



SPOTLIGHT

Looking Forward to Accreditation

Truman on openness, participatory governance and financial budgets

Although Truman's decennial accreditation review by the North Central Association of Colleges and Schools is still several years away, it is not too soon for faculty and administration to begin consideration of this process. As the assessment edition of *Spotlight* documented in December, Truman lags significantly behind numerous Master Plan projections across a variety of indicators.

In Truman's favor is the fact that this University aims high; shortfalls here would often represent success on other campuses.

Two additional strengths of this University are its strong commitment to faculty governance and open communication.

Truman's faculty senate provides a significant voice in University affairs. And one clear signifier of the University's dedication to open communication is the wide distribution of assessment statistics, as well as their on-line publication.

A close review of Truman State University's 1995 accreditation *Self Study Report (SSR)* reveals a number of statements that emphatically underscore this institutional commitment. A sampling of the most pertinent highlights are quoted below.

Quotes from the Self-Study Report, 1995

PARTICIPATION AND OPENNESS

"The president is open and forthright in communicating to faculty and staff" (*SSR*, 205).

"The participatory, open style of the current [Magruder] administration should further improve this condition" [sense of trust and university community] (*SSR*, 228).

- "Commitment to Ethical Practices. Northeast lives up to its commitment to constituents and welcomes external evaluation. The institution demonstrates this in a variety of ways... "

- "Open Lines of Communication and Trust. Open communication exists from the President to administrators, faculty, staff and students." (*SSR*, 232).

- "Northeast makes available numerous documents describing the institution, detailing its operations and programs" (*SSR*, 172).

PARTICIPATION AND GOVERNANCE

"*The Planning and Budgetary Nexus*: The important lessons learned from the short-

comings of the *AHOE* planning process [A Higher Order of Excellence, promulgated in the early 1990s by the previous administration] have created a heightened sense of awareness among all constituencies on campus. The *AHOE* process made evident and, indeed, strengthened the need for participation and communication, the opportunity for airing contrasting points of view and the importance of relying on established governance structures" (*SSR*, 218-219).

The Current Nexus: First, the framework for

(Continued on page 6)

"The Vice President for Academic Affairs Office maintains copies of the [division head meeting] minutes, and sends copies to Division Heads and to faculty who request them."

(Truman *Self Study Report for the Commission on Institutions of Higher Education*, North Central Association of Colleges and Schools, February, 1995, p. 36.)

On Secrecy and Openness

'Our Nation of Secrets'

"And what of the vaunted vision of Americans as a restive and demanding people who settle for nothing less than open access and full accountability? That too, I fear, is largely groundless. In truth, it seems that we are a remarkably docile people lulled by the myth of an open society into believing that we are given what we need to know."

From "Our Nation of Secrets" Commentary by Ted Gup, professor of journalism at Case Western Reserve University. In *Chronicle of Higher Education*, Oct. 13, 2000.

"Secrecy and Stupidity"

- Commentary by George Will

A culture of bureaucratic secrecy fosters bad decision making, declares political commentator George Will. Reviewing a book by former senator Daniel Patrick Moynihan, *Secrecy: The American Experience*, Will concludes that secrecy is a form of government regulation. "But whereas most regulation limits what the public can do," he states, "secrecy limits what it can know." This is anathema.

"Secrecy and Stupidity" Commentary by George F. Will (*Newsweek*, October 12, 1998).

Lessons From the Presidential Trenches

- Quotes from an Essay by Richard D. Breslin

Writing in a recent edition of the *Chronicle Review*, former university president Richard Breslin states, "Thus, a growing number of decisions are made by senior staff members who see nothing wrong with their control of finances and information. Not only do 'they' own the data, but they are comfortable making pronouncements about those decisions as if no one else had been involved in the process. The faculty plays a diminishing role—if it plays one at all."

Now serving as a professor of leadership and higher education at St. Louis University, Breslin continues, "Although many of us in the faculty see the problems in that approach, as a senior administrator I viewed it as business as usual. Other presidents and administrators whom I knew also accepted that state of affairs without question. The more time we spent in our own ivory tower, and the higher we went, the more we made decisions in isolation, guided principally by the market forces that were driving our institutions.

"Looking back, I also realize that high-ranking administrative officers can lose touch with the realities of life for faculty members."

One of eight conclusions Breslin reaches is that "A bona fide partnership must exist be-

tween the administration and the faculty. Professors should be involved from the outset, and the administration must share all the data required to render

"Not only do 'they' own the data, but they are comfortable making pronouncements about those decisions as if no one else had been involved in the process"

judgment on a given issue. The faculty should play a key role in helping to shape institutional goals. No administration should be isolated from those it wishes to serve."

(Breslin is a professor of leadership and higher education at SLU. He has served as president of University of Charleston, president of Drexel University, and executive vice president and provost of SLU) Chronicle Review Nov. 10, 2000.

That Which Could Be Shared

- ◆ University procedures regarding Faculty Handbook revision
- ◆ University efforts at a comprehensive environmental strategic plan
- ◆ University strategic plan for technology
- ◆ Master Plan databases under development since 1997 (due well in advance of 2002)
- ◆ Campus Facilities Planning document
- ◆ University annual planning updates
- ◆ University and division-level support for professional development, including support for membership in professional organizations
- ◆ Division budgets
- ◆ Division load reports
- ◆ Division annual reports to the VPAA
- ◆ Division head meeting minutes
- ◆ Division policies and procedures regarding discipline governance (convener system, other?)
- ◆ Division course-overload ('yellow card') policies
- ◆ Division course release time policies—totals by division and by discipline
- ◆ Division Web site maintenance policies and procedures
- ◆ Faculty attrition statistics, tenured and tenure-track, by division
- ◆ Overall salary savings resulting from personnel changes (see *Self Study Report*, p. 65)
- ◆ Discipline 5-year reviews; accessibility; division policy regarding compensation of author/editor
- ◆ Discipline level credit-hour production
- ◆ Discipline level enrollments; enrollments against Master Plan projections
- ◆ List of all internal grants awarded (research, curriculum or other), title of project and total amount of grant, recent years
- ◆ List of contracts with employees other than 9-month teaching contracts, summer pay contracts, or grant contracts
- ◆ Teaching assessment issues—instruments vary across divisions; little or no statistical analysis of student evaluations is conducted, giving rise to questions of validity (the university advocates 'multiple measures' when assessing students, but not faculty, or administration).
- ◆ Construction cost reviews (sealed bid amounts, costs, and cost-overruns, if any)
- ◆ Discipline level assessment statistics
- ◆ Student scholarships: Athletic vs. academic; number and monetary value

Information Is Not Free

Commentary by Gary Jones

Nonparticipation Gets Bad Marx

If you have ever shopped at an outlet store or at Dillard's lower level in downtown St. Louis you know a good deal. There you find name-brand clothing at true bargain basement prices. Furthermore, as you scoop up your armloads of discounted pants and sweaters, you can smile secure in the knowledge that you are not chiseling anyone. This is overstock that needs to be sold; you are standing on figurative high ground as you simply assist the American capitalist system in its relentless efficiency.

But the national political system is different. Perpetual bargains cannot be institutionalized—and so it is with faculty governance.

At Truman we enjoy certain privileges. Most of us give in return. Some are faculty senators, some are members of one of the faculty councils. Others serve on a university committee or are involved with discipline-level governance. This level of service is generous, though not required. But at a minimum one should feel obligated to follow campus issues and provide some modicum of feedback to appropriate faculty forums.

In a larger context, as a member of the American professoriat we also enjoy some hard-won privileges. We have an expectation to be able to teach in an environment of academic freedom and tolerance of ideas. We can expect a nonpartisan evaluation of our work while on our path to promotion and tenure. Efforts to procure these privileges, none of which is guaranteed, date back over 80 years. In return we – all – could consider supporting organizations that support our voice.

Unlike the economic system, in a system of participatory governance a perceived bargain today may exact a high price tomorrow.

Freedom of Information Is Very

Information may "want to be free," but it is not. It takes work to create it, space to store it, effort to retrieve it and energy to turn it into something useful: like knowledge.

Philosophically, Truman is very supportive of the principles of free and open access to public information—as is the Missouri state government.

If it were otherwise, imagine what it would be like if

Something to think about.

AAUP AGENDA

2000-2001

SEPT:	WEB PRESENCE
OCT:	FACULTY COMPENSATION
NOV/DEC:	ASSESSMENT PROGRAM
JAN/FEB:	FREEDOM OF INFORMATION
MAR:/APR	UNIVERSITY BUDGETS

Web: http://www2.truman.edu/aaup/AAUP_TSU_news.html

AAUP Newsletter

Editor: Gary Jones

EDITORIAL CONTENT REFLECTS THE OPINION OF THE EDITOR, NOT NECESSARILY THE AAUP CHAPTER.

Truman AAUP Chapter officers for 2000-2001

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Constitution of the Truman Faculty Senate

Article II

“Within the framework established by statutes and the Board of Governors, the Faculty Senate shall be a deliberative and legislative body for academic matters and for university policies pertaining to promotion, tenure, and leave. In regard to other issues affecting the faculty and academic community, the Faculty Senate shall be an advisory body to the Administration and Board of Governors, through channels established by the Board. Budgetary matters shall be advisory issues. The Senate shall be granted authority to:

- (a) consider any question which concerns more than one division or which is of University-wide significance;
- (b) receive, discuss and disseminate information concerning any such question;
- (c) conduct studies, make recommendations and adopt resolutions concerning any such question;
- (d) request information through appropriate channels from any component of the University.”

Policing Governance

- Quoted from an article by Jack H. Schuster

Although later policy statements have addressed other important governance concerns (for instance, the faculty role in the budgetary process and faculty participation in the selection, evaluation, and retention of administrators), the 1966 statement [*Joint Statement on Government of Colleges and Universities*, see following page] remains the cornerstone of AAUP-supported governance principles”

(Jack Schuster is professor of education and public policy at The Claremont Graduate School; quoted from an article published in Academe, September-October, 1991, p. 34).

Reforming Shared Governance: Do the Arguments Hold Up?

- Quoted from an article by Keetje Ramo

“According to the statement [of Joint Governance], the governing board and president are expected to concur with the faculty’s judgment in those areas in which the faculty has primacy, ‘except in rare instances and for compelling reasons which should be stated in detail.’” Ramo concludes, “When subjected to [critical scrutiny] most of the arguments used to question the faculty’s role in governance do not hold up well; yet their effect, when they go unchallenged, is to exacerbate the very erosion of trust in the academy that they are designed to reduce.”

(Keetje Ramo is a professor of social work, formerly at the University of Wisconsin-Green Bay; from Academe, September-October, 1997, p. 43)

ON SHARED GOVERNANCE

<http://www.aaup.org/tpage.htm>

Reaffirming the Value of Shared Governance

- Quoted from an article by Larry G. Gerber

“Throughout the country an increasingly heated debate has been taking place over the role of presidents, boards of trustees, and faculty in the governance of institutions of higher learning. Economic and political

pressures on colleges and universities have intensified over the last several years, resulting in calls from a variety of sources for stronger leadership and more efficient administration...

“The development of our current traditions of shared governance, in which faculty play a central role and thoughtful collegial forms of deliberation are valued and not reflexively derided, has helped to make American higher education admired and respected throughout the world. *If anything, shared governance will need to be strengthened, not weakened, if we are to survive the current crisis with the integrity and quality of our educational system preserved*” (emphasis added).

(Larry Gerber is professor of history at Auburn University and was chair of AAUP’s Committee T on College and University Government; from Academe, September-October, 1997, pp. 14,18).

Joint Statement on Government of Colleges and Universities

(This Statement was jointly formulated by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. The AAUP adopted the statement in 1966. Also in 1966 the respective governing boards of ACE and AGB took action by which each organization "recognizes the statement as a significant step forward in the clarification of the respective roles of the governing boards, faculties, and administrations" and "commends it to the institutions which are members of the [respective organizations].")

II. The Academic Institution: Joint Effort.

"The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions." (p. 181)

ON BUDGETS, GOVERNANCE, AND PUBLIC INFORMATION

III. The Academic Institution: The Governing Board.

"The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty." (p. 182)

V. The Academic Institution: The Faculty.

"The faculty should actively participate in the determination of policies and procedures governing salary increases." (184)

The Role of the Faculty in Budgetary and Salary Matters

"The faculty should participate both in the preparation of the total institutional budget

and (within the framework of the total budget) in decisions relevant to the further apportioning of its specific fiscal divisions (salaries, academic programs, tuition, physical plant and grounds, etc.)."

(Excerpt from a Statement adopted by the AAUP's national council in May 1972 and endorsed by the Fifty-eighth Annual Meeting). AAUP Redbook, p. 195)

Joint Statement on the National Commission on the Cost of Higher Education.

By the National Education Association (NEA) and American Federations of Teachers (AFT). (<http://www.nea.org/he/cost.html>)

"Importantly, the Commission recognizes the efforts colleges and universities have made in recent years to control costs, while calling on these institutions to do better, particularly in the area of making their finances more understandable within the academic community and to the general public. We concur. *The Commission cited this lack of clear financial information as a leading cause of misperceptions about the real costs of higher education*" (emphasis added).

North Central Association of Colleges and Schools

Commission on Institutions of Higher Education

The Criteria for Accreditation

"Criterion 2. The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

...systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in the decision-making processes."

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Openness and budgets

(Continued from page 1)
the budgetary document will be the *University Master Plan*. All budgetary and planning activities, including the CBHE's highly selective initiative and campus facilities planning, will be interrelated. ...Second, all budgetary guidelines will flow from the *University Master Plan* and from priorities generated by the Annual Planning Updates. Third, participation in the annual budget hearings will be expanded beyond those administrators responsible for submitting budget requests or proposals. Initially, the administration will include representatives of the Faculty Senate (perhaps members of the Executive Committee)..." (SSR, 221).

"Fourth, throughout the process, from the development of budgetary guidelines through the budgetary presentation to the Board of Governors, Northeast will expand the opportunities for faculty reaction to budgetary decisions and priorities. These adjustments, which obviously broaden the basis of support, increase the legitimacy of both the process and content..." (SSR, 221).

"There are clear procedural connections between planning activities and the University budget. Although a rhetorical connection between these important functions had occurred earlier, the current [Magruder] administration has already set into motion processes which will culminate in the successful practice within the current process (e.g. the annual update, the integration of the Faculty Senate Executive Committee in the budgetary preview). This new condition creates a feeling of usefulness for those involved in planning efforts." (SSR, 231)

Did You Know

The Truman AAUP **annual faculty survey** will be distributed in late March. Please watch for this one-page survey and take a few minutes to complete and return it. Results will be posted by late April.

Web Sites of Note

Missouri Sunshine Law
<http://www.ago.state.mo.us/sunintro.htm>

Truman Summer Salary Proposal
http://www2.truman.edu/aaup/FS_FacComp_Summer_01.pdf

AAUP President's Feb. Address
<http://www.aaup.org/buck01-2.htm>

AAUP CHAPTER MEETING

**Friday, March 16,
4:30-5:30**

The Wooden Nickel

*Followed by a social hour,
5:30-6:30*