

The IOWA ACADEMIE

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Greg Scholtz, Editor

Gooding: we must do more to achieve faculty diversity

The following is a condensed version of the keynote address delivered by Frederick Gooding at the spring meeting of the Iowa Conference, which took place April 16 on the campus of Drake University in Des Moines. Gooding, a former civil rights attorney, is a field representative in the Department of Organizing and Services of the AAUP.

While preparing this talk, I looked through some recent Des Moines papers to get a feel for what was happening here, or to see if anything relevant was happening. I found one story about a manager who was fired for a racist statement that he made (this was some time ago—as in last month),



Gooding

but the management stated that they did not tolerate discrimination. I thought, That's great.

Who here this morning tolerates discrimination? May I see a show of hands? Surprise! No one. But yet we have some disparities that stubbornly plague us still. What accounts for this?

I would argue that three legal principles apply:

(1) impact vs. intent: *assessing where we are*

How do we approach the Ivory Tower? How do we diversify the doctrine of its doctorates? Well, everyone here woke up early on a Saturday morning to listen to this topic. We do not need to worry about you. The question is for everyone else not privy to this exchange: What can be done? If what we are doing now is simply the best that we can do, then I don't think that I would be standing here currently.

Statistics bear out a pattern of disparity—impact vs. intent. Therefore, it is no use to resort to the “hand-washing” rhetoric that peppers so many of these conversations on race. As I suggested earlier in our conversation, no one (or should I say very few people?) intentionally prescribes discriminatory tactics. But

yet, very few people take a close, hard look at the very subtle ways in which discrimination may be institutionalized, or woven into the very fabric of society and, more specifically, the hallowed halls of academe.

Let's see what the statistical evidence shows us:

- While the percentage of minority faculty has doubled in the past 20 years, white faculty still represent 88 percent of all faculty.
- Persons of color represent only 12.2 percent of all full-time faculty and 9.2 percent of full professors.
- Of full-time faculty, 1.1 percent are Native Americans; 2.8 percent are Asian Americans; 3.7 percent are Mexican and other Hispanic Americans, and 4.3 percent are African Americans.

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Cornell to host fall conference meeting October 15; AAUP vice president to speak on shared governance

The Cornell College chapter of the AAUP will host the fall meeting of the Iowa Conference on Saturday, October 15, on the Cornell campus in Mt. Vernon, Iowa.

AAUP first vice-president Larry Gerber will give the keynote address on the topic of shared governance and faculty time. Gerber, a professor of history at Auburn University, is former chair of the AAUP's Committee on Governance, upon which he has served as a consultant for the last seven years. At Auburn, Gerber has chaired both his department and the faculty senate.

Gooding: we must do more to achieve faculty diversity

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- On most 4-year colleges and universities, less than 10% of professors are people of color.
- Of black Ph.D.s, 40 percent are teaching at historically black colleges and universities.
- In relation to particular disciplines, in 2002 African Americans earned only 14 doctorates in mathematics (1.5 percent of all doctorates awarded in the field); fewer than 2 percent of all doctorates in physics, astronomy, and the earth sciences; and fewer than 3 percent of all doctorates in computer science, chemistry, and the biological sciences. According to the National Research Council, in 2004 African-Americans made up only 2.8 of those receiving doctorates in the arts and humanities.

Here are some further facts about Ph.D.s awarded to blacks from most recent survey on doctorates issued by the National Opinion Research Center at the University of Chicago:

- The average age of a black Ph.D. recipient in 2002 was 37.5, compared to 33.9 for white Americans.
- Black Americans on average took 12.8 years to earn a doctorate after receiving their bachelor's degree. Whites on average took 10.6 years. Disparate economic burdens on black and white Ph.D. candidates probably account for much of the difference.
- Some branches of the University of California system still have only one Mexican American on the faculty despite the fact that Mexican Americans are now a quarter of California's population.
- At the University of Wisconsin fewer than 2 percent of the faculty are minorities.
- At Stanford, 2.4 percent of all full time faculty are minorities.
- African Americans constitute 1 percent of the nation's philosophy departments.
- American Indians account for less than 1 in 200 full-time faculty.
- Related to the issue of the hiring,

promotion, and tenure of Ph.D.s is publishing: scholarly publishing remains a largely white enterprise. University presses employ few or no minorities.

(2) spirit of the law: *I know what you said, but what do you mean?*

By way of analogy, let's say for your birthday that your great aunt finally agrees to knit you one of her famous sweaters. You tell her that you want it in your favorite color, and would like your name (not your age) emblazoned on the front. What would you say if she gave you the sweater in the requested color, but it contained a name tag—you know, the type that you can write your name on and have to use the safety pin feature? Would you feel satisfied that this sweater bears your name through and through?

This is like the difference between vouching for diversity and valuing diversity. Perhaps you might feel more special if you had a sweater where your name was seamlessly woven into the fabric of the requested color. This way you don't have an external, superficial element that doesn't seem to be a part of the sweater, although it is connected to it. The same holds true for minorities on campus.

Case in point: the University of Wisconsin doctored their admissions catalog a couple of years ago to "reflect diversity" by cropping and inserting a photo of an African-American male in a crowd full of students where previously there was none. Diversity should be respected more than to be reduced to a crude marketing tool.

(3) contributory negligence: *if the problem resides with us, then so does the solution*

Stop! You have beat us up enough, you say. Solutions, please.

Sure! My solution is that we simply need to think outside the paradigm. Why are you only asking me for solutions when here we have a room full of Ph.D.'s!

But since you asked, first, we need to acknowledge that the root of "the problem" extends beyond campus borders, as education is just one piece within the larger jigsaw puzzle of social equality. Despite what the plaintiffs argue in the reverse discrimination cases, getting on campus is not simply a matter of taking a test. We have to be honest about this. The grading is the same, but the tests are different.

Next, we need to combat the prevailing assumption that nothing can be done on an individual level to effect change. Sure, for an individual it is an extremely overwhelming and daunting task to attempt to change everything. All of a sudden, the problem seems larger and more difficult to manage. I don't think anyone here can be expected to single-handedly change the whole system. Part of it is isolating the problem source. And to do that, many of you perhaps are searching for this large, smoking elephant gun.

But technology has changed. Have you heard of smokeless tobacco? Well, there are smokeless guns now too. Because of many competing factors, it is increasingly difficult to isolate a single problem source. We have to operate on a higher plane of ethics and let them guide us to the inequities that exist.

However, at the same time, this is precisely what is most encouraging, for there is room for each of us to add our diverse opinion to an important issue that has been white-washed over the years. In becoming more involved in "the conversation," we will by degrees recognize the white elephant in the room that nobody ever seems to see completely, replete with shining white ivory tusks.

Iowa AAUP website up and running

Thanks to the good efforts of Ken Colwell at St. Ambrose University, the Iowa Conference of the AAUP now has a functioning website. If you point your browser to <<http://www.aapiowa.org/>>, you can view it in all its splendor.

From the President: Faculty Governance and Financial Statements

The faculty should participate both in the preparation of the total institutional budget and . . . in decisions relevant to the further apportioning of its specific fiscal divisions (salaries, academic programs, tuition, physical plant and grounds, etc.).

—*The Role of the Faculty in Budgetary and Salary Matters*, AAUP, *Policy Documents and Reports*, 9th ed., p. 232.



A. Frank Thompson

No document provides better evidence of a college or university's educational priorities than its financial statement. Financial statements reveal how an institution allocates its resources between instructional purposes, such as salaries for contingent and tenure-line faculty, and non-instructional purposes, such as fixed costs for physical plant, building maintenance, and activities not related to teaching.

Faculty members have typically examined financial statements in order to determine how much of the institution's resources, as a percentage of the overall budget, are being committed to faculty research, salaries, and benefits. However, as administrative budgets and funds allocated to building maintenance, free-enterprise ventures, and athletic facilities increase at an expanding rate, faculty need to do more than just examine financial statements to discover how much money is going towards instruction; faculty need to become active participants in decisions that commit long-term funds to items outside the instructional budget. Faculty interests in educational quality, in the ability to attract and retain exceptional faculty, and in support for teaching, research, and creative endeavors are directly tied to funding now and in the future. If your institution commits itself to buildings, athletic facilities, and business ventures that result in increasing costs, the amount available for instructional funding will decrease.

During the last three years, as the cost of borrowing funds through tax-exempt bonds has declined because of lower interest rates, college and university administrators

have sought to increase the number and size of various building projects on campus. The focus of these financing operations has been on athletic facilities, commercial business development in the student union, cafeteria facilities, or modernization of administrative offices. Typically, the rationale for these boondoggles is that they will improve relations with prospective students, alumni, and friends of the institution and will therefore lead to increased revenues in the form of tuition and donor contributions.

When making this argument, administrators fail to consider what will occur if these projects do not generate increased revenues. Should these long-term expenditures not lead to higher revenues in the future, the costs will continue to be a burden upon the fixed budget of the university or college and reduce the amount of funding available for instruction. Prudent economic and financial policy would dictate that, before embarking on these projects, an administration should complete a reasonable analysis of the likely revenues and costs over an extended period of time and of the possibility that the project will generate a net operating income. In addition, a contingency plan should be drawn up to show how the project will be funded—from the *non-instructional budget*—should it become a cost burden to the institution.

Recently, one university here in Iowa proposed the building of a multimodal parking facility close to campus using 80% federal government funding. The university

was required to fund the other 20%. Although the administration conducted a marketing study gathering information from faculty, students, and staff concerning the proposed facility, the survey did not ask the participants what they would be willing to pay to park in such a facility. When this issue came before the Board of Regents, administrators focused on the "free" money that was available from the federal government and not on the issue of whether the project would prove to be a revenue generator or an expense to the institution.

At other colleges and universities, the same rationale is being used in a different way. The main argument is that, if the institution can borrow for 20 to 30 years at rates anywhere from 3 to 3.5%, then the money is virtually free, and one need not worry about whether the project generates any revenue at all. However, this viewpoint fails to consider three distinct disadvantages of ignoring the future costs of non-instructional expenditures.

First, a large building such as a basketball arena or residence-hall cafeteria may only be used part of the year and therefore will generate only seasonal revenues.

Second, all of these new facilities will require annual maintenance that represents an annual fixed cost burden to the budget. Currently, on some college campuses only 10% of a project's cost is being set aside for future maintenance. Unfortunately, this amount is woefully inadequate, which leads to maintenance being deferred. But deferred maintenance can lead to even greater expenses later on, as many homeowners have discovered to their dismay.

Third, control over non-instructional facilities rests with administrators, leaving them free to direct profits, if there are any, away from instructional uses and to allocate losses against the teaching budget of the institution. If faculty do not participate in this process, the result is a less-than-zero-sum game. It's a "heads, the administration wins; tails, the faculty

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From the President

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loses" situation.

If, for example, the basketball arena makes money one year, then the administration may use the additional dollars to buy equipment and increase coaches' salaries. However, should the arena lose money, then the administration may take the loss and allocate it to the general fund against the instructional budget.

Three years ago the athletic department at UNI lost \$3.4 million, which was allocated against the general fund. This year the athletic department lost \$4.2 million. Nevertheless, the UNI administration, with the approval of the Board of Regents, increased the basketball coach's salary by 50%, while claiming there was little money to increase faculty salaries.

In order to sell the public on the decision to increase the coach's salary, the university claimed that the additional salary was being paid by outside donors. However, when making this claim, the administration neglected to mention that the \$4.2 million deficit was being made up from the general fund. The university's argument would have made sense if the athletic budget had at least broken even, but even with the donor funding for increasing the coach's salary there was still a \$4.2 million hole in the general fund.

Shared governance is absolutely necessary for effective financial decision-making. As long as administrators are free to propose and fund new ventures without significant faculty participation, colleges and universities are likely to face increased non-instructional costs that limit funding for teaching, research, and creative endeavors on campus. Perhaps the strongest argument for faculty involvement in these decisions is that a faculty perspective will provide the governing board with a more accurate understanding of the costs, benefits, advantages, and disadvantages of each project—especially in regard to effects on the academic program. It is only by involving the faculty in considering these expensive projects that administrations and governing boards can hope to reach final decisions that are both fiscally prudent and educationally beneficial.

Best wishes for a healthy and productive summer!

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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.

Send letters/submissions to
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PHOTO ALBUM
Spring Meeting of the Iowa Conference
Drake University
16 April 2005



Jesse Swan (UNI) chats with Bernie Baker (Drake).



Participants listen to panel discussion.



Birgit Wassmuth and Bernie Baker (both Drake) congratulate the speaker.



Drake chapter president Nancy Reincke welcomes attendees.



Sally Frank (Drake) chats with Frederick Gooding.



Secretary Josef Breutzmann (Wartburg), Amy Deibert (Grand View), President Thompson (UNI), and speaker.



Iowa AAUP president Frank Thompson (UNI) and Mr. Gooding examine book on tennis given to Mr. Gooding by conference.

Scholarships still available for Summer Institute!

AAUP Summer Institute

July 21-24

University of New Hampshire

AAUP members from collective bargaining chapters, current and potential activists, and members interested in developing their chapters and conferences into more effective organizations of faculty advocacy will all gain from attending the Summer Institute.

Financial support adequate to cover virtually all the costs of attendance at these AAUP events is available through the Iowa Conference.

Go to the AAUP website <www.aaup.org> to learn more about these events, choose which one you are interested in attending, and then contact Iowa conference president Frank Thompson (contact information in box at right) to apply for financial assistance.

If you want to go, we'll find a way!



Yes! I want to join the AAUP

Name: _____
Last First Middle

Institution: _____

Academic Field: _____

Rank: _____

Preferred Mailing Address: _____

Tenured? Yes No

Daytime Telephone: () _____

E-Mail: _____

Please choose appropriate membership category:

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Graduate Student (\$10)

(i.e. spouse already belongs)

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