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## Right Flier: Newsletter of the AAUP-WSU Volume 14, Number 1, 2013-2014

American Association of University Professors-Wright State University

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# The Right Flier

## The Newsletter of AAUP-WSU

Volume 14, Number 1  
2013-2014

Editors: Marty Kich and Linda Farmer

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## **In Closing**

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## **Announcements:**

- **Fall Social**

The Fall Social will be held from 4:00 to 6:00 on **Friday, September 20**, in the Millett Hall first-floor atrium. As always, there will be plenty of food, a cash bar, musical entertainment, and an opportunity to socialize with colleagues in other colleges.

- **Annual Conference of the Ohio Conference of AAUP**

The annual conference of the Ohio Conference of AAUP will be held on **Saturday, April 12**, at the Columbus Renaissance Downtown, just steps away from the Statehouse in the heart of downtown Columbus.

This year the OCAAUP annual conference will be a joint meeting with the Midwest Regional Conference of the Collective Bargaining Congress.

Registration is not yet available but please put the event of your calendars. As always the chapter will cover the registration and mileage of any member who wishes to attend.

- **Chapter Council**

The Chapter council will shortly begin meeting monthly. First on the agenda will be several issues that need to be resolved ahead of the negotiation of new three-year contracts for both bargaining units.

- **Negotiation of the First Contract for NTE Faculty**

As all members of the NTE bargaining unit have already been informed, the negotiations of their first contract, a one-year contract, have been completed. Ballots are being prepared.

The contract provides some greater employment protections for NTE faculty on continuing contracts and very decent increases in compensation. As with the TET bargaining unit, a separate MOU on workload has been negotiated for the NTE bargaining unit.

The members of the Negotiating Committee have been Rudy Fichtenbaum, our Chief Negotiator, Jim Vance, Marty Kich, Sarah McGinley, Bobby Rubin, and Sue Terzian, They put in a great deal of time over this summer.

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## What a Progressive President's Statement on Labor Day Should Look Like

### Statement by President Lyndon Johnson, Labor Day, 1968.

THE TRADEMARK of the American labor movement has long been an unyielding stand for individual dignity and economic justice.

On this Labor Day, with employment hitting an all-time peak of almost 78 million and a record proportion of citizens sharing in our Nation's vast wealth, this stand is paying off better than ever.

America's record prosperity stands as a monument to labor's unflagging efforts to guarantee working men and women, and their families, their rightful stake in our national life.

It was not by mere accident that America's major thrust for social justice came after the Wagner Act of 1935 established our first national code of free collective bargaining.

For this law, assuring our working people a much stronger voice in their own destinies, helped pave the way for an impressive stream of humanitarian programs over the next three decades.

These programs--and countless others--have elevated the quality of American life to levels unimaginable by most in the early part of this century. They pointed the way to greater achievement.

Opposed by the forces of reaction and narrow self-interest in the beginning, these programs are now woven into the fabric of our democratic way of life. They are part of our national vocabulary:

social security,  
unemployment insurance,  
the minimum wage,  
workmen's compensation,  
manpower development and training,  
civil rights,  
Federal support to education,  
Medicare,  
truth in lending.

In the 1960's alone, America has made greater strides toward human dignity than during any comparable period in its history. But we have only scratched the surface, for we have set our goals high.

We must continue to move forward. We must cut new trails leading to human justice--toward insuring that all citizens, not just some, have full opportunity to live and work in self-respect.

American labor is accustomed to meeting new challenges, to adapting to changing conditions.

Once, in the time of the exploited many, labor's fight was for job security, decent wages and hours, pensions, a stronger voice for working men and women in what affects them.

Today, in the time of the affluent many, labor's fight, America's fight, must be on behalf of the disadvantaged few--the victims of racism, poor education, no skills, language barriers, hunger.

Together, Americans of all colors, of all ethnic groups, of all faiths, must open their hearts and work with a new sense of purpose to help the disadvantaged enter the mainstream of our society.

To achieve our highest goals, every American must move with a new spirit of responsibility.

We must revitalize our blighted cities and make them livable for the large throngs of dispossessed citizens who have been untouched by our prosperity.

We must put a college education within the reach of every American boy and girl-- regardless of the color of their skin or their family finances.

We must bring the unemployment insurance system into the 1960's by extending coverage and increasing benefits to help ease the financial burden between jobs.

We must see that not a single American child or adult goes to bed at night without the basic nourishment they need to lead a dignified and productive life.

Never before has a nation been so well equipped to wipe out poverty, ignorance, want, and other ugly forms of human misery.

I am confident, on Labor Day, 1968, that America will continue its march toward universal human decency.

**Citation:** Lyndon B. Johnson: "Statement by the President, Labor Day, 1968.," September 2, 1968. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=29097>.

# President Obama's Statement on Labor Day

What follows is the press release of President Obama's Labor Day address. It is full of nice sentiments amorphously framed.

How does a Democratic president deliver make a statement commemorating Labor Day without ever using any of the following words: "union," "bargaining unit," "organized labor," or even "labor"?

During the Democratic Convention in 2012, the AFL-CIO held a massive rally in Philadelphia, tacitly protesting the decision to hold the convention in the "right-to-work" state of North Carolina. A union officer at that rally was asked if he would vote for Obama despite the president's lukewarm support of organized labor. After thinking for a moment, the man said, "The choice between Romney and Obama may be a choice between a cerebral hemorrhage and a slow bleed, but who is going to choose the cerebral hemorrhage?"

That's where we are. Low-wage workers employed in dozens of occupational sectors across the nation are trying to organize in order to receive a living wage and some minimal level of benefits, but the President can't bring himself to use the word "union."

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WASHINGTON, DC—In his weekly address, President Obama spoke about Labor Day and reflected on the contributions of the working men and women in our country. The President said that by recommitting ourselves to the values of working Americans and coming together with common purpose, we can ensure that everyone who works hard has a chance to get ahead.

The audio of the address and video of the address will be available online at [www.whitehouse.gov](http://www.whitehouse.gov) at 6:00 a.m. ET, August 31, 2013.

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Hi, everybody. This Labor Day weekend, as we gather with family and friends, we'll also come together as a nation to honor some of our own – the working men and women of America who, across the generations, built this country up and helped make us who we are today.

On Monday, we'll celebrate that proud history. We'll pay tribute to the values working Americans embody – hard work; responsibility; sacrifice; looking out for one another. And we'll recommit ourselves to their cause; to securing for them a better bargain so that everyone who works hard in America has a chance to get ahead.

See, over the past four and a half years, we've fought our way back from the worst recession of our lifetimes. And thanks to the grit and resilience of the American people, we've begun to lay a foundation for stronger, more durable economic growth. But as any working family will tell you, we're not where we need to be.

For over a decade, working Americans have seen their wages and incomes stagnate, even as corporate profits soar and the pay of a fortunate few explodes. For even longer than that, inequality has steadily risen; the journey of upward mobility has become harder. And in too many communities across this country, the shadow of poverty continues to cast a pall over our fellow citizens.

Reversing that trend needs to be Washington's highest priority. It's certainly mine. That's why, over the past month, I've traveled all across America, laying out my ideas for how we can build on the cornerstones of what it means to be middle class. A good job that pays a good wage. A good education. A home of your own. Health care when you get sick. A secure retirement even if you're not rich. And more chances for folks to earn their way into the middle class as long as they're willing to work for it.

The truth is, it's not going to be easy to reverse the forces that have conspired – for decades – against working Americans. But if we take a few bold steps – and if Washington is able to come together with common purpose and common resolve – we'll get there. Our economy will keep getting stronger and more Americans will be able to join the ranks of the middle-class.

So this Labor Day, while you're out there grilling in the backyard, or taking that final trip for the summer, I hope you'll also take a moment to reflect on the many contributions of our working men and women. For generations, it was the great American middle class that made our economy the envy of the world. And as long as I'm President, I'm going to keep fighting to make sure that happens again.

Thanks, and have a great weekend.

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## **The GOP Tries to Turn Labor Day into “Nation of Builders” Day**

In Congressional Republicans' weekly radio address, ostensibly commemorating Labor Day, Rep. Mike Fitzpatrick (R—Pennsylvania) never mentions unions, organized labor, or collective bargaining. In fact, he uses the word “workers” only five times while using the word “business” three times, and he seems to suggest that most of what he has learned about workers' problems he has learned while attending business-sponsored luncheons and other comparable events.

Fitzpatrick begins by complaining that the Obama administration has ignored the issue of jobs.

Then with almost maddening predictability, he then spends half of his address complaining about the anti-business effect of “Obamacare” and the administration's energy policies—especially bemoaning that the President has failed to approve the Keystone pipeline, a “shovel-ready project.”

Fitzpatrick is, of course, very much speaking for his party when he ignores that it has not sponsored or even voted for one bill that directly creates jobs or, since the direction creation of jobs is anathema to the Far Right, even one bill that directly incentivizes job creation.

Not surprisingly, he fails to acknowledge that, in an effort to break AFSCME, AFT, and NEA, Republican governors and legislatures across the “Rust Belt” have slashed state appropriations to local governments and school districts, directly costing hundreds of thousands of public-sector jobs. Worse, those revenues have been transferred directly into large tax cuts and increased “incentives” to corporations—in particular, energy corporations—all with no proportionate increase in employment.

There is no mention of even one thing that the GOP is willing to do for workers that is not of a greater and more direct benefit to employers, so that the benefit merely “trickles down” to workers. (This political party’s “new ideas” are, without exaggeration, forty years old.)

There is no focus on issues such as the increasing prevalence of low-wage and contingent employment and the increasing worker dissatisfaction with such employment.

There is no explanation of how workers employed in such jobs, which generally do not provide benefits, are supposed to pay for their families’ health insurance when they cannot even cover such basic things as housing, utilities, and groceries without both parents working two jobs.

The GOP solution for such families continues to be that those working such jobs should simply find better jobs--in an economy that is not producing “better jobs” but, instead, only more jobs like those that they already have.

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WASHINGTON, DC – In this week’s Republican address, Rep. Mike Fitzpatrick (R-PA) marks Labor Day by celebrating our nation of builders, and highlighting the challenges the president’s policies are creating for families and workers across the country.

Remarks by Rep. Mike Fitzpatrick (R-PA)  
Weekly Republican Address  
Philadelphia, PA  
August 31, 2013

Hello, I’m Mike Fitzpatrick, proudly serving Pennsylvania’s eighth congressional district.

It’s an honor to speak with you this weekend as we celebrate the spirit and ingenuity of America’s workers.

We are a nation that builds things. From skyscrapers to smartphone apps, we live in a land where anyone can create, innovate, and pursue their American Dream.

But as I’ve traveled throughout my district this summer – visiting 100 local businesses in 100 days to speak with workers and business owners – it’s easy to sense that Americans are frustrated.

Nearly five years into the Obama presidency, the workers who drive our economy see nothing but roadblocks coming out of Washington.

President Obama’s health care law comes to mind.

It’s driving up premiums, and forcing workers and their spouses out of plans that they like. Small companies say the taxes and government mandates make it more difficult for them to hire. Even



doctors are warning that the law doesn't come close to addressing the real problems in our health care system.

It simply isn't working as promised – and the president knows it. He's already signed seven bills repealing or defunding parts of it. And he's been busy handing out waivers and delays.

Republicans want to protect everyone from this health care law so we can focus on step-by-step, patient-centered reforms that actually lower costs. We think it's only fair to give all Americans the same delay the president is giving to big businesses. But the president threatened to veto a bipartisan bill that would do so – why?

President Obama's energy policies are another concern.

Republicans have an all-of-the-above energy strategy that will help lower prices, boost manufacturing, and improve our national security. But the president is blocking efforts to create jobs and make energy more affordable. Case in point: the Keystone energy pipeline.

This month marks five years since the Keystone application was first filed. Since then, it's passed every environmental review. Labor unions want it. It's privately funded – no taxpayer dollars involved. And again, it has bipartisan support in Congress.

So why is the Obama administration still standing in the way of this 'shovel-ready' project?

Lastly, people in my district are also worried about the size and scope of the federal government. They're worried that the threat of higher taxes and the almost-endless stream of red tape are choking the engines of our economy.

Republicans want to get spending under control and simplify the tax code – making it flatter and fairer for everyone. And we've passed several jobs bills to eliminate excessive regulations and bring common-sense oversight to the regulatory process.

But the president is still pushing more of the same tax hikes and 'stimulus'-style policies that have left us with weak job growth, high prices, and stagnant paychecks. Again we have to ask: why?

If there's one thing I've heard a lot of these last few weeks, it's that people want Congress to focus on expanding opportunity instead of expanding the government.

That's the goal of the Republican jobs plan – and you can see it at [gop.gov/jobs](http://gop.gov/jobs). It's focused on breaking down the government roadblocks that are hurting our economy, and putting Americans back in the driver's seat.

Because we want to make sure that the workers we're celebrating this weekend can keep doing what they do best: building. Creating. And preserving the American Dream for future generations.

Thank you for listening.

- See more at: <http://www.speaker.gov/video/weekly-republican-address-celebrating-our-nation-builders#sthash.rj5QVtIJ.dpuf>

A BETTER BARGAIN FOR THE MIDDLE CLASS

# PRESIDENT OBAMA'S PLAN FOR MAKING COLLEGE MORE AFFORDABLE



## PAY COLLEGES AND STUDENTS FOR PERFORMANCE

**Empower students to compare measures** like average tuition, loan debt, and graduation rates

- Develop a new college ratings system for comparing value among schools and tie aid to it
- Hold students and colleges receiving student aid responsible for making progress toward a degree
- Challenge states to fund public colleges based on performance

**Nearly \$150 billion in federal financial aid is allocated to colleges** yearly based on the number of students who enroll, not the number who earn degrees

## PROMOTE INNOVATION THAT CUTS COSTS AND IMPROVES QUALITY

- Challenge colleges to offer students a greater range of affordable, high-quality options than they do now
- Challenge colleges to use technology to redesign courses and provide student services
- Encourage schools to award credits based on learning, not seat time, and promote dual enrollment

## HELP STUDENTS MANAGE LOAN DEBT

**Only 2.5 million of 37 million federal student loan borrowers** are benefitting from repayment plans tied to their income level

- Allow all student loan borrowers to cap payments at 10% of their monthly income
- Make sure struggling borrowers know they have options to help repay their debt

WH.GOV/A-BETTER-BARGAIN

# Statement on President Obama's Proposals on Higher Education

## By Rudy Fichtenbaum, President of AAUP

In an attempt to rein in rising tuition and skyrocketing debt President Obama has announced a plan for performance based funding for higher education. Under his plan colleges would be rated on affordability, graduation rates and earnings of graduates. While we applaud the President for raising concerns over rising tuition and student debt, concerns that we share, we also believe that the President's proposal will do little to solve the problem and will likely result in a decline in the quality of education offered to working class and middle class students, particularly students of color. Unfortunately, the President's plan is little more than a version of the failed policy of "No Child Left Behind" brought to higher education.

In rolling out this plan the administration says they plan to consult with colleges and universities. The problem, however, is they mean they will consult with college and university Presidents and not with the faculty who must actually do the teaching, much less the students they claim to assist. The President's plan is a "market"-based solution, based on the premise that if people understand what they are buying they will shop around for the best value. In theory the plan sounds fine if you believe that education is simply a commodity. In reality, even if one believes, as it appears the President does, that education is mainly about job training, in reality measuring the output of our colleges and universities in a meaningful way is simply not possible.

But the fundamental problem with the President's proposal is that it does not get at the root cause of skyrocketing tuition, which is directly related to the escalating debt burdening millions of students and their families.

The price of higher education is what individual students and their families pay i.e., tuition. Public colleges and universities have additional sources of revenue and traditionally, their most important source of revenue has been state appropriations.

One of the most important factors driving price (tuition) at public colleges and universities has been the decline in state support for higher education. According to *State Higher Education Finance FY 2012*, a report issued by the State Higher Education Executive Officers Association, annual revenue per student adjusted for inflation was \$11,084 in 1987 and in 2012 it was \$11,095, hardly a staggering increase. Over the same period, however, government support has declined from \$8,497 to \$5,906 per student, while net tuition increased from \$2,588 to \$5,189.

The second major culprit driving increases in tuition is rising costs. While costs are growing too rapidly, they are not increasing as fast as tuition (prices). Critics of higher education, like *Wall Street Journal (WSJ)* reporter David Wessel, blame rising costs on allegedly higher salaries receive by supposedly complacent faculty, particularly tenured faculty. However, rising costs have not been a result of higher faculty salaries, but rather growing administrative costs.

According to an article, "Deans List: Hiring Spree Fattens College Bureaucracy -- and Tuition." published in the December 28, 2012 *WSJ*, "The number of employees hired by colleges and universities to manage or administer people, programs and regulations increased 50% faster than the number of instructors between 2001 and 2011, the U.S. Department of Education says. It's part of the

reason that tuition, according to the Bureau of Labor Statistics, has risen even faster than health-care costs."

In contrast, the percentage of tenured and tenure-track faculty has been eroding steadily and they are now a minority among those who teach in higher education. The new faculty majority are contingent faculty including both full-time faculty off the tenure track and part-time faculty. The numbers for both of these groups have increased dramatically and they earn a fraction of what the tenured and tenure-track faculty earn and only rarely qualify for retirement or health benefits.

More to the point, however, is that, according to the *Digest of Educational Statistics*, the average salary for a full-time faculty member at a public institution in 1999-2000 (in constant dollars) was \$77,897. In 2011-12 the average salary for the same full-time faculty member was \$77,843 (in constant dollars). So when measured in constant dollars (i.e. adjusting for inflation), salaries for full-time faculty at public institutions have actually declined.

Blaming "complacent faculty" who remain "shortsighted" ignores the reality of higher education in the 21<sup>st</sup> century. It is not the tenured and tenure-track faculty, much less the army of contingent faculty who have been displacing tenured faculty, who are complacent or shortsighted. If anyone has lost touch with reality it is the metastasizing army of administrators with bloated salaries, who make decisions about the allocation of resources on our campuses, and our university presidents who are now paid as though they were CEO's running a business -- and not a very successful one at that. Unfortunately, these are the very people President Obama plans to consult while implementing his plan.

The same December article in the *WSJ* cited above looked specifically at the University of Minnesota and found that the administrative payroll there had gone up 45.5% since 2001, while the instructional payroll increased by only 15.6%. During the same period the number of students increased by 22.4%, so instructional spending per student actually declined while administrative spending per student increased. Sadly, this is typical of most universities. In addition to the growth in administrative spending there is also the growth in entertainment spending and spending on amenities. Many universities claim that they must compete and therefore have borrowed millions to build luxury dorms, new dining halls and rock climbing walls. This construction is paid for out of rising tuition. They also spend millions subsidizing intercollegiate athletics, money that comes directly out of academic programs, while shamefully exploiting student athletes. According to *USA Today*, only eight Division I schools do not subsidize intercollegiate athletics and on average the subsidy accounts for about 61% of spending on intercollegiate athletics. This is money that comes directly from students and which could be used to support academic programs. Together the subsidy for intercollegiate athletics at 227 Division I schools is \$2.2 billion, which accounts for about 3% of all state spending on higher education.

The solution to the current crisis in higher education, characterized by rising tuition and student debt, is not a report card based on poorly defined metrics. Albert Einstein was reported to have said, "Not everything that can be counted counts, and not everything that counts can be counted." In his rush to measure the performance of higher education institutions the President should remember this maxim. The creation of so called report cards based on graduation rates and earnings of graduates from colleges that serve diverse student populations will result in a race to the bottom, driving public universities and non-elite private universities to standardize their curricula to insure they get a passing grade. For millions of working class and middle class students, particularly students of color, the President's plan will result in a decline in the quality of higher education, in the name of increasing graduation rates.

If we were truly interested in increasing graduation rates, we would provide more funding for K-12 education to insure that students were better prepared for college. If we were truly interested in controlling or reducing tuition, we would increase public funding of higher education both at the state and federal level by taxing the rich, particularly the top 1% who have benefited disproportionately from government bailouts and have been the recipients of the lion's share of income growth since the 1970s. One way to accomplish this would be through a financial transactions tax.

The President's plan will do for higher education what No Child Left Behind has done for K-12 education. It will lead to more testing and to dumbing down the curriculum by a majority of faculty who no longer have the protection of tenure and therefore will be forced to teach students simply to take tests. But we all know that teaching someone how to take a test is different than giving them a high quality education. A high quality education is more than vocational training. It teaches students about art, music, and culture, the things that make us human beings. It teaches students history, economics, psychology, political science, sociology and anthropology, making them better citizens. It teaches them science and mathematics, allowing them to understand the world around them. Quality education can give students skills that will be useful in helping them find jobs, but it is also about creating better human beings and giving students the knowledge to deal with the myriad of problems we face as a society. I have yet to see a test to measure whether or not someone has become a better human being. Until such a test is developed we should concentrate less on testing and assessment and more on providing institutions of higher education the resources they need to provide all students with a high quality education.

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## **Statement by the Steering Committee of the Campaign for the Future of Higher Education on President Obama's Proposals for Higher Education**

The Campaign for the Future of Higher Education [<http://futureofhighered.org/>] is a loose association of the major faculty unions and faculty associations in the United States. These groups have come together several times each year to share information on issues affecting high education and to shape responses to those issues that emphasize the paramount importance of instruction. I encourage you to become more involved in this national advocacy group.

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A White House fact sheet released in support of President Obama's plan notes that "declining state funding has been the biggest reason for rising tuition at public institutions." Any plan to rescue college affordability simply must begin by addressing such harsh facts as these:

- Between 2008 and 2013, state funding for higher education as a percentage of state personal income declined by 22.6%;

- States have cut their annual investment in higher education by nearly half since 1980 (February 2013 report from Postsecondary Education Opportunity);
- As a result, institutions have both increased tuition and diverted funding from instruction, so that 75% of the faculty now work on temporary, low-wage, contracts without benefits, which undermine their ability to properly serve students, especially the most underprepared and underprivileged.
- Unless current trends change, many states are in a “Race to Zero” in funding higher education.

Unfortunately, beyond exhorting states to spend more, the President's plan offers no direct solution to this problem. As three reports by the Campaign for the Future of Higher Education detail, however, reasonable alternatives exist (<http://futureofhighered.org/funding-higher-education-the-search-for-possibilities/#more-353>). As our reports demonstrate, it would take only a relatively small commitment of resources to restore higher education funding levels to previous norms.

Instead, President Obama's plan endorses proposals that at best tinker around the edges of the problem and could have hugely negative consequences for students and for the future of higher education. In the absence of a mandate for increased investment the President's proposal to reduce time to graduation is likely to promote a cheapened curriculum, hardly a formula for increasing American competitiveness during an era of intensified global competition.

The President's comments on MOOCs and online technology seem uninformed about the dismal completion rates in MOOCs or research suggesting the serious problems online classes present for many students—particularly community college students and less well-prepared students. In the coming weeks, the Campaign for the Future of Higher Education [[www.futureofhighered.org](http://www.futureofhighered.org)] will release papers on these and other topics related to MOOCs and the rush to online learning in higher education.

Tying funding to graduation rates also has the potential for negative unintended consequences—to protect their “ratings,” colleges could simply decrease standards or screen out less prepared applicants, as we have seen some K-12 schools do when faced with similar incentives. While matriculating and graduating more of our college-age population is certainly a worthy goal, quantitative measurements of success are likely to benefit mainly those institutions already serving the best prepared and most privileged students and which are already among the most well-funded. Establishment of a federal rating system, such as that proposed by the President, could also endanger the very diversity and freedom that have made the American higher education system the envy of the world.

Fortunately, these and other devilish details in the President's plan are already being discussed (See, for instance, <http://www.insidehighered.com/views/2013/08/23/obamas-ratings-system-may-be-difficult-pull-essay>).

We urge President Obama to discuss his plan for higher education with faculty, staff, students, and their parents. While it is clear that outside groups like the Gates and Lumina Foundations have had enormous influence in shaping these proposals (<http://chronicle.com/article/4-Key-Ideas-in-Obamas-Plan/141239/>), to craft a successful plan the President and the Secretary of Education would also do well to consider the ideas of those with actual experiences “in the trenches” of higher education.

# Statement by the New Faculty Majority on President Obama's Proposals for Higher Education

While New Faculty Majority appreciates the efforts of the Obama administration to address the critical problem of the skyrocketing cost of higher education and its effects, particularly on the students and faculty who are saddled with crippling student debt, we call on the administration to consider more carefully the full ramifications of the policies it is currently advocating.

Ironically, the majority of the faculty at colleges nationwide work in conditions (making less than \$25,000 per year working full time hours) that do not allow them to repay their own student debt, if college teaching is their primary source of income. Like other workers in the US, college instructors have seen their profession turn into low-wage, part-time, unbenefited jobs rather than into respected employment capable of supporting a family. The policies that the president is advocating in his new plan would exacerbate, not alleviate, this problem.

If the president wants to hold colleges accountable, then he should demand that they disclose the numbers and working conditions of the majority of the faculty, and acknowledge the significant research that shows that faculty working conditions are among the most critical factors affecting student success. He would admit that graduation rates are meaningless at institutions where faculty are discouraged from holding the highest standards possible by adjuncts' economic precarity and lack of access to meaningful due process protections, and by tenure-track faculty's out-of-control tenure requirements.

If he were to talk to students as we do on a daily basis, he would learn that they don't want MOOCs and other quick fixes that are being implemented without input from students or faculty. He would learn that the vast majority of students, especially the most disadvantaged, crave what students at elite institutions take for granted: accessible, supported faculty able to engage in the basic human interaction and mentoring at the heart of good teaching, the intellectual research at the foundation of good teaching, and the intelligent use of technology--not as a substitute for real teaching and learning, but as a tool in the service of human beings rather than as a cog in the machine of what has become the big business of higher education "reform."

Students spoke in this recent Public Agenda report [http://www.publicagenda.org/files/student\\_voices.pdf](http://www.publicagenda.org/files/student_voices.pdf), but interestingly it was barely noticed by anyone in higher education. Among its findings: "Advisors, counselors, and faculty members who offer support and guidance that is accurate, accessible, and tailored to students' educational and career goals are in high demand and can be hard to come by." They are hard to come by because institutions have created working conditions that place significant obstacles to their accessibility.

Higher education has a history of imposing "high quality/low cost" strategies without regard for their hidden and long term costs. Employing 75% of the faculty on a temporary basis has been the most devastating in terms of fiscal and human costs, and we are alarmed by the likelihood that policies currently being proposed will perpetuate such effects. The employment of faculty on temporary contracts has extracted quality teaching out of dedicated faculty members not because of a basically exploitative employment structure but in spite of it. It has devastated a valuable human resource, churning through several generations of college faculty and turning college teaching into something

that people do only if they can afford to, and at the high cost of respect, proper remuneration, and retirement. And of course significant research compiled by the Delphi Project on the Changing Faculty and Student Success ([www.thechangingfaculty.org](http://www.thechangingfaculty.org)) shows the detrimental effects of degraded faculty working conditions on student learning conditions, especially the learning conditions of the most vulnerable, least advantaged students.

We call on the president to listen to an authentic cross section of student and faculty voices and to consider both the quality of education, and the quality of life of the majority of the faculty, in devising higher education policies going forward.

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See more at: <http://www.newfacultymajority.info/equity/learn-about-the-issues/nfm-news-and-events/announcements#sthash.ZY1U2zYA.dpuf>

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## **Academe Blog Post by Marty Kich on President Obama's Proposals for Higher Education**

Although President Obama may be very well-intentioned in his continuing determination to forge some sort of bi-partisan agreements, this plan simply incorporates the major features of the proposals being put forward by those most interested in gutting public higher education by corporatizing the way it operates and by privatizing the most profitable elements of its operations. The President's proposals aren't bi-partisan; they are a capitulation.

They suggest that the President doesn't really have a clue about what is going on in higher education—on the ground and in the states—any more than he was sufficiently responsive to the widespread attacks on organized labor and public employees following the 2010 elections.

Here are some things that someone should have told the President:

We don't need any more institutional rankings. Our institutions need more funding.

We don't need more standardized assessment. It has been an expensive boondoggle at the K-12 level, and especially in this period of increasing fiscal constraints, we simply can't afford it at the post-secondary level. It will become just another excuse for further administrative bloat.

In fact, if you want to control the costs in higher education, you might start by mandating some cap on the percentage of an institution's budget that can be spent on administration and some minimum that must be spent on instruction.

Currently, the salaries and benefits of faculty constitute about one quarter of the typical institution's personnel costs. If you want to see dramatic improvements in educational outcomes, try reversing



those percentages. In fact, even a fifty-fifty split would have a tremendous, almost incalculable impact.

If funding for student financial aid and for remediation continue to be cut, and if more and more emphasis is placed on methods of course delivery of very dubious pedagogical value, such as MOOCs, the efforts to increase completion rates will be successful only at the expense of academic standards.

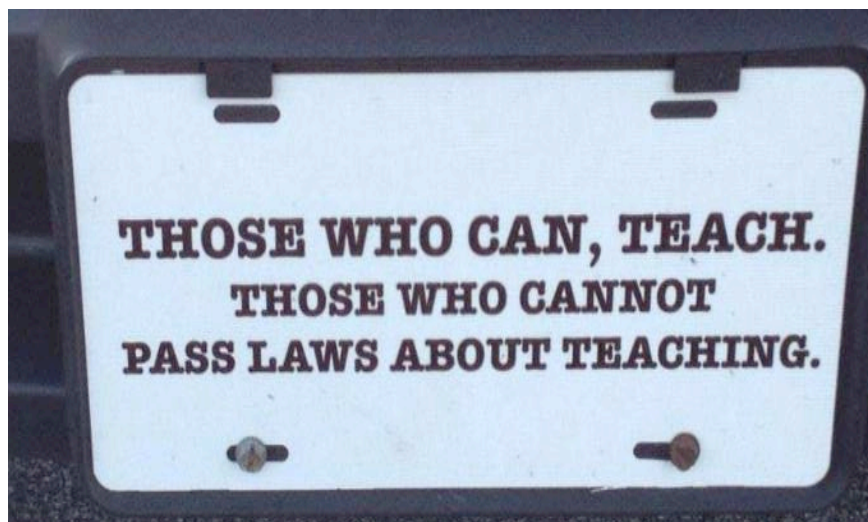
If you want to improve completion rates and cost-effectiveness at the same time, cut funding to the largely online, non-profit institutions that, in proportion to their enrollments, take in twice as much student financial aid and have about one-fifth the graduation rates in comparison to the aggregate numbers for all other institutions.

Options such as MOOCs, credit for prior learning, and competency measures may make a degree somewhat more affordable, but they will reduce the quality of the education received and therefore reduce the value of the degrees being awarded.

And, lastly, we need you to recognize and to keep emphasizing the reality that although technology can be used to great effect to enhance instruction, it cannot be used effectively to replace instruction. If that were the case, if MOOCs were as effective as personalized, responsive instruction, then we would have no need for universities because we already have televisions, personal computers, and digital notepads. All of these devices can be used very effectively to deliver information, but information isn't education.

It may be presumptuous and even self-serving of me to suggest this, but I think that you have been taking too much advice from people who have no more idea of what it means to teach a college course than I have of what it means to sit behind the desk in the Oval Office.

You are trying to lead us too much in the same direction as those who place a greater value on profits than on learning and who have more interest and faith in the development of technological contrivances than in the realization of human potential.



# Review of Embracing Non-Tenure-Track Faculty

Marty Kich

Kezar, Adrianna. *Embracing Non-Tenure-Track Faculty: Making Change to Support the New Faculty Majority*. New York: Routledge, 2012.

A faculty member at the University of Southern California, Kezar has written several books on the issues currently confronting higher education. In *Embracing Non-Tenure-Track Faculty*, she makes the case that an over-reliance on adjunct faculty affects the quality of the instruction that an institution provides and should be reflected more pointedly both in formal institutional appraisals such as accreditation reports and in annual media rankings of institutions.

Kezar founded the Delphi Project on the Changing Faculty and Student Success, the aim of which is to promote innovative and substantive ways of maintaining the quality of instruction provided by our institutions even as the composition of the professoriate undergoes unprecedented changes.

The subtitle of Kezar's book acknowledges the emergence of a national advocacy group for adjuncts, the New Faculty Majority, which is based in Akron, Ohio. Kezar advocates for fundamental changes in the institutional treatment of adjunct faculty that align with the primary aims of the New Faculty Majority: an adequate period between the signing of a teaching contract and the first day of classes to allow the instructor to prepare the course effectively; compensation for course preparation if a course is canceled between the time a contract is signed and classes begin; provision of adequate office space, basic computer equipment, and clerical support; compensation that takes into account the amount of instruction that is likely to occur informally outside of the designated class period; some voice for adjunct faculty, and especially for experienced adjunct faculty, in curricular decisions; and some provision of support for the continuing professional development of adjunct faculty. Indeed, Chapter 11 of Kezar's book has been written by Maria Maisto, the President of the New Faculty Majority, and is titled "Taking Heart, Taking Part: New Faculty Majority and the Praxis of Contingent Faculty Activism."

Kezar's book is actually a collection of essays, identified as "chapters," and the twelve chapters are divided among three sections: "Setting the Stage: Background and Context," "Case Studies," and "Synthesis of Lessons Learned." The first and the third sections consist of two chapters each, and the bulk of the book, eight chapters, is presented in the middle section.

Kezar herself has authored or co-authored four of the chapters: Chapters 1-2, Chapter 12, and Chapter 10, one of the case studies. The case studies focus on a broad range of institutions, from a doctoral institution to a small, private Roman Catholic college, as well as several community and technical colleges.

Kezar's book complements other very recent research conducted on the working conditions of adjunct faculty. The Center for the Future of Higher Education is the policy center for the Campaign for the Future of Higher Education, which is a loose consortium of the major faculty unions nationwide: AAUP, AFT, and NEA, as well as the unions representing large state system in California

(the California State University and California Community College systems), New York (SUNY and CUNY), and Pennsylvania (APSCUF). In conjunction with the Center for the Future of Higher Education, the New Faculty Majority Foundation has produced a report on one of the most extensive surveys of adjunct faculty conducted to date. The resulting report, *Who Is Professor "Staff", and How Can This Person Teach So Many Classes*, was compiled by Steve Street, Maria Maisto, Esther Merves, and Gary Rhoades, and it presents the results of a survey completed by 500 adjunct faculty.

The respondents to the survey can be described in the following ways: 54% teach in one institution; 29% teach in two institutions; 11% teach in three institutions; 6% teach in four institutions; 52% teach in four-year institutions; 48% teach in two-year institutions; 14% teach in both four-year and two-year institutions; and 59% teach at institutions at which the full-time faculty belong to collective bargaining units. The percentage of adjuncts teaching at two-year institutions is much higher nationally than among the respondents to the survey, and the number of institutions at which the full-time faculty are unionized is much lower nationally.

Nonetheless, the results of the survey are very instructive. Specifically, the report provides some quantification of the downsides to "just-in-time" faculty hiring: 47% received access to copying services less than two weeks before classes started; 45% were granted library privileges less than two weeks before classes started; 38% were assigned office space less than two weeks before classes started; 34% received sample syllabi less than two weeks before classes started; 32% received curriculum guidelines less than two weeks before classes started; 21% never received curriculum guidelines; and 21% never obtained access to office space.

Although the exploitation of adjunct faculty is now so widely established that eliminating it has become close to impossible, both Kezar's book and the CFHE/NFME report provide much evidence that our institutions and our students suffer in proportion to how much we ignore the needs of adjunct faculty—and that the opposite is also true, that the more that we seek to treat adjunct faculty as professionals who have become integral parts of our institutions, the more that we empower them to meet the needs of our students more effectively. Indeed, both the book and the report suggest that even incremental progress toward improving the working conditions of adjunct faculty can pay disproportionate dividends.

Clearly, at some point in the not very distant future, our institutions will very likely confront one of several, seemingly untenable realities. The reliance on adjunct faculty might continue to increase until the decrease in the number of full-time, tenure-track positions finally becomes so discouraging that graduate programs will attract fewer and fewer students and the pool of available adjuncts will inexorably shrink—even as the demand for them grows. Or, perhaps, adjunct faculty will become not just the majority but the institutional norm, in which case, what we expect from our faculty and from our colleges and universities will need to change in some very radical ways. Most obviously, it is hard to imagine research being conducted at institutions employing almost exclusively contingent faculty.

But, then again, just thirty years ago, the "majority" of faculty were securely tenured or on tenure tracks, the desktop pc was a new and expensive gadget, and the Internet didn't even exist, not even as a word.

# Review of Public No More

Marty Kich

Fethke, Gary C., and Andrew J. Policano. *Public No More: A New Path to Excellence for America's Public Universities*. Palo Alto, CA: Stanford U P, 2012.

This book has been very controversial. Not surprisingly, given that the authors have served as deans of business schools, they argue that our public universities should be restructured to operate as closely as possible to how the most successful business schools operate. At best, this perspective on the future possibilities for American higher education is very insistently and even grimly pragmatic. At worst, it can be said to miss the basic point that the increasing corporatization and privatization of our public colleges as universities is at least one of the root causes of the problems that the authors now propose to solve with the complete corporatization and privatization of those institutions. The book is undeniably thought-provoking and politically provocative, but much the same can be said for self-immolation.

To give the authors their due, they make some distinctions about the root causes of the current problems confronting American higher education that are essential to any understanding of the nature of those problems and of the ways in which they might be effectively addressed. For instance, they argue very adamantly and persuasively that tuition has been increasing very dramatically not because the costs of delivering higher education have been rising as dramatically, but because state and, to a lesser extent, federal support for public higher education has been dramatically decreasing. Indeed, they demonstrate that although tuition has been rising at two to three times the rate of inflation, the actual costs of delivering higher education have been increasing much more modestly, at only a third to half of the rate of inflation. To explain these modest increases in costs, they point to efficiencies created by the increasing reliance on contingent faculty and the expanding instructional applications of electronic technologies. But, they fail to note that these "efficiencies" would not have been fiscally as necessary if the decline in governmental subsidies had not been compounded by a dramatic increase in high- and mid-level administrative positions and in administrative support staff. Indeed, the establishment of a professional administrative class in our colleges and universities and the subsequent proliferation of administrative positions and costs has been one of the major features of the increasing corporatization of American higher education. Never mind that the mantra of operating our institutions as if they were businesses has led to the proliferation of middle-management positions that seems more characteristic of a 1950s, rather than a 2010's, business model.

Likewise, the authors rightly point that the decline in governmental subsidies for higher education is not likely to be reversed or the lost funding to be restored. But they also suggest that the "public" has simply placed increasing importance on other social needs and that successive recessions have made it increasingly difficult for state governments, in particular, to meet all of the demands placed upon them. What they are not noting, of course, is that for the last thirty years, attacks on "Big Government" have extended to attacks on almost all public institutions, including public K-12 education and public higher education. On the state level and on the federal, political figures with an innate antipathy to public institutions have funneled public funding increasingly to projects that directly benefit the private sector. In the last decade, this trend has led to the proliferation of privatized prisons, charter schools, and for-profit colleges and universities. For the most part, the public seems

to believe that the costs of maintaining our penal and educational systems have simply been transferred to the private sector. In reality, much the same costs—and often substantially higher costs—are still being borne by government, by the public, by the taxpayer. All that has changed is that private corporations are now directly profiting from their operation of institutions that were formerly administered by public employees. It does not take an M.B.A. to understand that the lower compensation for most employees at these privatized institutions is not being realized as a cost savings but is, instead, simply being redirected toward higher management costs and dividends to stockholders in those corporations.

So what the authors are proposing is really nothing less than the ruination of most disciplines outside of business or those few other disciplines with the possibility of developing products, applications, or other innovations of direct use to business. They may be correct in asserting that if current trends continue, those disciplines as we now know them will be doomed. But, in effect, if they are proposing a solution that amounts to ruination, then how is an even somewhat more delayed ruination not a preferable alternative?

I would like to close by pointing out that the M.B.A. is apparently worth quite a bit less than it used to be worth. Consider the following chart, available online:

#### Top-Ranked Business Schools with the Worst Placement Records Last Year

| School                                 | Unemployed at 2011 Graduation | Unemployed Three Months After Graduation |
|--|-------------------------------|--|
| Santa Clara University (Leavey)        | 78.8%                         | 53.8%                                    |
| Claremont (Drucker)                    | 71.0%                         | 29.0%                                    |
| Thunderbird                            | 69.8%                         | 48.3%                                    |
| UC-Riverside (Anderson)                | 68.2%                         | 54.5%                                    |
| University of Colorado (Leeds)         | 65.8%                         | 34.2%                                    |
| Rollins College (Crummer)              | 65.5%                         | 32.6%                                    |
| Fordham University                     | 63.0%                         | 51.4%                                    |
| University of Oregon (Lundquist)       | 62.5%                         | 30.0%                                    |
| Pepperdine (Graziadio)                 | 61.9%                         | 33.0%                                    |
| Baruch College (Zicklin)               | 61.1%                         | 48.1%                                    |
| Rensselaer Polytechnic (Lally)         | 56.0%                         | 24.0%                                    |
| University of Massachusetts (Isenberg) | 55.0%                         | 10.0%                                    |
| Virginia Tech (Pamplin)                | 55.0%                         | 32.5%                                    |
| St. Louis University (Cook)            | 54.8%                         | 32.6%                                    |
| University of Maryland (Smith)         | 54.4%                         | 16.5%                                    |

|                                  |       |       |
|----------------------------------|-------|-------|
| Syracuse University<br>(Whitman) | 53.3% | 35.6% |
| University of Arizona (Eller)    | 52.4% | 26.2% |
| Rochester Institute of Tech      | 51.5% | 19.6% |
| University of Georgia (Terry)    | 51.4% | 29.7% |
| University of Florida (Hough)    | 50.0% | 19.2% |
| University of Kentucky (Gatton)  | 50.0% | 25.0% |

Source: U.S. News & World Report's 2012 and 2011 Rankings of the Best Business Schools

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## In Closing

### Giving a Whole New Meaning to “Concealed Carry” and a Brief Ruminations on What It Might Mean in the College Classroom

Marty Kich

This item originally appeared on the *Academe Blog*.

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What follows is the brief summary of a news story by Quinn Ford written originally for *DNAinfo Chicago*. The summary was published in *HuffPost Chicago*.

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COOK COUNTY CRIMINAL COURTHOUSE — A Little Village gang member is being held on \$20,000 bail after he admitted to police he was hiding a loaded gun in his buttocks, authorities said.

"I'm gonna be real with you, I have a gun in my a--," Marco Alvarado, 20, told police after he was pulled over early Thursday, according to court records.

Alvarado, who has "Kreepy" tattooed on his shoulder, wasn't lying, police said.

They found a loaded .22-caliber gun exactly where he claimed. Alvarado admitted he had just fired it three times into the air, according to a police report.

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I will admit that I was initially intrigued by—confounded by--the anatomical requirements for concealing a handgun in this manner.

But, as those of you who have been following my contributions to this blog may recall, I have written several posts about the efforts in many states to reverse the longstanding prohibitions against bringing guns onto college and university campuses. I have argued that the potential hazards created by such a change in policy will far outweigh any possible benefits in effecting it.

In fact, although my posts on guns on campuses have seemed to attract a larger readership than some of my posts on other topics, the comments submitted by many of those new readers have been so rabidly insistent about the incontestable rights of gun owners that they have done nothing but reinforce my worst fears about how concealed carry will transform campus life and, more specifically, classroom instruction.

Imagine that Mr. Alvarado were a student in one of your courses, and in the middle of one of your lectures, he began to shift uneasily in his seat. You would, quite naturally, wonder if he was simply finding the seat very uncomfortable or if he was, perhaps, so terribly bored by your lecture that he was getting visibly restless.

Imagine, then, if you also had to wonder if his weapon had slipped awkwardly out of its “place” and was possibly about to go off accidentally or if he was shifting about in order to facilitate the retrieval of his weapon.

When I shared all of this with a colleague who is a professor of criminal justice, he could not resist pointing out that the phrase “a load in the pants” has a whole new meaning if “load” refers to the “charge for a firearm.”

I am admittedly being very self-indulgent here, but I don’t really mean to make light of the possibility of gun violence on our campuses or anywhere else.

These kinds of crude (if irresistible) jokes serve, I think, to highlight the idiocy of inserting guns into any everyday situations in which only the most remote and terrible possibilities would make it necessary to have them on our persons.

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My previous posts related to guns on campuses have included:

“The Simple Logic of Self-Defense”: <http://academeblog.org/2013/05/27/the-simple-logic-of-self-defense/>

“Several Indications of Common Sense Related to Guns on Campus”:  
<http://academeblog.org/2013/05/13/several-indications-of-common-sense-related-to-guns-on-campus/>

“Guns on Campus, Discouraging News”: <http://academeblog.org/2013/05/13/guns-on-campus-discouraging-news/>

“Common Sense about Guns on Campus, Addendum 1”:  
<http://academeblog.org/2013/05/28/common-sense-about-guns-on-campus-addendum-1/>