

Welcome  
to Gary  
Rhoades  
Keynote



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*Why an independent faculty voice  
matters*

Gary Rhoades

*General Secretary*

*American Association of University Professors*

*... the importance of our place*





## *Introduction:*

# *AAUP/Higher Education/southwest*

- ◇ AAUP General Secretary & Higher Ed scholar
- ◇ Who AAUP is, who it speaks for, what it does.
- ◇ My scholarship: Managed professionals; Academic capitalism and the new economy; restructuring of institutions and of academe.
- ◇ A colleague from the southwest: differences, but also similarities. The importance of place, and of a faculty voice to center that place.



## *The current path: corporatization of management*

- The national pattern: central steering; new planning structures outside academic senate.
- A new model of management with a new structure of employment; academic (17%); admin (101%); non-ac professional (281%).
- Patterns at New Mexico State University: University Budget Committee (4 admin, 3 fac among voting members; 4 admin non-voting).
- Growth in FTE of one admin office (general admin/logistical) in one year (14.5) vs decline in tenure track faculty in three years (4).



## *The current path: the logics of commercialization*

- A narrow, inwardly focused logic on status of the organization, and on short-term revenues.
- Perceived economic and political logics in program reorganization (Slaughter and perceived possibilities in the market; Eckel and political versus decision rationality).
- A “wannabe” logic that leads to imitation of aspirational peers more than to strategically seeking niches of comparative advantage.



## *Saving the academic missions*

- Curious national pattern, also at NMSU. More students; higher tuition from more sts; less focus on instruction; fewer track faculty; students pay more for less contact.
- Push to do more research but investment is less in research than in administration.
- Faculty voice is needed to rebalance, to shift the emphasis back to core academic missions.



## *Saving the land grant mission*

- A faculty voice and serving the communities in which we are situated.
- The strategic focus in program reorganization is on “financially self-supporting” depts. (from NMSU layoff/exigency policy)
- Shifting strategic focus: growth in grad sts, 80%+ Anglo; moving away from role of NMSU in facilitating access and success (paths to grad school) for the underserved.
- Save the public mission of the land grant univ

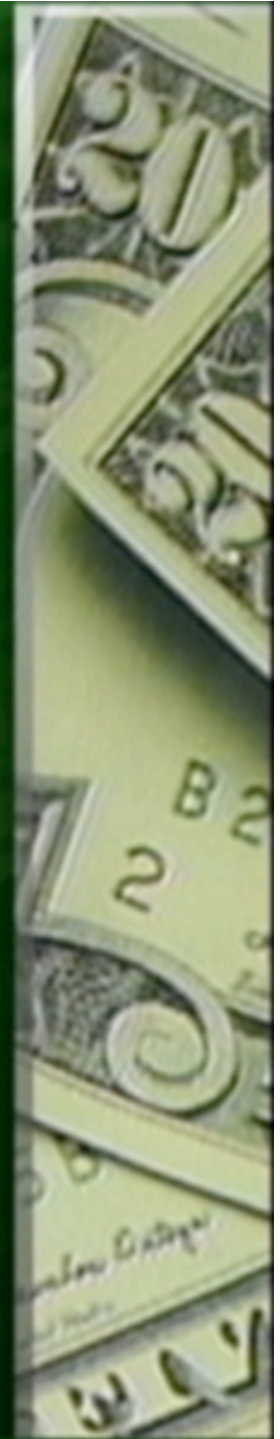


## *Policies and local force*

- Having policies on the books is one thing; having local force to enforce them is another.
- Senates and unions: the AAUP position.
- Layoff/exigency policy: no real faculty role in determining exigency; order of layoff gives much discretion to administration.
- Intellectual property (important in thinking about distance education and copyright, not only about patenting).

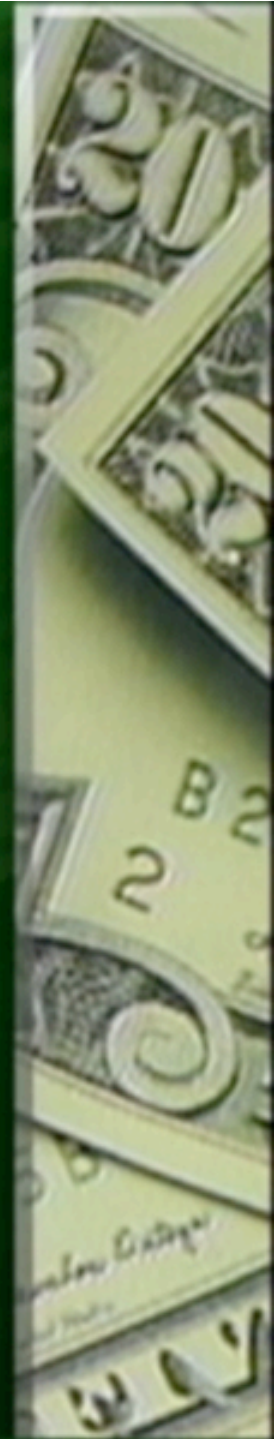
# *The National Pattern: “Engines of Inequality”*

- Less access over time for underrepresented minorities, relative to high school graduation (35 of 50 flagships reduced access relative to high school graduation).
- Less access for low-income students (44 of 50 flagships reduced access relative to other universities).
- Public universities pursuing “better” students and wealthier (and out-of-state) students to maximize their prestige and their net tuition revenue. Strategic enrollment management has led to more universities chasing the same students to try to win at the same prestige and revenue games: most lose; society loses.



# *The pull of the flagships, beyond the flagships*

- “Strategic” imitation in a snakelike procession.
- Peer pressure to move in this direction, to a more private, exclusive model of hed, on a path that publics have been following for decades.
- The demographic wave in one direction, the institutional movement in the other direction.



# *Speech about institutional matters*

- Who/what is Garcetti & why should we care? Speaking out is in the public interest.
- Why an “independent faculty voice” versus just “shared governance,” and why “speech about institutional matters?” Not just a private, professorial perk, a public benefit.
- AAUP “Speak up, speak out” campaign.  
<http://www.aaup.org/AAUP/protectvoice/>
- Analysis of AAU insts: NMSU handbook.

## *Examples of language*

- UMinn: “and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties and the functioning of the university.”
- The report’s language: “and to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance.”
- UMich (in progress): “Freedom of internal criticism.”
- UCal (in progress): “freedom to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance.”



## *Shaping academic initiatives*

- Academic decisions should be in hands of academics, driven by academic logic, more than by *anticipated* short-term revenues, to the benefit of students and society.
- Contract language: “shall follow the usual processes adopted in the division, dept, and college curriculum approval process.”
- “comply with all of the standard practices, procedures, and criteria .. for traditional in the classroom courses.”



# *Conclusion:*

## *Why our voice matters*

- An independent faculty voice matters to keep the public in the public university, to focus on our core academic missions.
- An independent faculty voice is needed to shape and enforce senate and contract language.
- We can choose the saga; the path is not inexorable; with an independent faculty voice we can exercise our collective responsibilities to build a sustainable public land grant university for the common good.
- To exercise our voice we must be engaged, together, collectively, to the end of engaging our students and the communities in which we are situated.

Thank you  
Please consult website to download  
Gary Rhoades' slides  
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