By Stephen Z. Goldberg (Adelphi University)

The paper deals with the attitudes of administrators to shared governance. The authors, as presented in the Inside Higher Education piece, are rather inter-pretative. The authors, as presented in the Inside Higher Education piece, are rather interpretable and isolates faculty. Faculty rarely have the opportunity to come together beyond most campuses, even relatively small ones, the departmental structure tends to isolate faculty. Administrators who want the faculty to see the big picture should recognize that collectively the faculty has great attitudes.

It was stated that the survey used by the sociologists was sent to administra-tors at nine four-year universities and colleges. The campuses surveyed were from various parts of the country and included both large and small, private and public, co- and non-socused. Since I am not a sociologist nor have I heard the actual presentation, I am not in a position to evaluate the study. It does seem to me that given the diversity of American higher education, a sample of nine schools is too small. Nonetheless, some of the conclusions drawn by the authors are important in the higher education context. It is reported that the study found that administrators claim that they want faculty members to be more involved but are also critical of faculty in four areas: (1) ignorance, (2) inability to see the big picture, (3) a self-serv-ice approach, and (4) a lack of appreciation for the role of faculty. It is not my purpose here to either agree or challenge the validity of such attitudes. For one thing, we all know that perception often trumps reality, so the attitudes are what we need to deal with them. Rather, I would like to comment on some approaches which might result in more effective shared governance and which might ultimately change some of these attitudes.

First I suggest that administrators should recognize that the faculty are major stakeholders in their institutions. We need and want our institutions to be successful. Administrators should never underestimate the commitment of faculty to their institutions. After all, most faculty careers at an institution are longer than the careers of administrators (as administrators) at those insti-tutions. Administrators should recognize that collectively the faculty has great knowledge of their own institutions in terms of institutional history and culture. Administrators who often arrive at an institution with little knowledge of its history and culture do well to learn from the faculty. Faculty are concerned about institutional problems just as much as administrators are. Administrators who want the faculty to see the big picture should not be institutional cheerleaders. While they certainly should recommend institu-tional accomplishments they should also be forthright in discussing problems and challenges.

It is admittedly hard for faculty to see the “big picture” at an institution. At most campuses, even relatively small ones, the departmental structure tends to isolate faculty. Faculty rarely have the opportunity to come together beyond the departmental or school level. At most institutions there are perhaps two or three fall faculty meetings a semester. The agenda of these meetings should be developed either by the faculty leadership or by the administration with significant involvement of the faculty leadership so that the meetings deal with items that are more meaningful and challenging. The faculty role in planning, be it short term or strategic, is often a point of
Rhoades also noted the continuing importance of the AAUP: “The AAUP is at the core of what it means to be a faculty member in a democratic society: being able to pursue one’s ideas where they take you, playing a key role in shaping the direction of our universities, having an effect on the due process rights and job security to make academic freedom and shared governance realities.”

Gary Rhoades holds BA, MA, and PhD degrees in sociology from the University of California, Los Angeles. His research focuses on professions in the years ahead. I welcome the opportunity to work with the AAUP as we look forward to working with the national staff, elected leaders, chapters, and members on Globalization, Shared Governance and Academic Freedom. Among the questions that will be explored are:

- What is the state of academic freedom around the world and what challenges does it currently face in the United States?
- How can academic service in an era of scarcity and censorship be preserved?
- Who is making decisions in the corporate university? What ever happened to shared governance?
- Are there exceptions in the use of contingent faculty and how do we address this issue?
- How are public policy decisions at the national and state levels affecting higher education?
- Are the professional, political and institutional responsibilities of faculty and how can these responsibilities be rewarded?
- Is participation in social and political activities a barrier to a broad, non-specialist audience?

The AAUP Call for Proposals

The AAUP invites individuals and teams to submit proposals for its conference on Globalization, Shared Governance and Academic Freedom. Among the questions that will be explored are:

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Conference Sessions

Hundres of thousands of students graduated from high school, applied to and completed their degrees in the time Congress took to pass the 110th Congress’s College Affordability Act of 2008, which would protect 31 million Americans from losing student aid if the act would protect 31 million Americans from losing student aid if the act would protect 31 million Americans from losing student aid. The votes were 380-49 in the House and 83-8 in the Senate. The president is expected to sign the bill.

The bill also enhances programs that help students persist through degrees by creating an Early Federal Student Aid Loan, Under the Direct Loan Program, all students will be charged a loan interest fee and will have access to a larger pool of funds.

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President's Report

continued from page 3

by David Linton

For the first four decades of its existence the faculty governance of Marymount Manhattan College (MMC) was structured so as to assure that the affairs of the faculty were secure in the hands of the faculty. In the 1980’s and thereafter the College and the State University of New York system required that the faculty governance structure be reformed and that faculty representation in governance be reformed and faculty should be represented on the board of the Regents. In the 1990’s MMC restructured its governance to conform on a system-wide basis to the new governance structure. MMC’s revised governance structure was in place by the 2000’s.

MMC’s governance structure is also based on the requirements of the AAUP’s Handbook of Checklist for Procedures for Governing Bodies. The implementation of the governance structure is facilitated by the establishment of an Administrative Committee on Institutional Matters (ACIM), which advises the President in the administration of the affairs of the College. The ACIM is the faculty’s representative on the College’s Governing Board, and works closely with the President to advise on matters of governance. The ACIM is composed of the Chairs of the Academic Council, the Curriculum Committee, the Faculty Senate, the Governmental Affairs Committee, the Institutional Review Board, and the Governance Committee. The ACIM also has representation on the Board of Trustees, and is responsible for the oversight of the College’s financial affairs.

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Academe

Education said: “The Higher Education Commission report outlines a strategy to ensuring that we provide the best education services to our citizens. The dedication to improving higher education in the State of New York,” said commission to discuss their recent recommendations to improve the State's on Higher Education Report from Commission Reform; Receives Final to Low-Interest Student Announces Commitment Governor Paterson On July 21, 2008, Governor David A. Paterson announced his administration's commitment to adopting a low-interest student loan program as part of the key recommendations in the New York State Commission on Higher Education's Final Report. New York is one of the few remaining states without a state-funded student loan program. Governor Paterson met with members of the commission to discuss their recent recommendations to improve the State's education programs.

“I want to thank the members of this Commission for their commitment and dedication to improving higher education in the State of New York,” said Governor Paterson.

“Their extensive work and research has resulted in a comprehensive list of exciting recommendations for our consideration. My administration is committed to ensuring that New York's students have access to quality education services to our citizens. Given the State's fiscal situation, we will first seek to implement those recommendations which achieve high impact at little or no cost and at the same time pursue innovative ways to finance some of the recommendations which require State funding.”

Hunter Rawlings, Chairman of the New York State Commission on Higher Education said “The Higher Education Commission report outlines a strategy for making New York competitive in the 21st century global economy. New York can and should be the national and international leader in higher education.

With this report and Governor Paterson’s leadership, that can be a reality.”

“One of the major recommendations in the report is the creation of a low-cost student loan program,” said Governor Paterson. “As credit markets tighten and fewer financial institutions participate in student lending, students and their families face the prospect of paying higher and higher interest rates. New York is one of the only States in the nation without a state-funded student loan program; it is time for that to change, which is why my administration will introduce legislation to include this critical program in next year’s budget.”

Governor Paterson has proposed the establishment of a low-interest loan program to be financed through the issuance of revenue-backed bonds. Resident students enrolled in a degree program at a college or university in New York State will benefit from this plan.

The proposal is cost neutral to the State over the long term since the costs of debt service and administration can be passed on to the borrower while still allowing the student to have the lowest interest rate for students than that which they find in the private market.

In addition to announcing his support for a low-cost student loan program, Governor Paterson informed members of the commission that he will support their recommendation to provide regulatory relief for SUNY and CUNY.

“We need to give SUNY and CUNY the flexibility to act timely and respond quickly to change,” said Governor Paterson. “The Commission recommended regulatory reform in three key areas: the sale or lease of property, management, and access. The Governor’s administration will work to include these changes as part of a larger effort for statewide regulatory reform.”

Several other recommendations from the Commission’s Preliminary Report issued in December 2007 have already began to be implemented.

They include:

Critical Maintenance: The 2008-09 Enacted Budget included $834 million for critical maintenance at SUNY and CUNY, the largest year-over-year funding increase on record. SUNY has created a task-force of community and four-year college faculty which is dedicated to executing the commission’s recommendation on critical maintenance plan which would provide $4.17 billion total; SUNY and CUNY’s Board of Trustees was restructured to provide more targeted focus on research and university centers, efforts are underway state-wide on Early College High Schools, College Access Challenge Grants and the Regents’ P-16 agenda.

The New York State Commission on Higher Education was established by Executive Order in May 2007 by former Governor Eliot Spitzer and is chaired by Hunter Rawlings, President Emeritus, Cornell University. The members of the commission include presidents of numerous public and private colleges throughout the State of New York as well as stakeholders in the higher education community.

The Commission issued a preliminary report to the Governor in December 2007. In June 2008, they issued their final report.

New Yorkers on National AAUP Committees

National AAUP Committees

AAUP standing committees work on a variety of topics of importance to higher education and to faculty. In addition to topical standing committees, the AAUP has the following leadership committees: the Executive Committee of the governing Council; the governing committees of the Assembly of State Conferences and Collective Bargaining Congress; committees that gather special funds; advisory committees, Association business committees; and special committees appointed, often for limited time periods, to deal with specific issues.

A description of each standing committee follows, along with a list of New Yorkers serving on these committees. Members are appointed to committees by the president of the Association. The date of appointment expiration is given after each name. Members of the national AAUP staff are assigned to assist the committees in their work. The Constitution provides that the president shall be ex officio a member of all committees except the Nominating Committee, the Executive Committee, and the Election Appeals Committee.

Academic Freedom and Tenure (Committee A)

Promotes principles of academic freedom, tenure, and due process in higher education through the development of policy documents and reports relating to these subjects and the application of those principles to particular situations that are brought to its attention. The staff is authorized to receive, on behalf of the committee, complaints of departures from these standards and, where appropriate, to undertake formal investigations. Such investigations may lead to a recommendation from the committee to the Association’s national council and annual meeting that the administration of an institution be censured for failure to adhere to the principles of academic freedom and tenure as enshrined by the AAUP and hundreds of other professional and educational organizations.

Andrew T. Ross (American Studies), New York University, 2009

Jeanne L. Metzger (Public Health), Columbia University, consultant, 2010

Academic Professions

Deals with issues involving college and university professionals who work in positions other than faculty appointments. Such issues include recruitment and appointment, compensation, workplace safety and security, and protection of professional autonomy and responsibility. The committee also promotes the inclusion of academic professionals in the AAUP.

Thomas E. Matthews (Higher Education/College at Geneseo, State University of New York, chair, 2011

Irish Deliberus (Labor Education and Advancement Program), Queens College, City University of New York, 2010

Stephen Leverstein (History), City College, City University of New York, 2007

College and University Governance

Promotes meaningful faculty participation in institutional governance through the development of policy statements and reports related to shared governance and application of those principles to particular situations that are brought to its attention. The staff is authorized to receive, on behalf of the committee, complaints of departures from these standards and, where appropriate, to undertake formal investigations. Such cases may lead to a recommendation from the committee to the Association’s national council and annual meeting that the administration of an institution be censured for substantial noncompliance with standards of academic governance.

Louisa A. Beckley (English), LaGuardia Community College, City University of New York, 2010

Maurice Isserman (History), Hamilton College, 2009

Community Colleges

Deals with issues of concern to faculty in the nation’s community colleges. Advances AAUP principles on community college campuses in such matters as faculty workload, shared governance, academic freedom, and the over-reliance on contingent faculty. The committee also promotes the inclusion of community college faculty in the national AAUP.

Anne Friedman (Special Education), Borough of Manhattan Community College, City University of New York, 2009

Contingent Faculty and the Profession

Deals with issues related to contingent faculty appointments. Works to improve conditions for contingent faculty members and to reverse the trend towards part-time and non-tenure-track appointments.

Marcia Newfield (English), Borough of Manhattan Community College, City University of New York, 2010

Economic Status of the Profession

In collaboration with the Association’s research office, prepares the annual Report on the Economic Status of the Profession, using data collected in the AAUP’s annual faculty compensation survey. The report describes national trends in faculty compensation, as well as issues in the financial organization and conditions of higher education, and is a valued resource throughout the higher education community.

Steven London (Political Science), Brooklyn College, City University of New York, 2009

Richard Romano (Economics), Broome Community College, State University of New York, 2009

Ronald G. Ehrenberg (Labor Economics), Cornell University, consultant, 2009

Government Relations

Advocates positions at all levels of government that are beneficial to the higher education community. Works to bring to the attention of the federal and state legislatures, the AAUP’s annual faculty compensation survey. The report describes national trends in faculty compensation, as well as issues in the financial organization and conditions of higher education.

Patricia W. Bentley (Library and Women's Studies), College at Plattsburgh, State University of New York, 2009

Cecilia McCall (Communication), Baruch College, City University of New York, 2008

Ellen W. Schrecker (History), Yeshiva University, 2009

Professional Ethics

Promotes the observance of professional and ethical standards by members of the higher education community through the development of policy statements and reports and the application of those principles to particular situations that may come to its attention. The staff is authorized to receive, on behalf of the committee, complaints of departures from these standards and, where appropriate, to undertake formal investigations. Such investigations may lead to a recommendation from the committee to the Association’s national council and annual meeting that the administration of an institution be censured for substantial noncompliance with standards of academic governance.

Frank M. Kirkland (Philosophy), Hunter College, City University of New York, 2010

Sandra London (Library), City University of New York, 2008

Retirement

Deals with issues affecting retired faculty, including pension and retirement plans, pension fund concerns, and protection against age discrimination.

David S. Linton (Communication Arts), Marymount Manhattan College, 2010

Ronald G. Ehrenberg (Labor Economics), Cornell University, consultant, 2011

Sexual Diversity and Gender Identity

Deals with issues related to diversity and gender identity. Works with other committees (government relations, governance, and Community Colleges, for example) to promote fair and inclusive policies on these matters on campuses and in the legislatures.

Patricia W. Bentley (Library & Women’s Studies), College at Plattsburgh, State University of New York, 2009

Jeanne Laurel (English), Niagara University, 2009

Women in the Academic Profession

Deals with issues related to diversity and gender identity. Works with other committees (government relations, governance, and Community Colleges, for example) to promote fair and inclusive policies on these matters on campuses and in the legislatures.

Patricia W. Bentley (Library & Women’s Studies), College at Plattsburgh, State University of New York, 2009

Jeanne Laurel (English), Niagara University, 2009

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