

The IOWA ACADEMIE

NEWSLETTER OF THE IOWA CONFERENCE OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

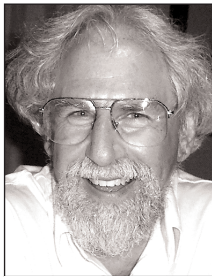
Volume 10, Number 4

Fall 2005

Greg Scholtz, Editor

AAUP vice president to speak on shared governance at October 15 conference meeting

Larry Gerber, AAUP first vice president and former chair of the Association's Committee on Governance, will deliver the keynote address at the fall meeting of the Iowa Conference. Hosted by the Cornell College chapter of the AAUP, the meeting will take place Saturday, October 15, on the Mount Vernon campus (see box at right for schedule). Admission is free.



Gerber

Gerber will talk about shared governance in the context of faculty workload. Given the ever-increasing demands on faculty time, it is becoming more and more difficult for faculty to find time for service on committees and other important governance work. The faculty reward system at some institutions may further discourage involvement in governance by failing to give appropriate weight to faculty governance activities in determining merit raises or in making promotion and tenure decisions.

Gerber, a professor of American labor and economic history at Auburn University in Alabama, is eminently qualified to speak on the topic of faculty involvement in shared governance. On his own campus, Gerber has served in a number of important governance roles, including member of the university senate executive committee, chair of the university senate, mem-

ber of the university budget committee, member of the senate faculty salaries committee, and chair of the faculty committee for Auburn's reaccreditation self-study. In the latter capacity, Gerber was instrumental in bringing to the attention of the Southern Association of Colleges and Schools (SACS), Auburn's regional accrediting agency, inappropriate governance practices on the part of Auburn's board of trustees. Auburn was put on probation by SACS in 2003 (See Gerber's "Auburn University: A Case Study in the Need for Sunshine," *Academe*, May-June 2005, pp. 32-33).

Gerber's AAUP credentials in the governance area are equally outstanding. As already noted, he was chair of AAUP's Committee on Governance (formerly known as Committee T on College and

University Government), he served on the investigating team for Lindenwood College (MO), the first institution to be sanctioned by the AAUP, in 1994, for infringement of governance standards, and he was a member of the AAUP Commission on Governance and Affirmative Action at the University of California in 1996.

Please note that College Hall is located on Fifth Avenue South, between Second and Third Streets Southwest. Because Cornell will be celebrating homecoming this weekend, attendees may have to park a block or two from campus. Parking, however, is available on most streets in Mount Vernon. For further information about the meeting, contact chapter president Joseph Molleur at <jmolleur@cornellcollege.edu> or (319) 895-4237.

PROGRAM

Fall Meeting of the Iowa Conference of the AAUP

Saturday, October 15, 2005

College Hall, Room 308

Cornell College

Mount Vernon, Iowa

- 9:00 Registration and Refreshments (free coffee and pastries)
- 9:30 Keynote Address: "Making Time for Shared Governance"
Larry Gerber, First Vice President, AAUP
- 10:15 Break
- 10:30 Discussion/Response to Keynote Address
Moderator: Joseph Molleur, President, Cornell College AAUP
- 11:30 Iowa Conference Business Meeting
- Noon Adjournment

Membership development workshop personal highlight of 2005 AAUP Summer Institute

by Joseph Molleur

For me, the highlight of the 2005 Summer Institute was meeting, interacting with, and learning from, George Lang. George teaches mathematics at Fairfield University in Connecticut, where he is also a very active member of an advocacy (non-collective bargaining) chapter that can make an extraordinary boast: over 90 percent of Fairfield's faculty are AAUP members.

How did they do it? George shared aspects of the Fairfield success story at the two Summer Institute sessions he facilitated, one on "Organizing your Advocacy Chapter" and the other (with Frederick Gooding, AAUP national field representative) on "Membership Recruitment and Development."

I took three things home with me from those sessions that I hope we can make use of at Cornell.

First, Fairfield has a Faculty Wellness Committee (FWC) that is closely linked with the AAUP chapter (so closely linked that they have a joint website; check it out at <www.faculty.fairfield.edu/rde-witt/fwc/>).

Several months ago, one of the members of the Cornell chapter asked an interesting and insightful question: "Cornell has a Student Life Committee. How come there is no Faculty Life Committee? Faculty have lives too." We might be able to borrow a page from the Fairfield University "play book" in this regard.

Second, it is crucial to keep an accurate, updated membership database, in order to keep track of such things as: which faculty are AAUP members and which aren't; which non-members are "good prospects" and which aren't; and the date of the most recent contact with each non-member, along with the result of that contact (for example, "Needs to think about it for a while," or "Will join next year when less strapped for cash"). This way, time is not wasted on visiting people who are hopeless cases, and we don't run the risk of "badgering" a

prospect who was just visited a week or two ago.

And, third, one of the most effective recruiting techniques is the office visit. While phone calls, letters, and e-mail messages have their place, in the final analysis they just aren't as personal (or effective!) as genuine "face-to-face" time.

This isn't to say that other recruiting techniques are unuseful, but for some faculty, the only thing that will get them to join is crossing the threshold of their office door, asking them if they have a moment to talk, and inviting them to join AAUP.

At one Summer Institute session we actually practiced making office visits via role play. Also, the AAUP national office publishes a very helpful brochure on the art of the office visit.

So thank you, AAUP Summer Institute, for providing a forum for disseminating the inspiring example, the great ideas, and the concrete suggestions of (among many others) George Lang and Fairfield University.

Joseph Molleur is an assistant professor of religion at Cornell College and president of the AAUP chapter. He attended the AAUP's Summer Institute at the University of New Hampshire July 21-23 as a representative of the Iowa Conference, along with Ammertte C. Deibert from Grand View (see her article on page four). Both Joseph's and Amy's attendance were funded by scholarships from the Iowa Conference and AAUP's Assembly of State Conferences. These scholarships to national AAUP leadership training events are always available on a first-come, first-served basis to all members of the Iowa Conference.

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Need Help?

The colleagues whose names, addresses, and phone numbers appear in the box above are prepared to assist you. Don't hesitate to contact one of them if you encounter problems related to your academic freedom or rights to due process.

Grand View resuscitates chapter

Fourteen faculty members at Grand View College in Des Moines have reinstated the AAUP chapter after more than 25 years of inactivity and have launched several governance initiatives. Officers of the new chapter are Sean Kearney (president), Ammertte Deibert (vice president), Sergio Loch (secretary/treasurer), and Jean Logan (membership and governance chair).

From the President: Accreditation and Shared Governance

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process ... The primary responsibility of the faculty for such matters is based upon the fact that its judgement is central to general educational policy.

—Statement on Government of Colleges and Universities, AAUP, *Policy Documents and Reports*, 9th ed., p. 221.



A. Frank Thompson

Recently, *U.S. News and World Report* and *The Princeton Review* issued their rankings of U.S. colleges and universities. While there may be great disagreement over the methods used to rank schools in the United States, a review of accomplishment in terms of teaching, research, and community outreach in higher education would lead most to agree that we have many outstanding American colleges and universities.

Yet, in the majority of cases, administrators at those highly ranked colleges and universities take credit for the accomplishments of the faculty. Administrative acceptance of credit for the work of the faculty may be related to the way governing boards determine salaries for college and university presidents, by measures that more and more resemble those used to determine salaries for coaches.

What may be overlooked by the magazines, newspapers, and ranking authorities is the work of the faculty and the processes used in the past to build strong institutions in higher education.

Nor do most writers acknowledge the part played by AAUP since 1915 in supporting the faculty's role in developing curriculum, professional standards, and expectations in the areas of teaching, research, and service.

At this year's national AAUP meeting, I attended a workshop by the AAUP's Committee on Accreditation, led by AAUP associate secretary John Curtis. Among the topics discussed were the necessity of faculty involvement in the accrediting process, both within the regional accrediting agencies and on the self-study bodies, as articulated in the AAUP's extremely important 1968 statement on *The Role of the Faculty in the Accrediting of Colleges and Universities* (AAUP, *Policy Documents and Reports*, 9th ed., pp. 271-72).

Another topic of discussion was the noticeable scarcity of references to AAUP-supported standards among the criteria employed by the six regional accrediting agencies. Participants noted that the regionals are dominated by administrators from less prestigious institutions, with faculty playing a much less influential role, both in the agencies generally and on the visiting teams, where they are greatly outnumbered.

A major concern is that the corporate view taken by administrators to accreditation gives short shrift to faculty governance. The current administrative view of accreditation appears to be that it represents a means of achieving a modest certification of educational

quality. Much like the Good Housekeeping seal of approval, today's accreditation standards appear to be setting some minimal standards for acceptable academic performance.

This new paradigm for accreditation represents a glacial shift from the days when university and college faculty worked through committee structures to devise strong standards of educational and research excellence.

One indicator of the movement of accreditation certification from setting high educational goals toward more modest minimal standards has been the accreditation of for-profit, online teaching schools, such as the University of Phoenix and Jones International University, by the Higher Learning Commission of the North Central Association.

Larry Gerber, the keynote speaker at the upcoming Iowa Conference meeting (see front-page story), has a great deal of first-hand experience in the realm of accreditation and shared governance. Although the main issue Larry will address in his keynote address will be the difficulty faced by faculty in finding adequate time for participating in governance activities, he will also be touching on some of the issues I've mentioned, especially during the discussion period.

I'm looking forward to an interesting and useful meeting in Mount Vernon on October 25, and I hope to see you there!

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AAUP and the ideals of Lutheran higher education: some commonalities

by Ammertte C. Deibert

Attending the AAUP 2005 Summer Institute at the University of New Hampshire brought back memories of a conference at Wittenberg University I attended several years ago. Entitled "Freedom and Tradition at Lutheran Colleges," it was organized by the Division for Higher Education of the Evangelical Lutheran Church in America (ELCA).

From my perspective, both conferences were connected to the issue of freedom in higher education. And I came back from both conferences feeling insightful, invigorated, and strengthened in my value orientation.

While comparing the conferences I was reminded how much both higher education groups work for the faculty. Academic freedom is one value both promote as they go about their work. AAUP affirms academic freedom with the belief that it creates the ground rules for everything connected to higher education. The Redbook establishes three kinds of freedom to which professors are entitled—freedom in research and in publication of the results, freedom in the classroom in discussing their subjects, and freedom to speak or write as citizens.

Similarly, Lutheran higher education has a concern about the preservation of academic freedom. It is best described in a book by Ernest Simmons called *Lutheran Higher Education*. Each discipline has its own integrity and freedom, with no discipline dictating to another, but with a relationship of mutual respect and integrity. This openness and freedom in the college environment must be conserved at all levels in order to maintain the critical task of understanding life in this world. Even religious beliefs should be discussed and critiqued in an informed manner. Open inquiry is not only a privilege; it is also a "mandate" of Lutheran higher education.

Another way both entities work for faculty is by supporting shared governance, which of course is closely connected to academic freedom. The climate on a campus for shared governance includes many components of the institution, according to the AAUP, which has made available a very useful survey for evaluating shared governance at one's college or university. Entitled *Indicators of Sound Governance*, it was written by former Iowa Conference

president Keetje Ramo and is downloadable at <http://www.aaup.org/governance/resources/tsurvey.pdf>.

One emphasis in *Indicators* is the general climate of governance on campus, which depends on communication between trustees, administration, and the faculty—communication characterized by collegiality, respect, and civility that should spread to other members of the campus community. Another emphasis is the necessity of timely, open access to information so faculty members can give informative input into institutional decision-making.

This excellent survey could be used for various purposes—assessment for external reviews, discovering and applauding what an institution is doing well in governance, or identifying areas of joint decision-making that need reform.

I find that the distinctively Lutheran ideas described in Tom Christenson's book, *The Gift and Task of Lutheran Higher Education*, can be related to shared governance in at least three ways. First, there should be an openness to views other than our own, but suspicion towards views held by those who are certain they are right and others are wrong. Shared governance relies on this kind of openness in order to maintain the necessary communication between trustees, administration, and faculty. Second, being critical of institutions and the way they shape reality and value is a necessity. Christenson states, "Being critical is one of the manifestations of freedom." He believes that we must be critical of all kinds or forms of absolutism, including the consumer culture. Without the freedom to criticize, shared governance is an illusion. Third, "engaged suspiciousness" is another connection to shared governance. Christenson applauds Luther as a suspicious person who led a rebellion and didn't disassociate himself by complaining only. He was engaged in what he was skeptical about. Shared governance needs the skeptic and the ability to bring about change when institutions have been or are going in the wrong direction, and Luther is a role model. According to Christenson, we need to be skeptical of those claiming possession of the truth—in other words, those constituents private possession of the knowledge of what is best for the institution.

Recently, a group of Grand View College faculty revitalized the col-

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Iowa AAUP website

Point your browser to <http://www.aaupiowa.org/> for Iowa AAUP information, back issues of *Iowa Academe*, and links to AAUP websites around the country.

What is shared governance anyway?

by Greg Scholtz

Like motherhood and apple pie, shared governance is an ideal that everyone seems eager to uphold and defend. In fact, shared governance is invoked as frequently in the documents of administrator-dominated organizations like the Higher Learning Commission (formerly known as the North Central Association) as it is in the reports and statements of faculty groups like the AAUP. Like many catchphrases, however, shared governance seems to mean different things to different people.

Most commonly, shared governance is used to convey the idea that lots of conversation ought to take place within and among various campus groups—board, administration, faculty, staff, students, etc.—before the people in power make the final decision. This conception might be labeled the “stakeholder” version of shared governance. All the stakeholders should have a place at the table; everybody, within reason, should be consulted. Once everyone has talked things over, those in charge make the final decision, presumably after having given serious consideration to the full range of opinions and recommendations.

This understanding of shared governance incorporates two suppositions: (1) the only real decision-making power belongs to top college officers and (2) all subordinate voices are equal, regardless of function and expertise (the insidious implication of the term “stakeholder”).

This brand of shared governance, which resembles corporate quality-improvement programs like Total Quality Management (TQM), is certainly preferable to tyranny or dictatorship. In fact, on many campuses—especially those on which presidents routinely make decisions without consulting anybody—the implementation of the stakeholder understanding of shared governance would constitute a great leap forward.

Nevertheless, the stakeholder notion of shared governance falls well short of the classic understanding of the concept articulated in the 1966 *Statement on Government of Colleges and Universities*—the urtext of academic governance. (The full statement is available at <http://www.aaup.org/statements/redbook/govern.htm>.)

Jointly formulated by the Association of Governing Boards of American Colleges and Universities (AGB), the American Council on Education (ACE), and the AAUP, the *Statement on Government* conveys a more sophisticated—and collegial—understanding of academic shared governance.

While the *Statement* recognizes that final institutional authority resides ultimately in the governing board and that the board entrusts day-to-day administration to the president, it does not conceive of the college or university in starkly hierarchical terms—as a power pyramid with the president and board perched at the apex. On the contrary, it portrays the well-run institution as one in which decision-making authority is truly shared among the various components.

What chiefly distinguishes this kind of shared governance from the stakeholder variety is the idea that the faculty not only have a voice in institutional decision-making; they actually possess “primary responsibility”—or authority—for reaching decisions in their areas of expertise, namely, “curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.”

The delegation of primary responsibility to faculty in academic matters is founded upon the assumption that faculty are not merely employees, but professionals with special training and knowledge, thus uniquely qualified to exercise decision-making authority in their areas of expertise. “Decisions not to reappoint, promotions, the granting of tenure, and dismissal,” for example, are the “primary responsibility of the faculty” because the faculty’s “judgment is central to general educational policy” and because “scholars in a particular field or activity have the chief competence for judging the work of their colleagues.”

According to the stakeholder conception of shared governance, all voices save that of the “final authority” have equal weight in the processes of decision-making. But genuine shared governance, by recognizing that each component of the institution has its own area of primacy, grants some voices more weight than others. Thus, even though the president and board may

possess final authority, they should routinely concur with faculty recommendations made in areas of faculty responsibility, and they should reject faculty decisions only in “rare instances and for compelling reasons which should be stated in detail.” In short, when it comes to academic matters, a faculty decision should normally be the final decision.

Primary responsibility also implies that faculty enjoy a certain degree of decision-making autonomy in their areas of expertise—in other words, that the administration maintains a hands-off attitude when the faculty are developing recommendations in the areas of curriculum, academic policy, and appointment, reappointment, tenure, and promotion.

By relegating primary authority in educational matters to the faculty, genuine shared governance, as articulated in the *Statement on Government*, promotes and sustains academic excellence. It doesn’t take a Ph.D. in higher education to figure out why. In the plain words of one of the twentieth century’s greatest university presidents, “we get the best results in education and research if we leave their management to people who know something about them” (Robert Maynard Hutchins, *Higher Learning in America*, Yale, 1936, p. 21).

AAUP and Lutheran ideals

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lege’s AAUP chapter after an inactive period that began in the late 70’s. It’s my belief that the two entities (AAUP and Lutheran Higher Education), though distinctly different, are quite compatible, because they both promote academic freedom and shared governance by affirming freedom as a paramount value in higher education.

I highly recommend the 2006 Summer Institute to new and old members of AAUP—especially if you want to start a new school year armed with new insights and invigorated for the task of promoting academic freedom and shared governance. Attendance at the Summer Institute may also give you an opportunity to reflect on your value-orientation in relation to higher education.

Ammertte Deibert is a professor of sociology at Grand View College in Des Moines, an ELCA institution.



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