the two (2) representatives who shall be a member of the Executive Subcommittee (or similarly functioning leadership subcommittee). The Association may replace or reappoint these representatives annually or as vacancies occur. The appointment of Association representatives shall not diminish the right of the Association to submit a demand to bargain on any matters emerging from the work of the DEI Council (including, but not limited to, the proposals or actions of the DEI Council) that are subject to collective bargaining. Starting in AY 24-25, the University Administration shall annually update the campus community on Diversity, Equity, Inclusion, and Accessibility (DEIA) initiatives and outcomes at the University. This update may be in the form of e.g., a town-hall, symposium, or report. (142)

Western Michigan University	https://drive.google.com/uc?export=download&id=11DTHeoQrHZhe4v2kZUcubGcl31B2izH Western Michigan University is an affirmative action employer, which means that in all areas of personnel matters, such as initial employment, promotion, tenure, and retention, Western shall give particular attention to the candidacy of women and minorities (i.e., protected-class persons) and take affirmative steps as provided in the University Affirmative Action Plan and in this Agreement. However, all candidates shall be judged on the merits of their professional performance. Western and the Chapter agree with this statement and further agree that neither shall violate this principle and that they shall cooperate to implement affirmative action. 10.\$2.1 Western and the Chapter agree that a University Affirmative Action Plan is in the best interest of both and that they shall cooperate in endeavoring to achieve the goals and objectives therein sought. 10.\$2.2 The Affirmative Action Advisory Committee is advisory to the President and shall include the Chapter's designee. 10.\$2.3 Western shall provide the Chapter with a copy of the annual report prepared by Western's Office of Institutional Equity (formerly known as the Affirmative Action Office). 10.\$2.4 Western agrees that any University-wide committee recognized by Western as participating in affirmative action endeavors shall include the Chapter's designee. 10.\$2.5 No later than the last day of the first fall semester in which this agreement is in effect, Western shall provide training on contemporary issues of diversity, equity, inclusion, and anti-racism as they apply to an academic environment for the purpose of faculty development. The training shall be provided at no cost to bargaining unit members, and both electronic and in-person options shall be provided when feasible. All persons holding faculty rank shall complete the training in the first year of their employment. Persons with faculty rank hired prior to the creation of this requirement shall complete the training in the first year the training is available. Follow-up training can be mandated if state and/or federal guidance changes significantly, or other circumstances warrant it. These training requirements shall be automatically deferred for up to one year for individuals on a full-year sabbatical or other type of long-term leave. Training content, initial selection and substantive changes, shall be reviewed by a committee that includes three bargaining unit members with relevant expertise nominated by the Chapter and approved by the Vice President of Diversity and Inclusion. If the Chapter does not nominate bargaining unit members within ten (10) business days of a request for nominations, Western may convene the committee with the positions vacant. 10.\$2.6 The University agrees that the Executive Director of Western's Office of Institutional Equity (or their designee) will invite the Affirmative Action Advisory Committee to meet at least once a year to review the University's Affirmative Action Plan. 10.\$3 AFFIRMATIVE STEPS. In order to implement affirmative action, it may be necessary to initiate special procedures based on the need to increase the proportions of minority and women faculty (protected-class persons). Such procedures will be developed and instituted by Western as needed. 10.\$3.1 Hiring. In order to increase the utilization of protected-class persons in underutilized areas, Western shall continue to take affirmative action in the hiring process. 10.\$3.2 Promotion and Tenure. The candidacy of minorities and women shall be given particular attention. However, all candidates shall be judged on the merits of their professional performance. (9–10)
Wright State University (OH)	https://aaup-wsu.org/wp-content/uploads/2024/09/aaup-cba-2023-2026-final-booklet-as-of-080124.pdf The University declares its determination to actively recruit and provide ample academic and employment opportunities to persons from underrepresented groups and backgrounds. (3)
DEI/Racial Justice	
Institution or State	Communications
Augusta University (GA)	https://augustauniversity.app.box.com/s/jleap00rxlt3ibms3oi17k78t4ml8ai1 Institutions of higher learning have also been places where systemic racism has been performed and preserved, but this can change, and we can be part of the solution. Many in the AU community have done amazing work toward this end. We must not stay silent and we must practice anti-racism to embody Augusta University's values of inclusivity and compassion. Many of us, our colleagues, patients, and students are hurting right now. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in-between safe space of "not racist." The claim of "not racist" neutrality is a mask for racism. (Ibram X. Kendi, author of <i>How to Be an Antiracist</i>, p. 9) Find here a discussion on practicing anti-racism.
Ball State University (IN)	https://bsuaaup.com/statement-condemning-the-adoption-of-the-april-17-resolution-by-university-leadership/ DEIA programs do not discriminate but rather support students from a vast number of groups, including not only racial minorities but first-generation students, disabled students, non-traditional students, and students with minoritized religious viewpoints. To follow this executive order is to deny our students' diverse backgrounds and needs and to abandon our commitment to the best, most accessible teaching practices for all. The EOs, "Dear Colleague" letter, and Indiana's SB 289 also rest upon a disingenuous premise, defining DEI differently from academic conceptualization and practice by conveying that DEI teaches that specific characteristics are "inherently superior or inferior to a person with a different personal characteristic," that a person can be blamed for group injustices of the past, and that a person's character can be determined based on their group identity. DEI, as implemented in institutions of higher education, opposes those premises and instead recognizes that historic and systemic injustices still require that some marginalized groups receive additional resources for a chance at obtaining the same opportunities as other groups (e.g., accommodations for people with disabilities).
Boston University (MA)	https://www.aaupbu.org/ As an advocacy chapter, the BU AAUP chapter is a vehicle for faculty, graduate student workers, and other instructional and research employees to raise our collective voices to organize for and promote shared governance, academic freedom, and a diverse, equitable and inclusive Boston University.

California Faculty Association	https://www.calfac.org/council-for-racial-social-justice/ The Council is committed to dismantling oppression based on Age, Ancestry, Caste, Color, Disability, Ethnicity, Gender, Gender Expression, Gender Identity, Genetic Information, Marital Status, Medical Condition, Military Status, Nationality, Race, Religion, Religious Creed, Sex, Sexual Orientation, Sex Stereotype, and Veteran Status. (Consistent with Article 16.1 of the Collective Bargaining Agreement). The Council's responsibilities include being vigilant, assuming leadership, organizing, and taking action to ensure CFA's goals toward the promotion of racially and socially just practices. The Council cultivates the ARSJ lens throughout our CFA work. The lens helps direct the creation of new initiatives within the organization. The Council also works diligently to promote Anti-Racism and Social Justice throughout the CSU. The Equity Conference connects CFA members for co-liberation. The now-annual event reflects the concerted efforts undertaken over the last several years to center Anti-Racism & Social Justice in all things CFA, beginning with the recognition that racism and white supremacy are institutionalized in our organization and a commitment to what we call our Anti-Racism & Social Justice Transformation.
City University of New York	https://2022.psc-cuny.org/sites/default/files/Antiracism%20committee%20resolution.pdf Anti-Racism Committee: This committee shall be responsible for recommending policies and actions that will empower the PSC to contribute to dismantling the structures, practices and ideology of racism and to achieving racial justice within the City University, the union, the city and beyond.
Coastal Carolina University (SC)	https://aaup-ccu.org/2025/04/04/aaup-aft-ccu-faculty-frontline-news-4-4-2025/ The prohibition of DEI initiatives will sabotage our efforts to foster inclusive and supportive educational environments, and will negatively affect faculty development programs and student engagement strategies alike. Additionally, by restricting DEI-related content, the bill will almost certainly lead to increased state-level censorship in curricula, impeding academic freedom and the ability to address diverse perspectives in teaching and research. In Solidarity – Joseph Fitsanakis, PhD, President AAUP/AFT-CCU
Eastern Michigan University	https://www.instagram.com/p/DHZryc7vtbQ/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA== EMU AAUP SOLIDARITY, LABOR, EQUITY, AND JUSTICE COMMITTEE FIGHTING RACISM, DEPORTATIONS, & GENOCIDE COME JOIN EMU STUDENTS, STAFF, FACULTY, AND COMMUNITY MEMBERS TO FIGHT BACK AGAINST RECENT ATTACKS ON BLACK AND IMMIGRANT COMMUNITIES AND DEI IN THE UNITED STATES AND U.S. COMPLICITY IN GENOCIDE ABROAD
George Mason University (VA)	https://drive.google.com/file/d/1Izw4TJKEghH1TmnnEuwgRVYPE73JVirz/view PROFESSORS AND STUDENTS AT GEORGE MASON UNIVERSITY DENOUNCE EFFORT TO ROLL BACK DIVERSITY, EQUITY, AND INCLUSION PROGRAMS "The intellectual depth, rigor, and quality of George Mason University depends on our social, economic, and cultural diversity. We want talented faculty and students from all walks of life to come to Mason. Our diversity is our strength" GMU-AAUP President Dr. Bethany Letiecq said. "This attack on DEI sends the opposite message. It abandons the goal of building a more inclusive campus while it chills free speech and academic freedom." "We are appalled that George Mason's Board of Visitors is even considering this toxic resolution to kill diversity and equity programs at Mason," Letiecq said. "What's even worse is that this is happening in Virginia, which has a long and ugly history of excluding Black and Brown people and women from higher education."
Grand Valley State University (MI)	https://sites.google.com/view/aaup-at-gvsu/diversity-equity-and-inclusion?authuser=0 AAUP @ GVSU, along with AAUP itself, and the GVSU community, values and seeks to constructively advocate for equity, diversity, accessibility, and inclusion in higher education. Universities, disciplines, and the mindsets of all members of campus communities have inevitably been shaped by long histories and current realities of bias, exclusion, and marginalization <i>based on race, class, gender, sexuality, and ability</i> as well as by the ongoing struggles of <i>marginalized individuals and groups</i> to resist their exclusion. We acknowledge, affirm, and advocate for the urgency of recognizing, understanding, and addressing <i>practices of marginalization and exclusion within our university</i>. Ideally understood, the intellectual and educational values that animate a university, especially a university with liberal education at its core, make respect for persons, equity, inclusion, and diversity central values. Thus, the project of understanding and correcting failures on this front is an especially urgent task in the context of higher education.
Indiana University-Bloomington	https://iubaaup.org/2025/10/23/executive-committee-statement-on-the-closing-and-erasure-of-diversity-equity-and-inclusion-atindiana-university/ The IUB AAUP, as the organization representing all IUB faculty, strongly denounces the termination and erasure of diversity, equity, and inclusion (DEI) programs currently occurring at Indiana University. Diversity, equity and inclusion are not simply a set of initials to be expunged in response to the latest political pressure. Rather, they are and have been bedrock principles, enshrined in the 14th Amendment and the Civil Rights Act of 1964, guiding the expansion of civil and human rights to all Americans. In accord with those principles, and in defense of our students and colleagues, the Indiana University Bloomington AAUP will continue to strongly oppose any and all attempts to reverse course on civil and human rights. We are fully committed to cultivating a diverse, equitable, and inclusive community at our university and in our state.

Kennesaw State University (GA)	https://aaupkennesaw.org/uncategorized/statement-on-academic-freedom-dei-initiatives-and-aug-28-2023-faculty-senate-vote/ It has come to our attention at KSU AAUP that there is an administrative initiative to remove all references to DEI (Diversity, Equity, Inclusion) from Kennesaw State University websites at all levels, and that all DEI language pertaining to hiring must also be removed. In terms of Academic Freedom, there has also been a push to align our teaching with the revised BOR definition of Academic Freedom, particularly the following criterion: <i>“Students should be provided an environment conducive to learning, be free from faculty or institutional coercion to make personal political or social choices, and be evaluated based on their academic performance, not factors that are irrelevant to that performance such as their personal beliefs. Similarly, faculty and staff have the right to be unburdened by irrelevant factors such as ideological tests, affirmations, and oaths, and should instead be hired and evaluated based on relevant factors such as their achievement and the success of students.”</i> [AAUP National President Irene] Mulvey reminds us, and we concur, that pitting academic freedom and the values of DEI initiatives against each other creates a false binary. These two important value systems “should not be seen in competition.” Within this context, it is our chapter’s hope that members of the Kennesaw State University Faculty Senate will withhold support on this proposed revision.
Kent State University (OH)	https://aaupksuoh-my.sharepoint.com/:i:/g/personal/ctaylor_ksufa_org/ESgPQ7DF6hxEqovpJWRWcf4BjLMn2JTynuk1tX-Wr1Pe6OA?e=Z58H2A Committee R: Justice, Equity, Diversity & Inclusion Explores racial [sic] and ethnic minority issues of concern to faculty at Kent State University, including, but not limited to: discriminatory practices, climate concerns, and issues of diversity.
Miami University (OH)	https://famiami.org/building-a-union-committed-to-equity-and-justice/ FAM is committed to building an equitable and inclusive Miami community. We believe that working together we are better equipped to fight bias, discrimination, and structural racism. The history of labor unions in the United States is complicated, and as tools of their members, labor unions have not always escaped the racism that has been part of American history. We acknowledge this but we aim to emulate the history of unions as a tool to end all forms of injustice, learning from the examples of A. Phillip Randolph, Dolores Huerta, and Emma Tenayuca. As a new union, FAM has an opportunity to build an organization committed to antiracism, social justice and feminism from the ground up. To that end, FAM is reaching out to various affinity groups on Miami’s campus and inviting BIPOC, APIDA, Latinx, international faculty, women of color, LGBTQ+ faculty, faculty with disabilities, and other groups and formations to shape and cocreate FAM governance, policies and practices.
Middlebury College (VT)	https://sites.middlebury.edu/aaup/statement-in-solidarity-with-black-lives-matter/ The faculty and staff of the Middlebury AAUP Chapter (American Association of University Professors) express our deep solidarity with the Black Lives Matter movement. Ahmaud Arbery, Breonna Taylor, and George Floyd are just some of the thousands of recent victims of a war on black Americans. We mourn these needless deaths and add our name to the ranks of those who stand against racist police and a callous political system that enables cops to kill with impunity. We recognize the need, as demanded by the Black Lives Matter movement, for the transformation of a white supremacist America— from our president, who is openly inciting violence against peaceful protesters, to institutional racism within our schools and local communities.
Nevada Faculty Alliance	https://bsky.app/profile/nvfa.bsky.social/post/3lgo74srbws2h The NFA supports the @nshe.nevada.edu commitment to support diversity and equity on Nevada’s campuses
New York University	https://www.nyu-aaup.org/ We are committed to anti-racism efforts within the university and prioritizing the reduction of institutional inequalities for students, staff and faculty of color, along with LGBTQ, disabled community members.
Northern Illinois University	https://www.niufacultyalliance.org/mission The Northern Illinois University United Faculty Alliance (NIU-UFA) Chapter of the University Professionals of Illinois (UPI), Local 4100 seeks to: use the collective bargaining process and collective rights guaranteed under the laws of Illinois and the United States to advance racial and economic justice within NIU and the larger society; and commit to interrogating and disrupting the ways in which whiteness and other interlocking systems of oppression have defined expectations for success and achievement in academia;
Ohio University	https://www.ou-aaup.org/news/ohio-university-aaup-chapter-statement-on-supreme-court-decision-in-students-for-fair-admissions-v-harvard-and-students-for-fair-admissions-v-university-of-north-carolina The Ohio University AAUP chapter opposes the Supreme Court decision in <i>Students for Fair Admissions v. Harvard</i> and <i>Students for Fair Admissions v. University of North Carolina</i>, as it will have a deleterious effect on education and society at large, growing racial wealth gaps and resulting in unequal educational outcomes, and harming diversity, equity, and inclusion in institutions of higher learning such as Ohio University. In keeping with the AAUP national organization’s statement, we faculty at Ohio University are committed to “protect what we value: ensuring access to higher education for all students, promoting equity in education, and fostering vibrant university campuses characterized by the freedom to learn, teach, and conduct research.” We will work to sustain a diverse, equitable, and inclusive university and community in spite of the Court’s harmful decision.

Oregon State University	https://www.uaosu.org/committees-caucuses/ The BIPOC Caucus seeks to support and organize Black, Indigenous, and People of Color Faculty at Oregon State, to mobilize our collective voices to improve the working conditions for BIPOC Faculty, and to encourage participation in union membership and union leadership by BIPOC Faculty. The BIPOC Caucus believes it is crucial that faculty challenge systematic and intersectional oppression in higher education. We strive for social justice, equity, and inclusion within our union to build solidarity and to develop collective visions for empowering BIPOC faculty and students at Oregon State.
Purdue University Fort Wayne (IN)	https://pfwaaup.wordpress.com/wp-content/uploads/2024/02/2024.02.16-statement-on-sb-202.pdf The Purdue-Fort Wayne chapter of the American Association of University Professors (AAUP) opposes Indiana Senate Bill 202 in its current form. In doing so, it joins AAUP chapters across the state as well as the Purdue Fort Wayne Senate. SB 202 purports to protect academic freedom and diverse viewpoints, but it will have the opposite effect. The bill increases the power of political appointees on university boards of trustees, greenlights chilling ideological surveillance of faculty and students in the classroom, undermines basic tenure protections for faculty—the long-term job security that allows educators to promote the free flow of ideas in the classroom without fear of retaliation, and defunds programs that make campuses more inclusive of diverse Hoosiers.
Purdue University (IN)	https://aauppurdue.org/2024/02/pr-aaup-purdue-stands-in-support-with-purdue-university-senate-on-sb-202/ Prof. Anish Vanaik, co-chair of the University Senate Faculty Affairs Committee, describes Senate Bill 202 as intending to: 4. Establish political budget regulations that threaten diversity, equity, and inclusion programs at all state universities and colleges.
Rider University (NJ)	https://www.rideraaup.net/rider-aaup-chapter-statement-on-racial-injustice.html Together we have arrived at a moment. It is a moment when the systemic racism and white privilege that have plagued our country from the start must end. It is a moment that requires long-overdue actions. George Floyd's death was yet another stark reminder of the systemic racism that has existed in our country since its founding. There are countless reminders from the past, most recently Ahmaud Arbery, Breonna Taylor, Tony McDade, Sandra Bland, and Tamir Rice to name but a few. Innocent Black lives caught in the lethal crosshairs of a culture which again and again fails to come to terms with its inherent racism. We must solve this problem. We can, and we will. Additionally, we pledge to engage in a process of dialogue around issues of diversity, equity, inclusion, and belonging, and to support racial diversity among faculty at our institution. To begin this process, we will be sponsoring a Fall 2020 forum on the history of racism and white privilege and to provide an open dialogue to discuss not only the recognition of racism in our lives, but also the positive steps we will take to eradicate it from our society and our university.
Rutgers University (NJ)	https://rutgersaaup.org/rutgers-aaup-aft-mission-statement/ The mission of the Rutgers AAUP-AFT is to: 1. Promote the well-being of its unit members and commit ourselves to social justice, equity, security, and dignity for all regardless of race, ethnicity, religion, gender or gender expression, age, sexual orientation, disability, ancestry, class, caste, or any other salient identity, protected or otherwise; 6. Acknowledge and confront power differentials and histories of privilege and oppression within organized labor and within our represented units. To address this, we will: a. Fight for unity among units; b. Build power with one another in good faith, according to democratic principles; and c. Use mediation with the possibility for restorative justice approaches where redress is needed, as outlined in our community guidelines and code of conduct;
Salisbury University (MD)	https://x.com/aaupsu We fight for workplace democracy, transparency, equity, and anti-racism[.]
South Carolina Conference of the AAUP	https://www.aaup-sc.org/resources/support-of-dei We affirm that diversity, equity, and inclusion are legitimate and compelling aims of higher education institutions and strongly urge that the administrations and boards of South Carolina's public and private colleges and universities avoid engaging in anticipatory obedience to proposed state and national legislation and to the flurry of vague and expansive orders from the federal government's executive branch. We therefore restate our call for the boards and administrators of South Carolina's public and private colleges and universities to advocate for the value of diversity, equity, and inclusion.
St. John's University (NY)	https://web.archive.org/web/20260608194255/https://stjaaup.wildapricot.org/ (archived on June 8, 2026, by Wayback Machine) Anti-Racism On June 8, 2020 both faculty unions received a petition signed by nearly 250 faculty, encouraging them to develop more anti-racist practices and policies. Our Executive Council, many of whom signed the original petition, responded with a pledge to improve SJUAUP Inc. as an anti-racist organization.
Stanford University (CA)	https://bsky.app/profile/stanfordaaup.bsky.social/post/3ml2ufnqos2h The Department of Education continues its march toward re-segregation, now by investigating Stanford for having a teacher education program for people of color, arguing it is discriminatory on the basis of race.
Texas Christian University	https://x.com/AAUP_TCU American Association of University Professors chapter at TCU. Advocating for shared governance, academic freedom, equity and justice for our workers.

Texas Tech University	https://www.ttuaaup.com/our-work Statement in Support of Diversity, Equity, and Inclusion The Texas Tech University Chapter of the American Association of University Professors expresses grave concern over threats to tenure and attacks on diversity, equity, and inclusion in the state of Texas. These are core values integral to the AAUP's mission to ensure academic freedom and protect faculty governance. We support our faculty colleagues in fulfilling their responsibility to implement established hiring procedures, which are duly reviewed by chief academic officers and institutional leadership, and are intended to ensure the continued commitment of Texas Tech University to be a welcoming environment for all its students, staff, and faculty. Diversity, equity, and inclusion are foundational concepts that help ensure all teachers and researchers in higher education remain free to teach and conduct research without interference from political figures, boards of trustees, donors, or other entities. In light of recent events, we ask that the leadership of the University specifically and unequivocally express its commitment to these essential core principles.
The New School (NY)	https://www.thenewschoolaaup.org/our-mission We know how structural violence—of numerous kinds—is embedded in institutions of higher education, including The New School. We are committed to creating a more just, fair, and equitable work environment for Black, Indigenous, and people of color (BIPOC) workers across the university, both in and outside the classroom. Students lie at the heart of all universities and colleges. Our chapter is committed to centering the voices and experiences of students in the governance of this institution, paying close attention to the needs of BIPOC, international, and undocumented students, and being in solidarity with graduate student workers.
United Academics of Alaska	https://unitedacademicsak.org/unac-statements-acknowledgements/ As part of our commitment to enkindle racial justice and social equity within the University of Alaska system, we will speak up when we experience examples of racism or injustice in our meetings and as we conduct our business. This means we can and will interrupt the meeting to draw the issue to one another's attention. We will do this kindly, with care, and in good faith. This statement is a reminder that we commit to doing this in the service of ending the system of racial oppression that is perpetuated through institutionalized policies and individual bias.
University of California Santa Cruz	https://ucscfa.org/our-vision/ We want to work at a university where diversity, equity, and inclusion are not just buzzwords but where the university actively works to recognize and repair legacies of dispossession, exclusion, inequality, and injustice; . . .
University of Delaware	https://aaupud.org/about/ The promotion of a culturally diverse campus is a major AAUP commitment, although the process in this area has been slow. Academic pluralism and the elimination of inequities based on gender, race, sexual orientation, national origin and other characteristics (as listed in the contract) are non-negotiable union objectives.
University of Louisville (KY)	https://www.facebook.com/LouAAUP HB 4 (anti-DEI) is up for committee consideration in the House Postsecondary Education Committee this week. The UCW has provided a resource for how to get active, including how to call/email. Check it out!
University of Maryland	https://bsky.app/profile/aaup.org/post/3mjzqk3ff2s2w "We strenuously object to the Trump administration's efforts to erase the realities of racial and ethnic inequality and discrimination." — Karin Roseblatt, president of UAM-UMD & AAUP Governing Council Member
University of Michigan	https://umaaup.org/2024/04/08/response-to-the-draft-disruptive-activity-policy/ Freedom of assembly is vital in ensuring that marginalized groups—who often ask in vain for opportunities to communicate with those with power—can communicate how this institution could be made more responsive, more equitable, and more inclusive. Historically, disruption of the status quo has been the only way that marginalized groups have been able to advocate for their rights, and it is only in hindsight that we recognize the value of disruptive activities in making our institutions more just, equitable, and inclusive.
University of Michigan-Flint	https://umfaftaaup.org/ The UMF AFT-AAUP will: Foster a decidedly non-discriminatory, inclusive, and actively anti-racist workplace . . .
University of Oklahoma	https://sites.google.com/view/ou-aaup/press-releases?authuser=0 The University of Oklahoma (OU) has gone too far in dismantling decades of hard-won Diversity, Equity, and Inclusion (DEI) efforts.
University of Pennsylvania	https://aaup-penn.org/news/page/2/ We are proud to testify today to amplify a message sent by Penn employees across the university this spring: the Penn administration must end its backtracking on racial and social justice. It must uphold basic principles of equity, and it must reaffirm that diversity and open inquiry are essential to research, teaching, and the advancement of knowledge. In March, over 1,100 Penn employees signed their names to these demands in a petition to the administration, and hundreds of us demonstrated on campus. We are proud that the Penn chapter of the American Association of University Professors (AAUP-Penn) was one of six campus labor organizations that cosponsored this petition, and we are proud to stand together in this work with unions representing Penn graduate workers, postdocs, medical residents, library workers, and museum workers. These are consensus issues among those of us who work at Penn.

<https://static1.squarespace.com/static/53977c28e4b0ac5be919b750/t/5ed95b4340762d5e780e16c0/1591302979663/UA+statement+on+racial+justice.pdf>

From police abuse of power and disparities in the criminal justice system, to limiting access to adequate schools, jobs, and health care, structural racism continues to enable the infliction of violence, pain, and trauma on communities of color. . . .

....

As educators, we are committed to teaching our students to learn the history and the consequences of systematic and institutionalized racism against black and brown people in all sectors of society. By our own individual example, we are committed to teaching our students to nurture empathy and solidarity with communities of color, and to acknowledge the uneven impact of these events on our students of color. . . . We stand against racial violence, injustice and other acts of white supremacy. This means calling on people to dismantle all systems of oppression: racism, homo/transphobia, xenophobia, religious, and gender discrimination, and any systems that question or disregard the full humanity of every person.

We demand change, and we are committed to taking action that disrupts and dismantles the injustices that plague our institutions and our wider society. In the words of Angela Davis, “In a racist society, it is not enough to be non-racist. We must be anti-racist.”

University of Vermont

<https://depts.washington.edu/uwaup/wordpress/>

At the level of institutional values, “diversity, equity, and inclusion” strike us as fundamentally aligned with the principles of academic freedom. We assume we can agree that mono-cultural institutions with no stated commitment to the equitable and inclusive treatment of under-represented faculty are far more likely to violate principles of academic freedom than institutions which value faculty diversity.

....

[W]e stress that the issue is not whether to embrace the values of diversity, equity, and inclusion, but to ensure that we have the means to support and reward this work.

University of Washington

<https://vanderbiltaap.org/2026/06/13/faculty-at-vanderbilt-and-washington-university-respond-to-state-of-the-scholarship-report/>

Weakening faculty governance does nothing to solve the real challenges facing our universities, and undermines our ability to effectively address society’s most profound problems and challenges, from the inequalities of wealth and white supremacy to the political consequences of climate change.

Vanderbilt University (TN)

<https://sites.wustl.edu/aap/files/2026/06/WashU-Vandy-Joint-Statement-June-11-2026.pdf>

Weakening faculty governance does nothing to solve the real challenges facing our universities, and undermines our ability to effectively address society’s most profound problems and challenges, from the inequalities of wealth and white supremacy to the political consequences of climate change.

Washington University in St. Louis (MO)

https://thewmuaap.com/2025/02/13/neutrality-in-the-face-of-evil-an-open-letter-to-western-michigan-universitys-leaders/?fbclid=IwY2xjawTGBvNleHRuA2FlbQIxMQBZcnRjBmFwcF9pZBAyMjIwMzIxNzg4MjAwODkyAAEzyxji8kckpWlGUT_AjoWhW34DmC3SOcOMlxHAEi8GWA6FKaglasReQ0cvM4_aem_TuBpzutl7zqDwHfcj8x8CQ

We note that, at a time of historic uncertainty and instability for universities and for academic freedom, WMU’s highest leadership did not choose to issue a public statement affirming their ongoing commitment to such substantive core values, including: diversity, equity, and inclusion; and global engagement. Instead, it chose to publicly announce a new policy, that Western’s default position will now be one of “neutrality.” At a time when many other colleges and universities are stepping forward to affirm their longstanding commitments to the basic humanistic values that underlie democratic, inclusive universities, WMU appears to be receding from its value commitments.

Western Michigan University

....

In addition, we ask that you clarify and enhance Western’s substantive commitment to align its practices with its core humanistic values—among them, again, academic freedom and shared governance; diversity, equity and inclusion; and global engagement.

<https://x.com/westminsteraap>

As a chapter of the @AAUP, we advocate for academic freedom & intersectional justice @WestminsterSLC in so-called Salt Lake City, UT. #BlackLivesMatter

Westminster College (UT)

Opposing Immigration Enforcement

Institution or State	Communications
Brown University (RI)	https://www.browncapteraap.org/statements 2. <i>Clearly designate public and private campus spaces through policy and signage.</i> Clear guidance and signage distinguishing public from non-public spaces helps ensure that ICE agents cannot enter restricted areas without proper judicial warrants, protecting students and staff from unlawful access. 5. <i>Limit information sharing with ICE or other federal agencies to what is legally required.</i> Brown should adopt a default position of not sharing personal or institutional information with ICE or other federal agencies unless compelled by law, reducing the risk that university data is used to target members of the campus community. . . . 6. <i>Require Brown Corporation members to disclose ties to ICE or ICE-affiliated contractors.</i> Transparency around Corporation members’ professional or financial relationships with ICE or its contractors is necessary to surface potential conflicts of interest and to maintain confidence in university governance. 7. <i>Decline to provide institutional recruitment access to ICE.</i> Brown has discretion over which employers it includes in job boards, career fairs, information sessions, and on-campus or virtual recruiting. Brown should adopt employer-eligibility standards for recruitment that exclude agencies like ICE, whose primary activities create documented risks to the safety and well-being of members of the Brown community.

California Faculty Association	https://www.calfac.org/wp-content/uploads/2025/05/Resolution-CFA-Resolution-on-Becoming-a-Sanctuary-Union-An-Injury-to-One-is-an-Injury-to-All.pdf Resolved, that CFA demands an immediate moratorium on all ICE raids, arrests, deportations, harassment, seizures, and other abuses of undocumented workers; and be it further Be It Finally Resolved, that CFA commits to being and becoming a sanctuary union, a union that offers refuge, protection, safety, and inclusion to its members and the communities within and beyond our universities in the CSU, as we move toward the horizon of liberation together, leaving none of our siblings outside the circle of justice.
City University of New York	https://2022.psc-cuny.org/sites/default/files/Resolution_for_Sanctuary_Institutions.pdf RESOLVED, that NYSUT call on its affiliated locals to seek the support of their members to demand that their schools and colleges be declared sanctuary institutions; and RESOLVED, that NYSUT support locals in demanding that • their institutional administration unequivocally condemn any acts of violence, any threats and any expressions of bigotry, • administrations refuse to allow immigration officials into their institutions unless specifically ordered to do so by a warrant or court of law, • administrations refuse to provide information on the immigration status of undocumented students or any other sensitive information about faculty, staff or students to federal officials unless required by subpoena or court order, or unless prior, explicit authorization has been given by the individual concerned, • administrations direct institutional security personnel not to take any role in enforcing federal immigration laws and not act on behalf of U.S. Customs and Immigration Enforcement (ICE) or any other immigration enforcement agents, • they oppose surveillance of students, faculty and staff who are Muslim or Arab American, or members of any other community, they issue a public statement that urges state and federal governments to protect students, faculty, staff, and families from deportation, and calls for a path to permanent residency and citizenship for students, faculty, staff, and families.
Duke University (NC)	https://drive.google.com/file/d/1UVNdr3J1D2xhkzE1uDU0EtyqVhalCfhQ/view We condemn the presence and actions of Customs and Border Protection (CBP) and Immigration and Customs Enforcement (ICE) in our region and demand that Duke University ensure the safety of its students and staff in the face of state violence. The Duke community, including all those who live and work here, is at risk, and we must act in solidarity. Durham is the home of our university and these actions by CBP and ICE are a threat to the safety and well-being of every member of our community. We stand in solidarity with residents, citizens and non-citizens, who are afraid to leave their homes and whose lives and livelihoods are threatened by the presence of CBP and ICE. 2. Designate Duke a fourth amendment workplace, which entails identifying invalid warrants, clearly identifying and securing areas where federal immigration enforcement officers may not enter without a valid warrant, documenting unconstitutional actions by federal immigration enforcement officers, and defending all workers, irrespective of their immigration status. 3. Designate all university-owned spaces as private areas where federal immigration enforcement officers may not enter without a valid signed judicial warrant.
Eastern Michigan University	https://www.instagram.com/p/DHZryc7vtbQ/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA== EMU AAUP SOLIDARITY, LABOR, EQUITY, AND JUSTICE COMMITTEE FIGHTING RACISM, DEPORTATIONS, & GENOCIDE COME JOIN EMU STUDENTS, STAFF, FACULTY, AND COMMUNITY MEMBERS TO FIGHT BACK AGAINST RECENT ATTACKS ON BLACK AND IMMIGRANT COMMUNITIES AND DEI IN THE UNITED STATES AND U.S. COMPLICITY IN GENOCIDE ABROAD
Emory University (GA)	https://emoryaaup.net/2016/11/30/aaup-chapter-endorses-sanctuary-movement/ On November 29, 2016, the Emory chapter of the American Association of University Professors endorsed a petition to establish Emory University, including all its units, as a sanctuary campus of higher learning for our undocumented and Deferred Action for Childhood Arrivals (DACA) students. In addition, we ask that these sanctuary measures extend to all Emory employees.
George Mason University (VA)	https://drive.google.com/file/d/1w5Z5mUP8El2HzKr56bI3ulQ85uLyKfZh/view Faculty leaders object to any move to cooperate with ICE, a rogue agency that has recently been found by federal courts to have illegally seized and deported a Maryland father, as well as over 200 Venezuelan immigrants, without due process or even a single hearing. “Given ICE’s record of targeting international students for their political speech,” Tim Gibson, Vice President of GMU-AAUP, said, “under no circumstances should administrators at GMU cooperate with ICE or even allow them on campus.” • Publicly Clarify GMU’s Position: Issue an unequivocal statement rejecting cooperation with federal and state immigration enforcement authorities, especially in response to Executive Order 47 and future directives that threaten undocumented members of the university community. • Prohibit Police Cooperation with ICE: Explicitly prohibit the George Mason University Police Department from assisting, facilitating, or cooperating with Immigration and Customs Enforcement (ICE) or other federal agencies seeking to detain or deport students, faculty, and staff based solely on their citizenship status. • Designate GMU as a “Sanctuary Campus”: Formally declare GMU a sanctuary campus, ensuring that all policies explicitly prohibit collaboration with immigration enforcement agencies while affirming Mason’s commitment to providing a safe and supportive learning environment for undocumented students and employees.

Indiana University-Indianapolis	https://sites.google.com/view/iii-aaup/statements?authuser=0 We are writing on behalf of the IU Indianapolis AAUP Chapter to express our concerns over the U.S. Customs and Border Protection (CBP) and Department of Homeland Security (DHS) recruitment events to be hosted online by IU in February 2026. We are appalled that our university chose to host these events, especially after the events that have unfolded in Minneapolis over the past month. The university is not legally required, nor ethically compelled, to provide a recruitment platform to attract Indiana University students into agencies with a documented record of violence, civil rights concerns, constitutional violations and ongoing litigation. We ask that all recruitment events for CBP and the Department of Homeland Security, and other related events, be postponed until all court cases involving potential violations of citizens' rights and alleged illegal and unconstitutional activity by these agencies are fully resolved.
Macalester College (MN)	https://macaaup.home.blog/2026/06/25/macalester-aaup-condemns-federal-indictment-of-anti-ice-activists/ The indictment comes in the wake of a costly and destructive federal immigration enforcement operation characterized by systematic violations of the law and citizens' rights, in the course of which two people were killed by federal agents and dozens of others gravely injured. The indictment appears in a broader context where the federal government has sought to punish dissent through weaponizing the law—including an attempt to subpoena the state's leading elected officials on the grounds of obstructing law enforcement during Operation Metro Surge. The citizens of Minnesota, including Professor Davis and co-defendants, participated in a broad popular movement to protect our communities against an indecent assault by our own government. We see the targeting of these 15 individuals as government overreach, intended to retaliate against activists and quell democratic freedoms.
Nevada Faculty Alliance	https://www.nevadafacultyalliance.org/NewsArchive/13588947 In alignment with its partners, including the AAUP and fellow labor organizations, the NFA continues to call for: • Accountability for the killing of Renee Good and Alex Pretti • Immediate withdrawal of ICE operations from Minnesota • No additional federal funding for ICE in the upcoming Congressional budget • A full investigation into ICE's human and constitutional rights violations • An end to business and logistical support for ICE by Minnesota and national companies
North Carolina Conference of the AAUP	https://www.aaupnc.org/archives/resolutions Now, therefore, be it resolved by the NC Conference of the AAUP: • That universities and colleges shall not cooperate with federal law enforcement absent a judicial warrant or subpoena and shall not provide more information to ICE or the DHS about international faculty, students, and staff than required by state or federal law; • That university or college administrators shall not send the names of non-citizen students or faculty to the DOE, DHS, or the Secretary of State in response to the faculty or students' expressive, First Amendment-protected activity; <i>Adopted October 2, 2025, by virtual vote of AAUP NC membership</i>
North Carolina State University	https://www.ncstateaaup.org/newsreports The University should make a clear commitment to avoid voluntary cooperation or information sharing with Immigration and Customs Enforcement or other federal agencies charged with facilitating deportation or other forms of immigration enforcement.
Ohio State University	https://www.aaup-osu.org/post/statement-on-dhs-violence-as-a-threat-to-university-values We urge OSU to stop criminalizing free expression and to create an intellectual civic space that befits a university. And we call on university leaders to explicitly commit to defending our community against lawless intimidation by ICE, CBP, and related agencies. We have no need for trite expressions of concern—we need concrete actions to safeguard vulnerable populations against the threat of campus invasion and confrontation. There is a history of disappointment on the score of administrator response to these kinds of challenges. Many in our university community are used to a lack of proactive support. But in this moment, we hope to be surprised. This moment demands unprecedented action from us all.
Ohio University	https://static1.squarespace.com/static/5e236a7120684f527ffb75c5/t/69824a5faf8c75090161b8af/1770146399952/AAUP+Solidarity+statement+2026-01-31.pdf We also affirm that educational spaces must remain safe zones of learning and growth, and federal enforcement agencies like ICE should never be permitted to enter schools or campuses in ways that instill fear or disrupt the educational environment. In our universities—international students, staff, scholars, and professors are members of our academic communities—not targets for intimidation simply for seeking knowledge, teaching, or contributing to the public good. We also call on Ohio University Administrators to create a sanctuary campus that will actively work to protect staff, students, and faculty from arrest and detention.

<https://psuaaup.net/news/psu-aaup-calls-for-an-end-to-ice-and-federal-terror-in-our-communities/>

The Portland State University chapter of the AAUP condemns the rising fascist assaults and extrajudicial murders of our community members in Minneapolis and the United States.

As faculty and academic professionals at Oregon's largest urban research university, we are painfully aware of the violence being enacted on members of our campus community by the federal government's militarized police force, ICE and Customs & Border Patrol. We will continue to resist this normalization of violence.

As an emerging Hispanic Serving Institution, as well as the most diverse university in Oregon, Portland State University has a particular responsibility to speak clearly when policies disproportionately harm marginalized communities.

Nationwide, ICE has engaged in illegal practices of indefinite detention and deportation that violate human rights and have, in some instances, cost human lives.

....

As educators, we cannot stay quiet during this moment in US history, further normalizing these military operations on our communities for the sake of political gain. There is no world where the federal government has our best interests at heart whilst simultaneously murdering Keith Porter, Renee Nicole Good and Alex Pretti and others in the street.

We echo the call of our AAUP National in calling for, "ICE (to) suspend all operations in Minneapolis and all American cities now!"

The PSU-AAUP chapter stands in solidarity with all affected communities bearing the brunt of this fascist terror. We reaffirm our commitment to defending human rights, academic freedom, and the ability of our students and colleagues to learn and work without fear.

Portland State University (OR)

<https://www.pgaaup.org/>

We challenge the leadership of Purdue University main campus and the leadership of all Purdue campuses to publicly and urgently:

....

2. Commit not to provide information to ICE or the DHS about international students other than what is required by law.

3. Commit to offering legal support to students who are detained by ICE.

The time to be silent is over. Academic freedom, human rights, and the freedom of the students we serve, are all at stake.

Purdue University Global (IN)

<https://rutgersaaup.org/sanctuary-campus-and-protections-for-international-workers-demands-for-the-rutgers-administration/>

The following set of demands was drafted by the International Workers Solidarity Committee and passed by a vote of the AAUP-AFT Executive Council.

1. The Rutgers administration **must not share data** related to faculty, students, and staff with any law enforcement, including campus police or federal agencies (like HSI, DHS, and ICE) without a judicial warrant. For example, they should not identify individuals from photographs or videos, and should not provide home or email addresses, phone numbers, academic or employment records, publications, or faculty course content and syllabi. They should also notify the people involved if any such data has already been shared with these governmental agencies and provide them the data that has already been shared.

2. The Rutgers administration should **stop surveilling the student body** and not allow previously collected surveillance data to be used by federal agencies currently targeting non-citizens. The administration on all the Rutgers campuses (New Brunswick, Newark, and Camden) should **delete any videos and footage** from drones of the encampments, demonstrations, protests, and rallies (for Palestine and other causes), unless they are currently under litigation. Rutgers should also order Public Safety and private contractors to cease collecting personally identifying information of Rutgers affiliates in relation to protest activity.

3. The administration must **establish Rutgers University as a sanctuary campus** (across New Brunswick, Newark, and Camden) in which every student is protected from threat of deportation or detention. We define a sanctuary campus to mean the following: A commitment not to allow DHS/ICE officers on campus or into university housing without a judicial warrant under any circumstance and to inform all security personnel and other staff of this policy. The administration must also **designate non-public zones of safety on campus** that students, staff, and workers can access during the threat of ICE raids on campus, and publish a map to communicate these safe zones to our community.

4. The Rutgers administration should defend the students and workers on our campus who are not US citizens by **taking actions to resist their targeting by the Trump administration and other anti-immigrant actors**. Specifically:

a. File a lawsuit to have Trump's January 29th, 2025, Executive Order 13899 (Additional measures to combat antisemitism) revoked or halted.

b. Designate the reporting of Rutgers affiliates to immigration authorities based on their perceived or assumed immigration status as a form of discriminatory harassment.

c. Notify students/workers whose names are provided by the government to the university as targets for detention and of any government agency's search, arrest, administrative warrant, subpoena, or other formal or informal request for documents or information on a student/worker.

d. Protect students who have already been disciplined for political protest by reinstating, re-enrolling, and un-expelling them.

Rutgers University (NJ)

<https://www.ucifa.org/ifa-town-hall-thursday-april-17th-from-4-530-in-hg-1030>

Why Sanctuary Campuses Now?

....

In this workshop, core organizers of the Sanctuary Campus Network (SCN) will focus on the why and how of sanctuary campuses in this political moment.

University of California Irvine

University of Cincinnati (OH)	https://aaupuc.org/uncategorized/resolution/ THEREFORE, BE IT RESOLVED: That the American Association of University Professors, University of Cincinnati chapter hereby affirms solidarity with migrants on our campus and in our city, state, and nation; RESOLVED FURTHER: That the American Association of University Professors University of Cincinnati chapter hereby declares that the University of Cincinnati is a safe place for its students, staff, and faculty and their families to seek help, assistance, and information if faced with fear and anxiety about immigration enforcement efforts; RESOLVED FURTHER: That the American Association of University Professors, University of Cincinnati chapter calls upon the University of Cincinnati to develop a policy concerning the presence of ICE or any other immigration enforcement agency on campus that acknowledges the following: 1. Campus police have no authority to enforce federal immigration law. 2. Campus police will not participate in immigration enforcement efforts of federal authorities. 3. UC will not support illegal, warrantless, entry into spaces such as classrooms, dormitories, and faculty offices; RESOLVED FURTHER: That the American Association of University Professors, University of Cincinnati chapter calls upon the University of Cincinnati to refrain from sharing information about faculty, staff, and students that would support ICE's or any other agency's illegal activities on campus.
University of Michigan	https://umaup.org/2026/02/09/aaup-um-aa-chapter-expresses-solidarity-with-workers-and-families-in-minnesota/ [O]ur University of Michigan Ann Arbor Chapter of the AAUP calls on the University of Michigan administration to ensure the safety and security of all members of our community, in full recognition of immigrant workers' valuable knowledge and contributions. We further demand that the federal government end its racist, violent attacks on immigrant workers and families. Finally, in solidarity with the Day of Truth and Freedom, we demand that Congress provide no additional funding to ICE and that ICE leaves our cities—from Michigan to Minnesota and beyond.
University of Minnesota Twin Cities	https://drive.google.com/file/d/1WDWq-zz11VDken_OqRoN2LwuUNokTCps/view The UMN Twin Cities chapter of the American Association of University Professors (AAUP) stands in solidarity with our Somali coworkers, students, and neighbors, and with other African, Latino and Asian communities that have long been subjected to intimidation and violence at the hands of immigration officers now intensified by the language, policies, and actions of the Trump administration. Our university is enriched by the knowledge, labor, and culture of groups and individuals, indigenous and immigrant, from across the globe; and those contributions are essential to the world-class education, groundbreaking research, and communityengaged outreach that make the University of Minnesota a force for innovation, economic development, and empowerment in our state, the nation and around the world. We commit to working alongside immigrant communities to resist arrest, deportation and harassment and defend the constitutional rights of all residents regardless of race, religion or immigration status.
Wayne State University (MI)	https://www.waunion.org/announcements/whistle-kit-assembly-party Come equip your WSU community in the fight against ICE! We'll build whistle kits and discuss ICE activities in Detroit. Students, community members, workers - all are welcome!!
Supporting Pro-Palestinian "Protests"/Opposing Anti-Semitism Investigations	
Institution or State	Communications
American University (DC)	https://americanuniversityaaup.wordpress.com/2026/03/08/unfreedom-of-speech-at-american-university/ Our Chapter's point then (as now) was that criticism of Zionist ideology is clearly an example of protected political speech and that the workshop was about figuratively "smashing" an ideology, not threatening actual violence. We noted that criticizing ideologies is common protected speech, and cancellation of the workshop was in error. Now, rather than correct that error, the American University administration has doubled down by formally suspending the club. We, the AU AAUP, condemn AU's clear use of viewpoint discrimination against SJP and its suppression of free speech at the university, contrary to our institutional commitments and policies. We reject the administration's hiring, using student tuition dollars, of an external contractor to implicate its own students. We ask for the reversal of sanctions and restoration of the SJP club at American University , and the recommitment of our institution to free speech across the political spectrum. This statement was endorsed by majority vote of the American University AAUP Chapter on March 7, 2026.
Ball State University (IN)	https://bsuaaup.com/in-defense-of-the-right-to-free-speech-and-peaceful-protest-on-university-campuses/ (joint statement) We condemn, in the strongest possible terms, the heavy-handed, militaristic response to student activism that we are seeing across the country. At this critical moment, too many cowardly university leaders are responding to largely peaceful, outdoor protests by inviting law enforcement in riot gear to campus and condoning violent arrests. These administrators are failing in their duty to their institutions, their faculty, their students, and their central obligation to our democratic society. When university administrators limit when, where, and how free speech may be exercised, and require advanced applications for permission of such expression, they effectively gut the right itself. To insist that harsh discipline and violent repression are necessary to combat hate on a college campus is a pretext to suppress protest and silence speech.

<https://www.aaupbu.org/fast-facts>

Following a massive email campaign directed at BU Board, President, Deans, and elected officials aimed at shuttering a webinar by BU faculty on antisemitism, we worked with six area AAUP chapters to draft a letter to the BU President, affirming why BU should support the event taking place. Our pressure created the conditions for the event to take place, with an audience of 200+. A recording of the event is now on a BU webpage

<https://www.bu.edu/ssw/about/equity-inclusion/equity-inclusion-speaker-series/>
Antisemitism: What it is, What it Is Not, and What to Do (Nov. 13, 2025)

Boston University (MA)

....
 Join us as an experienced panel of scholars explores the historical roots of antisemitism, tracing how it has evolved over time and continues to shape public discourse. We will discuss how to differentiate between legitimate critiques of governmental policies and harmful rhetoric or actions that perpetuate antisemitic ideas. The program will also highlight the work of Concerned Jewish Faculty and Staff, who are actively engaged in addressing antisemitism while building bridges across movements for social change.
 This BUSSW Equity & Inclusion Speaker Series will also consider how antisemitism intersects with other forms of oppression, including racism, Islamophobia, and xenophobia, while also acknowledging its unique characteristics. By situating antisemitism within both intersectional and distinct frameworks, we invite participants to deepen their understanding of its impact in professional, academic, and community contexts.

California Faculty Association

<https://www.calfac.org/cfa-members-denounce-the-passing-of-assembly-bill-715-as-a-threat-to-free-speech-and-academic-freedom-2/>
 Assembly Bill 715—deceptively titled “Educational Equity: Discrimination: Antisemitism Prevention”—was signed into law by Governor Newsom on October 7.
 California teachers, including CFA members, and a vast number of labor unions and non-profit organizations, fought incredibly hard to prevent the bill from being signed.

Carleton College (MN)

<https://aaup.organizations.sites.carleton.edu/wp-content/uploads/2024/02/2024-02-Academic-Freedom-Statement.pdf>
 In response to the public protests and debates that have occurred on college campuses after the October 7 attacks against Israel and Israelis by Hamas, Israel’s war in Gaza, and Israeli military activity in the West Bank, national efforts have been made to discredit institutions of higher education and to pressure institutions to suppress or punish the open expression of views on these events and related issues. Such attempts to suppress speech and scholarship regarding the Israel/Palestine conflict have particularly affected those who have been critical of the State of Israel.

 Our chapter recognizes and condemns recent incidents that have crossed the line into anti-Arab, anti-Muslim, and antisemitic attacks.
 However, such events must not be used as justifications to limit or shut down scholarly engagement with and debate about the current war, the broader conflict and its history, Zionism, Palestinian rights, and related issues. To fulfill the educational mission of the College and advance our understanding of this moment in history, all members of our community must be able to state their views and teach and conduct scholarship on this issue without the threat of institutional sanction. Defending the capacity to express one’s views freely is particularly important to the chapter when it comes to precarious members of the academic community such as untenured faculty, those on continuing appointments, non-US citizens, and people of color. Finally, institutions should not constrain, censor or punish faculty members who exercise their rights to speak freely and engage in politics as a member of the public.

Columbia University (NY)

<https://www.aaupcu.org/statements-events-campaigns>
 Specifically, we call upon the Acting President, the Provost and the Board of Trustees to:
 • Review and, wherever possible, reduce harsh punishments imposed on students who participated in protests;
 • Roll back policing and surveillance measures that have created an atmosphere of anxiety and cordoned the campus off from the wider community;
 • Return oversight of discipline to the University Senate as the elected representatives of the faculty and student body;
 • Restore transparency to the process by which University statutes are amended.

Council of UC Faculty Associations

<https://cucfa.org/cucfa-statement-on-campus-protests/>
 The appalling arrests of student demonstrators following vigilante attacks at UCLA repeats a disturbing national trend: as anti-war demonstrations have proliferated, university leaders have made sweeping characterizations of them as dangerous, weaponizing the language of “safety” to delegitimize, intimidate, and forcibly disperse legal, peaceful dissent. UC leaders have contributed to this pattern, making students, faculty, and staff less safe as a result.
 We call upon the University of California President, Michael Drake, and Chancellors of all ten University of California campuses to immediately, clearly, and forcefully recommit themselves to freedom of expression on campus. We demand you fulfill your responsibility to your campus community to defend peaceful protestors, uphold academic freedom, and reject pressure to criminalize peaceful encampments and demonstrations.

DePaul University (IL)

<https://dpuaaup.wordpress.com/academic-freedom-know-your-rights/> (Joint Statement)
 We condemn, in the strongest possible terms, the heavy-handed, militaristic response to student activism that we are seeing across the country. At this critical moment, too many cowardly university leaders are responding to largely peaceful, outdoor protests by inviting law enforcement in riot gear to campus and condoning violent arrests. These administrators are failing in their duty to their institutions, their faculty, their students, and their central obligation to our democratic society. When university administrators limit when, where, and how free speech may be exercised, they effectively gut the right itself. To insist that harsh discipline and violent repression are necessary to combat hate on a college campus is a pretext to suppress protest and silence speech.

Harvard University (MA)	https://www.aaup-hfc.org/aaup-harvard-press-releases/aaup-hfc-executive-committee-statement-aj7na-e24hg-j7wmp-kh43c-pkdyx Our concerns transcend the current political moment. The centralization of decision-making authority within universities is a trend that long predates the humanitarian crisis in Gaza. The economic security of all workers on campus, meanwhile, will require the university to recognize and negotiate in good faith with unions of non-tenure-track workers, clinical workers, and other academic professionals who lack the protection of tenure or a collective bargaining agreement. We stand in solidarity with all members of our community who believe the wealthiest university in the world can afford to treat all its workers with dignity. We form this chapter in the wake of a protest encampment on campus that illustrated the lengths to which students and academic workers must go to have their voices heard on basic questions of university policy. Even though Harvard's public statements, investment decisions, and use of discipline affects [sic] all of us, only the wealthiest among us can meaningfully influence these decisions through the threat of withholding donations. Inspired by our students' courage, we see this moment as an opportunity to begin building collective governance on campus.
Middlebury College (VT)	https://sites.middlebury.edu/aaup/2024/05/01/statement-from-the-aaup/ (Note: The following statement was passed by an overwhelming majority by more than half of the Middlebury AAUP's 200plus members on May 1, 2024) The Middlebury AAUP chapter believes the ability to protest is central to both academic freedom and the mission of any educational institution. The AAUP supports the student, faculty, and staff right to protest and assemble, including at the current encampment to express solidarity with Gaza. We ask that the administration temporarily waive the prohibition to camp on school premises, and to actively listen to the requests of the protestors. We hope that our community can use this opportunity to lead by example by accepting peaceful protest as part of both democracy and education.
Ohio State University	https://www.aaup-osu.org/post/aaup-osu-condemns-police-repression-on-campus AAUP-Ohio State strongly condemns the use of force at the Ohio State University to tamp down Palestinian and pro-Palestinian speech. We affirm that the use of police force to suppress peaceful, nonviolent student protest—as seen on April 23, 2024 and then more dramatically on April 25, 2024—goes against basic principles of freedom of speech and freedom of assembly. It also goes against the value of the free exchange of ideas to which we are dedicated in our classrooms. Students uttering this speech have been demonized. This is all the more horrendous given the racism and hatred often directed at Palestinians, Arabs, and Muslims themselves. Last year, 2023, saw “the highest number of complaints CAIR [Council on American-Islamic Relations] has ever recorded in its 30-year history,” especially in the final months of the year. Ohio State's rhetoric has exacerbated this hostility and put Palestinian, Muslim, and Arab students at even greater risk. Like national AAUP leaders, we in AAUP-Ohio State fear that these judgment calls reveal the influence of donors and legislators who do not have colleges' and universities' best interests in mind. Such judgment calls defy values that should be foundational at Ohio State: academic freedom, free speech, and mutual respect.
Syracuse University (NY)	https://suaaup.org/2024/05/10/su-aaup-ec-statement-on-negotiating-with-students-in-the-gaza-solidarity-encampment/ [T]he AAUP Executive Committee strongly encourages the SU administration to immediately begin formal negotiations with the SU and ESF students occupying the Gaza Solidarity encampment concerning their list of six demands. Given the extremely disturbing heavy-handed tactics on other campuses, where police in riot gear have thrown protesters and sometimes members of the press, medics, and legal observers to the ground, cuffed them and arrested them, we are relieved that SU has not taken those tactics. Nevertheless, we are concerned that students have been threatened with violations of the disruption clause of the student code of conduct before the administration has engaged in good faith negotiations toward a peaceful resolution. Without dialogue, there can be no resolution.
University of California Berkeley	https://ucbfa.org/2024/05/the-chancellors-statements-on-encampment-and-divestment/ The Berkeley Divest Coalition and the Palestine Solidarity movement across the University of California have placed on the agenda three issues we consider of the greatest importance to faculty. • They have exposed an alarming degree of Regental overreach in the policing of protest and negotiations with student protestors that undermines the autonomy of campuses as well as the principle of faculty governance. • They have highlighted the falsity of the claim to “institutional neutrality” by the Regents and some campus leaders when they support the criminalization of protest against the war in Palestine and continuing investments of UC funds in companies that profit from that war.
University of California Davis	https://ucdfa.org/2024/05/statement-on-campus-protests/ The DFA board has voted to endorse a letter that the Council of UC Faculty Associations has prepared protesting the UC administrations response to the ongoing non-violent protests on its campuses, demanding specific changes in the administration's response, and providing guidance for faculty in the event of a lecturers' union (UAW 4811) walkout. The content of the letter follows: The appalling arrests of student demonstrators following vigilante attacks at UCLA repeats a disturbing national trend: as anti-war demonstrations have proliferated, university leaders have made sweeping characterizations of them as dangerous, weaponizing the language of “safety” to delegitimize, intimidate, and forcibly disperse legal, peaceful dissent. UC leaders have contributed to this pattern, making students, faculty, and staff less safe as a result. We call upon the University of California President, Michael Drake, and Chancellors of all ten University of California campuses to immediately, clearly, and forcefully recommit themselves to freedom of expression on campus. We demand you fulfill your responsibility to your campus community to defend peaceful protestors, uphold academic freedom, and reject pressure to criminalize peaceful encampments and demonstrations.

<https://www.ucifa.org/irvine-faculty-association-information-about-the-events-of-may-15th-2024>

Didn't the campus have to respond to this "escalation," especially if it involved occupying or blocking a building?

University of California Irvine

What happened prior to the arrival of hundreds of police was not in fact an "escalation." No classes were occurring in, or scheduled for, the PSLH building at the time. Whatever "disruption" only began when the administration decided to send misinformation across campus and around the world, following that up with its ill-fated decision to call in hundreds of armed police. It was the administration itself that canceled classes on Wednesday afternoon and moved all class, research, and work online for Thursday.

<https://www.ucifa.org/998>

In a moment when Palestinian, Muslim, Arab, and anti-Zionist Jewish faculty at UCI are being targeted for harassment, it is urgent that our campus leadership be clear and uncompromising in their defense of academic freedom, including the freedom of scholars to question and criticize the actions of Israel.

University of California San Francisco

<https://ucsfaffa.org/2025/03/the-university-is-under-attack/>

The repression of antiwar and Palestinian activism is a blueprint for the repression of all of us. This fact is plain to see in Columbia's expulsion of UAW president Grant Miner one day before the start of bargaining negotiations, on purported grounds of pro-Palestine activism. It is apparent in the ongoing ICE raids that have deported people without regard for immigration status. If the Trump administration can disappear legal permanent residents with the right to live and work in the United States, and deport them merely for their views, none of us are safe. Higher education workers come from all over the world, bound by a shared commitment to foster critical intellectual inquiry through our research, teaching, and advocacy. We are in an existential fight. We must defend the university, our students, and our right to a workplace free of repression.

University of California Santa Cruz

<https://ucsfca.org/2024/05/letter-to-administration-regarding-the-policing-of-campus-protests/>

In light of recent police use of excessive force and violence across college campuses nationwide, the SCFA Executive Board calls on UCSC campus leadership to reject pressure to criminalize student-led protests of Israel's ongoing war on Gaza and to refrain from using police to suppress those protests. As we have witnessed again and again these past few weeks, the use of police has only escalated conflict. . . . We therefore call on you, as campus leadership, to fulfill your responsibility to our campus community by defending protest and upholding academic freedom and the freedom of assembly in the encampment and related demonstrations. The continuing uncertainty of whether campus leadership will resort to police action has heightened tensions across campus and created an unsettling work environment for faculty, staff, and students. We call on you to publicly state that campus leaders will opt for dialogue and engagement rather than repression and discipline.

University of California Los Angeles

<https://uclafa.org/2025/05/06/ucla-fa-statement-on-the-anniversary-of-the-april-30th-attack-on-our-students/>

This silencing of faculty speech and action continues. On April 28, 2025, UCLA Chancellor Julio Frenk wrote that "the terrible acts of violence on April 30, 2024 continue to weigh heavily on our community" and "Healing, reconciliation and rebuilding trust take time."

The statement lionizes an administrative response that has included increasing the presence of surveillance and security personnel on campus. This statement attempts to remove law enforcement's illegal acts of violence on May 1 from our shared memory, and to remove UCLA's responsibility for the violence of both April 30 and May 1. Reconciliation cannot take place when those responsible refuse to acknowledge either the extent of the violence, or their responsibility for it.

University of Minnesota Twin Cities

<https://mndaily.com/opinion/calls-to-police-campus-speech-against-israel-must-be-rejected/11/13/2023/eicmndaily-com/>

The Executive Committee of the University of Minnesota-Twin Cities chapter of the American Association of University Professors (AAUP) is alarmed by the wave of actions taken against student activist groups who have been engaging in peaceful protests on campuses around the nation. In recent weeks, the State University System of Florida and Brandeis University have banned Students for Justice in Palestine (SJP) from their campuses.

While some SJP chapters used deplorable rhetoric in the wake of the Oct. 7 Hamas atrocities, banning or penalizing a student organization is an extreme step that almost inevitably violates the larger right of students and faculty to advocate for Palestine and against Zionism on campus. Furthermore, arguments for the peremptory investigation and banning of SJP chapters contain troubling implications for free expression in support of Palestine.

University of Pennsylvania

<https://aaup-penn.org/statement-of-the-aaup-penn-executive-committee-on-the-penn-administrations-decision-to-arrest-of-students-and-faculty-and-the-universitys-imposition-of-mandatory-leaves-of-absence-on/>

We condemn in the strongest possible terms the decision of the Penn administration to call in riot police early this morning to arrest students and faculty engaged in nonviolent antiwar protest on our campus. This repressive action was a violation of the University's Guidelines on Open Expression and a cowardly, shameful attempt to silence and punish speech that administrators simply do not want to hear. We further condemn the administration's abuse of the student disciplinary system in summoning numerous students to disciplinary meetings on specious grounds. And we condemn the decision of Penn's Provost, John Jackson, to impose mandatory leaves of absence on six students involved in the encampment on May 9. Provost Jackson abused the student disciplinary system, using it not to punish violations of university rules—there are none here that we know of—but simply to silence criticism of Israeli government policies and of the war on Gaza. Bowing to pressure from donors, politicians, and lobbying organizations that would like to control what can be taught and studied in the United States, and which have consistently misrepresented the character of a peaceful antiwar encampment, Penn's administration has violated a core principle of academic freedom: the right of students to freedom in learning, which includes their right to assemble and engage in political activity.

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Across the country, university administrations have called in armed police to clear encampments by force, but they have failed to silence peaceful protest against the war in Gaza. We stand with our students and colleagues who have displayed moral courage and discipline in the face of threats and police aggression. Peaceful protest is a necessary part of education and of democracy itself. We stand with all those working to defend the university as a democratic institution and as a space of free and critical research, teaching, learning, and expression.

<https://static1.squarespace.com/static/62d6fa6fa0b503450260addb/t/66f32f671126454c61951a67/1727213415268/2024.09.24+Wesleyan+AAUP+Student+Protest+and+Police+on+Campus.pdf>

Wesleyan University (CT)

On Friday, September 20th, student protestors peacefully occupied a board room in North College to express their frustration with the administration's slow response to the Committee for Investor Responsibility's recommendation for divestment from companies complicit in Israel's military attacks on Gaza. In response to this peaceful protest, within minutes the administration called the Middletown Police, members of which arrived on campus and placed students in handcuffs before later releasing them. The Wesleyan AAUP Executive Committee condemns the administration's actions in the strongest possible terms. We refuse to accept that peaceful student protest warrants police intervention.

Opposing Israel or Calling for a Ceasefire in Its War on Hamas

Institution or State	Communications
California Faculty Association	https://www.calfac.org/wp-content/uploads/2025/08/2025-PAM-resoluion-final.pdf Whereas, many of our faculty and students are directly and indirectly impacted by injustices of settler colonialism in Palestine based on occupation, ethnic cleansing, apartheid, and genocide; Whereas, Palestinian students, staff, and faculty are routinely subjected to oppression, arrest, torture, and in many cases, [sic] murder at the hands of the Israeli armed forces and violent settler groups; Whereas, the Israeli government has carried out “systemic destruction of the Palestinian education system” including bombing all universities and the majority of schools in Gaza, “an action known as ‘scholasticide;’ [sic] Whereas, Israel is intensifying acts of scholasticide in all of occupied Palestine; Whereas, the AAUP recognizes that academic boycotts are consistent with principles of academic freedom and are “legitimate tactical responses to conditions that are fundamentally incompatible with the mission of higher education;” and Whereas, The CSUIP partnership with Israeli universities and other institutions makes the CSU complicit in Israeli discriminatory policies; therefore be it Resolved, that the CFA Board of Directors demand that the CSU immediately and permanently terminate any study abroad program (CSUIP) in Israel, and be it further Resolved, that the CFA Board of Directors demand the immediate termination of any CSU collaboration and partnership (including but not limited to signed MOUs) with Israeli universities and academic or cultural institutions due to their complicity in occupation, ethnic cleansing, apartheid, and genocide.
City University of New York	https://2022.psc-cuny.org/sites/default/files/Final_Resolution_in_Support_of_the_Palestinian_People.pdf Whereas, as an academic labor union committed to anti-racism, academic freedom, and international solidarity among workers, the PSC-CUNY cannot be silent about the continued subjection of Palestinians to the state-supported displacement, occupation, and use of lethal force by Israel; and Whereas, beginning on May 15, 2021, the escalating violence against Palestinians in East Jerusalem and Gaza killed hundreds of Palestinians, injured thousands more, and destroyed entire neighborhoods, including hospitals, schools, and residences; and Whereas, on May 18, 2021, Palestinian workers across the region staged a general “strike for dignity” as a demonstration of unity and support for the residents of targeted communities; and Whereas, Israel's pattern and practice of dispossession and expansion of settlements, dating back to its establishment as a settler colonial state in 1948, has been found to be illegal under international law, international human rights organizations such as Human Rights Watch and B'Tselem have designated these practices of Israel as “apartheid” and a regime of legalized racial discrimination perpetrated against the Palestinian people; and the International Criminal Court has opened an investigation into these practices; and Whereas, the PSC-CUNY condemns racism in all forms, including anti-Semitism, and recognizes that criticisms of Israel, a diverse nation-state, are not inherently anti-Semitic; and Whereas, state-sponsored policies of settler colonialism link the Palestinian struggle for self-determination to the struggles of Indigenous people and people of color in the United States; and Whereas, since World War II, Israel has been the largest overall recipient of U.S. foreign aid, including \$3.8 billion in 2020, the vast majority of which was military assistance; and Whereas, by failing to challenge the U.S. government's support for Israeli expansionism and violent incursions in the occupied territories, U.S. labor organizations have largely given approval to these policies; and Whereas, in 2016, the PSC-CUNY “Resolution on the Freedom of Speech and Assembly for All Faculty, Staff and Students at the City University of New York” affirmed the right of faculty, staff, and students to advocate for campaigns of boycott, divestment, and sanctions without penalty, as protected freedom of speech; therefore be it RESOLVED, that the PSC-CUNY condemns the massacre of Palestinians by the Israeli state; and be it further RESOLVED, that in fall 2021, the PSC-CUNY facilitate discussions at the chapter level of the content of this resolution and consider PSC support of the 2005 call for Boycott, Divestment, and Sanctions (BDS)—a movement launched by 170 Palestinian unions, refugee networks, women's organizations, professional associations and other Palestinian civil society organizations, which calls on “people of conscience in the international community” to act as they did against apartheid South Africa “in the spirit of international solidarity, moral consistency and resistance to injustice and oppression”—and report back on these conversations to the Delegate Assembly by the end of 2021; and be it further RESOLVED, that the PSC-CUNY calls on the administration of U.S. President Joe Biden to stop all aid funding human rights violations and an occupation that is illegal under international law.
Council of UC Faculty Associations	https://cucfa.org/letter-on-academic-freedom-and-palestine/ We are deeply alarmed at the chilling climate across the United States, and increasingly on UC campuses that undermines the academic freedom and the free speech rights of instructional faculty and students to express support for the Palestinian people and/or criticize the Israeli government's well-documented ongoing settler colonialism, ethnic cleansing, and potentially genocide in Palestine.

Eastern Michigan University	https://www.instagram.com/p/DHZryc7vtbQ/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA== EMU AAUP SOLIDARITY, LABOR, EQUITY, AND JUSTICE COMMITTEE FIGHTING RACISM, DEPORTATIONS, & GENOCIDE COME JOIN EMU STUDENTS, STAFF, FACULTY, AND COMMUNITY MEMBERS TO FIGHT BACK AGAINST RECENT ATTACKS ON BLACK AND IMMIGRANT COMMUNITIES AND DEI IN THE UNITED STATES AND U.S. COMPLICITY IN GENOCIDE ABROAD
Lewis & Clark College (OR)	https://sites.google.com/aaupatl.org/home/aaup-updates/aaup-at-lc-endorses-the-us-labor-movement-call-for-ceasefire-in-israel-and?authuser=0 Along with the national AAUP Council, the Lewis & Clark College advocacy chapter of the American Association of University Professors has signed the statement “The US Labor Movement Call for Ceasefire in Israel and Palestine.”
New York University	https://www.nyu-aaup.org/nyu-aaup-statement-on-non-cooperation-with-tel-aviv-campus/ The Executive Committee of NYU’s chapter of the American Association of University Professors supports the autonomy of NYU faculty in choosing not to cooperate with the study abroad program at NYU’s Tel Aviv site (NYU-TA). Within a few days, nearly one hundred NYU faculty (and more than 400 students, staff, and alumni) have signed a [sic], initiated by the Faculty of Color for an Anti-Racist NYU. In a recent press release, John Beckman described these individual acts of conscience as being “at odds with the tenets of academic freedom.” In fact, the opposite is true. Faculty and staff are appealing directly to the principles of academic freedom when they adopt such positions publicly, and it is the obligation of university administrations to acknowledge and defend their speech rights without any implication of a rebuke or censure. We wish to remind you of the clearly stated grounds for such pledges of non-cooperation. The operation of NYU-TA appears to be in violation of NYU policy statements of ethics, regarding nondiscrimination, mutual respect, and diversity. Israel’s laws of entry make it impossible for all of our students and faculty to access the Tel Aviv site. It is an obligation and an act of diligence for faculty and students to call attention to this failure to observe NYU’s own policies in the operation of a program.
Ohio State University	https://www.aaup-osu.org/post/aaup-osu-calls-for-a-ceasefire-in-israel-palestine AAUP-Ohio State supports this call by labor unions for a ceasefire in Israel-Palestine . . .
Portland State University (OR)	https://pdxgeu.org/2025/03/18/psu-joint-union-statement-march-2025/ We reject, and call on PSU leadership to reject, this and all other efforts by the Trump administration to characterize student, staff, and faculty protest against war and genocide as antisemitic or supportive of terrorism. Protests against state violence which has been identified by the international community as long-form crimes against humanity is not antisemitism, nor is support for Palestinian peoples facing genocide.
Rutgers University (NJ)	https://rutgersaaup.org/resolution-on-divestment-from-genocide-in-gaza/ Members of Rutgers AAUP-AFT and the Rutgers Adjunct Faculty Union passed the following resolution in a December 2024 vote. . . . <i>Whereas</i> Israel’s military, backed with U.S. weapons and funding, caused the deadliest year on record for Palestinians in Gaza and the West Bank, plus the displacement of millions of people in Gaza and Lebanon; <i>Whereas</i> the Palestinian General Federation of Trade Unions-Gaza, along with 32 other unions in Palestine, has urgently appealed in October 2023 and March 2024 to “Brothers and Sisters of unions and other labor organizations in the United States of America ...to pressur[e] the decision-makers to stop this war of extermination”; <i>Whereas</i> Palestinian faculty and staff of Gaza universities have called on the international community “to resist the ongoing campaign of scholasticide in occupied Palestine,”; <i>Whereas</i> our unions are committed to democracy, equality, and social justice unionism, as stated in our respective by-laws, and reflected in earlier AAUP-AFT Executive Council and PTLFC AAUP-AFT Executive Board statements opposing antisemitism, supporting Palestinian sovereignty and calling for an end to the occupation, calling for a ceasefire at the start of this ongoing genocide, supporting the Black Lives Matter movement, and protecting reproductive rights; <i>Whereas</i> Israel has been accused of apartheid, ethnic cleansing and dehumanization of Palestinians—the ongoing Nakba since 1948—and had these accusations upheld by the International Court of Justice (ICJ) and United Nations, and that these actions contradict the above-stated core principles of our Union; <i>Whereas</i> Israeli universities play a key role in supporting Israel’s system of apartheid rule; <i>Whereas</i> the American Association of University Professors (AAUP) has affirmed that academic boycotts “can be considered legitimate tactical responses to conditions that are fundamentally incompatible with the mission of higher education.” <i>Whereas</i> we stand in solidarity with the overwhelming majority of students on all three Rutgers campuses, who have spoken in unequivocal terms that Rutgers University must “divest its endowment fund from companies and organizations that profit from, engage in, or contribute to the government of Israel’s human rights violations” and that “the University should cease relations with Tel Aviv University”; <i>Therefore be it resolved that the Rutgers AAUP-AFT and Rutgers PTLFC AAUP-AFT urgently calls on Rutgers University and the Rutgers University Foundation to:</i> A. Rutgers University should suspend its 2021 memorandum of agreement with Tel Aviv University (regarding the New Jersey Innovation and Technology Hub) and disallow any future collaboration on Israeli military or intelligence technology; B. Perform a comprehensive review of the university’s endowment to identify and terminate investments supporting Israeli state and military operations, Israel’s settler colonialism, apartheid, and genocide of occupied Palestine territories and the Palestinian people; C. Immediately divest from assets and companies that consistently and directly profit from, enable, or facilitate human rights violations of Palestine and the Palestinian people in the West Bank and Gaza, violations of international law, prolonged military occupations, Israeli apartheid, genocide in Gaza, including but not limited to: Alphabet Inc., Amazon.com Inc., Boeing Co., Caterpillar, Cemex, Chevron, Elbit Systems, Ford Motor Co., General Dynamics, General Electric Co., General Motors, L3 Harris Technologies, Lockheed Martin, Motorola Solutions, Northrup Grumman, RTX Co., Tata Consultancy Services Limited, Tata Motors, Textron Inc.;

Rutgers University (NJ) (continued)	And, therefore be it resolved that both the Rutgers AAUP-AFT and Rutgers PTLFC AAUP-AFT locals call upon our national union the American Federation of Teachers (AFT) to: A. Perform a comprehensive review of the union's financial portfolio to identify and terminate investments supporting Israeli state and military operations and Israeli apartheid and genocide of occupied Palestine territories and the Palestinian people; B. Commit to not investing in any State of Israel bonds in the future.
University of California Berkeley	https://ucbfa.org/2024/05/the-chancellors-statements-on-encampment-and-divestment/ The Berkeley Divest Coalition and the Palestine Solidarity movement across the University of California have placed on the agenda three issues we consider of the greatest importance to faculty. • They have highlighted the falsity of the claim to “institutional neutrality” by the Regents and some campus leaders when they support the criminalization of protest against the war in Palestine and continuing investments of UC funds in companies that profit from that war.
University of California Irvine	https://www.ucifa.org/ifa-town-hall-thursday-april-17th-from-4-530-in-hg-1030 April 17 Day of Action Online Events Displacement: From Palestine to Mexico The Radical Caucus of the Modern Language Association Presents the Opening Session of the CAHE Day of Action Six panelists will explore how we in higher ed understand the massive racist displacements of “surplus populations” caused by the wars, climate disasters and economic dislocations of a capitalist world-system in turmoil.
University of Connecticut	https://docs.google.com/forms/d/e/1FAIpQLSdXxCoZ2gpWfK0PtPILtOJ208RbN7WD-3GyGzRSXc05oVDQA/viewform We stand in solidarity with the students who are calling on their institution not to be complicit with the continued slaughter of Palestinians. We demand that the University of Connecticut, our institution, honor their right to assemble and exercise free speech. We demand that the University of Connecticut listen to its students and negotiate in good faith.
University of Illinois at Chicago	https://x.com/labornotes/status/1714824376212656310 While many union members are worried & horrified at the mounting war in Israel & Palestine, U.S. unions so far are mostly silent. But 50,000-member UFCW Local 3000 & 35,000-member United Electrical Workers (UE) are the exceptions. Join them: #CeasefireNOW
University of Michigan	https://umaup.org/2025/08/13/aaup-endorses-statement-regarding-recent-disciplinary-charges-against-student-protesters/ In bringing these disciplinary charges with significant delay and using a substantively compromised process (one that retroactively applies unilaterally-imposed and off-cycle revisions to the SSRR), the University gives the appearance not only of targeting protests against the genocide in Gaza but also of weaponizing the complaint process so as to silence any future pro-Palestine activism on campus.
University of Southern California	https://www.uscaaup.org/ We are deeply concerned for all of our students' well-being and safety. USC students (of many faiths, including many Jews) are challenging the mass slaughter of over 30,000 civilians in Gaza as well as Islamophobia on our campus. Our Muslim students also feel silenced and abandoned. USC's capitulation here plays into the hands of those in Washington and elsewhere, many of them anti-intellectual reactionaries, who are opportunistically, cynically using the banner of “antisemitism-on-campus” as a means to assault higher education in the US and to demonize campus communities that express solidarity with the Palestinian freedom struggle.
Wayne State University (MI)	https://www.waunion.org/announcements/statement-of-the-wau-executive-board-on-the-conflict-in-israel-and-palestine Wayne Academic Union supports an immediate ceasefire and the provision of water, fuel, food, and other aid to Gaza. A lasting peace must be negotiated based on international law and respect for human rights.
Supporting Gender Ideology	
Institution or State	Communications
Ball State University (IN)	https://bsuaaup.com/statement-of-solidarity-with-lgbtqai-students-and-faculty-at-ball-state-university/ We call on the Ball State administration and campus community to join us in committing to the following: • Continue to support LGBTQAI+ students, faculty, and staff by respecting proper names and pronouns in all university spaces • Correct misconceptions about trans and queer identities in our university classrooms and offices

<https://www.calfac.org/wp-content/uploads/2026/05/Resolution-to-Support-Transgender-Gender-Non-Binary-and-Two-Spirit-Persons-TGNB2S-and-Their-Allies-in-the-California-State-University-CSU.pdf>

1. **Be it Resolved:** CFA will be a sanctuary union for Transgender, Gender Non-Binary and Two-Spirit persons of all identities.

2. **Be it Resolved:** CFA will publicly renounce the kinds of marginalizing practices mentioned above as unjust and to mindfully and intentionally nurture a union that builds power with Transgender, Gender Non-Binary and Two-Spirit persons.

3. **Be it Resolved:** CFA will continue to pressure CSU management to guarantee the accessibility of physical spaces, including restrooms, locker rooms, gym spaces, etc. used by students, staff and faculty, to be inclusive of all genders.

4. **Be it Resolved:** CFA will support the academic freedom of faculty whose teaching, research and activism involves affirming the identities as well as the social and political participation of all TGNB2S folks.

5. **Be it Resolved:** CFA will continue to pressure the CSU management to adopt intentional policies and implementation plans that prioritize the inclusion of trans and gender non-binary persons in all collegiate sports experiences including those of the NCAA and also intercollegiate teams and clubs[.]

6. **Be it Resolved:** CFA will recognize that the serious negative impact of anti-trans policies affects all aspects of the lives of those targeted, as well as undermines the integrity of to [sic] our democracy, [sic] in response we commit to advocating for pro-trans and pro-democratic policy.

California Faculty Association

https://aaupksuoh-my.sharepoint.com/:i:/g/personal/ctaylor_ksuofa_org/ESgPQ7DF6hxEqovpJWRWcf4BjLMn2JTynuk1tXWr1Pe6OA?e=Z58H2A

Kent State University (OH)

Committee Q: Sexual Diversity & Gender Identity

Explores climate concerns and related issues for LGBTQ faculty at all campuses. This committee connects with other national and state organizations involved in assessing employment rights for LGBTQ persons.

<https://www.nevadafacultyalliance.org/NewsArchive/13406905>

Nevada Faculty Alliance

The NFA calls for the Board of Regents to enforce its own anti-discrimination resolution of September 2022 by formally censuring its members who make racist, transphobic, antisemitic, or other discriminatory and offensive statements and by removing those members from the IDEA Committee and Title IX Committee. We appreciate that Chair Amy Carvalho and Vice Chair Jeffrey Downs made a statement in March 2024 affirming the anti-discrimination resolution after the previous transphobic remarks by Boylan, but stronger action is clearly needed.

<https://www.uaosu.org/committees-caucuses/>

Queer Faculty Caucus

The **Queer Caucus** seeks to support, advocate for, and build community with all union members who identify as 2SLGBTQIA+. This includes, but is not limited to, people who identify as Two Spirit, lesbian, gay, bisexual, pansexual, transgender, queer, genderqueer, gender nonconforming, non-binary, agender, genderfluid, intersex, asexual, aromantic, demiromantic, and questioning.

We seek to pursue changes in institutional policy that will safeguard the rights and affirm the identities of people who identify as part of the 2SLGBTQIA+ community at Oregon State University, regardless of whether or not they are members of the bargaining unit.

Additionally, we work in solidarity with other 2SLGBTQIA+ organizations, activists, and community members to dismantle cishetero patriarchy in all its forms. As a caucus we will send one of our members to the Representative Assembly.

Oregon State University

<https://rutgersaaup.org/reproductive-justice-a-brief-post-roe-faq/>

You can read our union's statement here: [Rutgers AAUP-AFT Supports the Right to Abortion](#). Our union has proposed a contract demand for Rutgers to provide coverage, without regard to gender or sexual orientation, for elective and non-elective procedures involving comprehensive sexual and reproductive health care services, including contraceptives, abortion services (procedural and pharmaceutical), and gender-affirming care at no additional cost to unit members or their dependents. This would apply to innetwork and, if needed, out-of-network coverage for out-of-state members of our bargaining unit, at no additional cost.

Rutgers University (NJ)

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Framing abortion access as a "women's-only issue" does not illustrate the full scope of the impact of the Supreme Court decision.

There are specific barriers for trans, gender non-conforming, and non-binary folks for accessing reproductive services. Our union's work around reproductive justice is a fight inclusive of trans, gender non-conforming, and gender non-binary people.

<https://aaup-texas.org/blog/f/aaup-texas-tech-pushes-back-against-campus-censorship>

Texas Tech University

Recognize Scientific and Scholarly Authority: Acknowledge that in matters of scientific and scholarly consensus, including the recognition that biological sex exists on a spectrum, that gender is understood as distinct from sex in many academic disciplines, and that various cultures have recognized non-binary gender systems. Faculty must be free to teach according to the standards of their fields, not political directives.

<https://umaaup.org/2025/09/01/aaup-u-m-aa-chapter-denounces-the-universitys-decision-to-end-lifesaving-medic-cal-care-fortransgender-patients/>

University of Michigan

The University of Michigan Ann Arbor Chapter of the American Association of University Professors (UM-AA AAUP) was appalled to learn of the University's decision to discontinue gender-affirming and lifesaving medical care across its statewide hospital network, bowing to pressure by the Trump administration after being subpoenaed by the Department of Justice.

Our AAUP chapter decries the University's unnecessary and anticipatory compliance in response to threats of the Trump administration that will endanger young people. Our chapter supports continuation of gender-affirming and trans healthcare at the University's statewide hospital network. Discontinuing these treatments withholds needed medical care, and will do harm.

University of Virginia	https://mailchi.mp/6c2dd38069c5/gender-affirming-care-aaup-uva?e=[UNIQID] Beyond the science, access to gender-affirming care is a fundamental human right to bodily autonomy. Medical decisions should be between a patient and their physician. The government does not belong in that decision. A blanket rule banning gender-affirming care is trying to address a problem that does not exist, that children are somehow being coerced into changing gender. We cannot let unfounded hysteria undermine our dedication to basic human rights, and to do so is buying into disinformation and fear-mongering. Supporting gender-affirming care is not just a matter of medical ethics but also a reflection of our values as an institution. The AAUP and our university stand for academic freedom, social justice, and the protection of minority rights. It is imperative that we create a campus environment where all individuals feel safe, respected, and valued. This includes recognizing and addressing the unique healthcare needs of transgender and non-binary individuals. So I urge you to consider the profound importance of gender-affirming care and to take the necessary steps to ensure its availability at UVA. Adam Barnes Executive Committee Member, AAUP-UVA
Thwarting the Police	
Institution or State	Communications
California Faculty Association	https://www.calfac.org/changing-the-narrative-about-policing/ CFA is determined to decriminalize our campuses and abolish policing as we know it. . . . Cops do not keep us safe and yet, early analysis shows campuses continue to increase police budgets even during the Covid-19 years. The bulk of their work and approximately \$70,000,000 (accorded to records obtained from the CSU) are spent on surveilling and harassing people, patrolling streets and buildings, looking, too often, for racialized suspects and initiating traffic stops. These millions allocated to university police departments need reprioritizing to instruction and the psychological and social needs of CSU students and faculty.
City University of New York	https://2022.psc-cuny.org/sites/default/files/Resolution_on_Defunding_NYPD%20%28updated%29.pdf The Professional Staff Congress Calls for Defunding the NYPD and Redirecting Resources to Education, Public Health and Other Community Needs Whereas, the brutal murder of George Floyd is an egregious instance of racist policing that has claimed numerous Black and Brown lives; Whereas the vast majority of CUNY students belong to poor communities long targeted by the NYPD; Whereas, studies have shown that police reforms and training programs aimed at reducing abuses have not altered the consequences of systemic racism in policing; Whereas, governments typically spend far more on policing than on public health, homeless services, youth services and other vital agencies; Whereas, in 2019, New York City allocated nearly \$6 billion to the NYPD, compared to \$1.9 billion for the health department; \$2.1 billion for homeless services; \$1.4 billion on housing, preservation, and development; \$907.3 million on youth and community development; and \$73.8 million on workforce development, thus budgeting more on policing than on health, homeless services, youth development, and workforce development combined; Resolved that the PSC calls on Mayor de Blasio and the City Council to defund the NYPD by reducing the NYPD budget by at least one billion dollars and reallocating the funds to resources that have been proven to support poor communities of color like public health, housing, education and youth employment programs; Resolved that the PSC demands transparency on how much funding the city will cut from the NYPD's \$6 billion annual budget; Resolved that the PSC calls on Mayor de Blasio and the City Council to make the redirection of NYPD funds a first step in reimagining public safety in New York City and re-creating systems of public safety that would keep all New Yorkers safe; Resolved that the PSC calls on CUNY to refrain from requesting or approving NYPD presence on CUNY campuses in non-emergency situations and, additionally, revise its 1992 Memorandum of Understanding with the NYPD to eliminate all provisions permitting the NYPD on campus in non-emergency situations . . .
University of Washington	https://depts.washington.edu/uwaup/wordpress/ As members of the University of Washington (Seattle) community, we call on President Ana Mari Cauce and Provost Mark Richards to take immediate action to ensure the health and safety of people on campus, particularly Black and other persons of color, by protecting them from police violence by 1) the Seattle Police Department and 2) the UW Police Department. Specifically, we call on UW to break all ties (both informal and formal in the form of contracts, agreements, and MOUs) with Seattle Police Department by taking the following steps: 1. Immediately stop handing over people detained by UW Police Department to SPD custody. 2. Stop using SPD to respond to public safety needs, including referrals for welfare checks under the Safe Campus program. 3. Stop using SPD for additional security for any events, including football games, concerts, and ceremonies. Further, we call on UW Seattle to reimagine a Safe Campus as follows: 1. Disarm UWPD officers. 2. Ban the use of police dogs, which many communities of color in the US associate with the terror of state violence. 3. Publicly commit to not hiring former police officers with disciplinary records as UW Police Officers.

Endnotes

- 1** Walter Metzger, “The First Investigation,” *AAUP Bulletin* (Autumn 1961): 207, <https://www.aaup.org/NR/rdonlyres/FB879711-F81B-4C07-990E-D119EE2D3200/0/TheFirstInvestigation.pdf>.
- 2** Daniel H. Pollitt and Jordan E. Kurland, “The AAUP’s First Year,” *Academe* (July–August 1998): 48, <https://www.aaup.org/NR/rdonlyres/6B49A63E-F3BE-4801-829B-BB362DF5EE5B/0/TheFirstYear.pdf>.
- 3** Pollitt and Kurland, “The AAUP’s First Year,” 48.
- 4** Metzger, “The First Investigation,” 209.
- 5** American Association of University Professors, Committee of Inquiry, *Report of Conditions at University of Utah* (1915): 9, <https://www.aaup.org/sites/default/files/files/University%20of%20Utah%20-%20December%201915.pdf>.
- 6** Muhlenberg College, “Reply of Muhlenberg College to the AAUP Confidential Draft (Report),” in American Association of University Professors, *Academic Freedom and Tenure: Muhlenberg College (Pennsylvania)* (2025): 29, <https://www.aaup.org/sites/default/files/IRep-Muhlenberg-College-April-2025.pdf>.
- 7** Muhlenberg College, “Reply of Muhlenberg College to the AAUP Confidential Draft (Report),” 30.
- 8** Muhlenberg College, “Reply of Muhlenberg College to the AAUP Confidential Draft (Report),” 30.
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