

An Examination of Faculty and Administrative Collaboration in Pursuit of the Common Good: A Comparative Analysis of AAUP Principles and the Management Concepts of W. Edwards Deming

Over the past few weeks, given my calling as a professor of Finance, several people have asked me whether I was, in any way, responsible for the meltdown of the financial markets and the current administration's \$800 billion bailout. My response is that I make far too little money working at the university, to produce such impressive results. However, one can only imagine what \$800 billion might do in such areas as the arts, literature, science, education, and medicine. Our current financial crisis provides a cogent argument as to why the public's interests are best served by allowing faculty research to be incorporated into making good public policy decisions. Conversely, the lack of respect and the marginalization of independent and objective faculty research can be quite costly. University administrators have had a long history and tradition of supporting academic freedom and tenure so that faculty can use their expertise to help society. As we move forward, never has there been a better time for faculty and college administrators to work together to promote the public's understanding of the beneficial role of faculty work in pursuit of the common good.

The first **AAUP Statement of Principles on Academic Freedom and Tenure** evolved from a series of meetings between AAUP faculty and administrative representatives from the Association of American Colleges and Universities between 1934 and 1940.¹ The first paragraph establishes the connection between academic freedom and tenure to the role of the university and college in its goal of improving society.

“The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher² or the institution as a whole. The common good depends upon the free search for truth and its free exposition.”³

¹ The AAUP website can be found at: <http://www.aaup.org/aaup> while an extensive history and discussion of the development of the 1940 Statement may be found at: <http://www.aaup.org/AAUP/about/history/default.htm> The AAC&U website can be found at: <http://www.aacu.org> and a further description of their efforts in supporting academic freedom and tenure during the current controversy over David Horowitz's Academic Bill of Rights may be found at: http://www.aacu.org/About/statements/academic_freedom.cfm

² The word “teacher” as used in the document is understood to include the investigator who is attached to an academic institution without teaching duties, AAUP, AAUP Three Statements from Policy Documents and Reports, 9th Edition, (20010, p. 1 footnote 1.

³ AAUP, *Ibid.*, p. 1.

Given that we are now some 74 years removed from initial discussions that led up to the joint statement on the principles on academic freedom and tenure, a few questions may be in order. What have we learned? What has changed? Where do faculty and administrators go from here?

Administrators and faculty have become much more knowledgeable about what constitutes practices that inhibit or eliminate academic freedom and tenure. Every year, at the AAUP national meeting there are a few schools singled out for censure, as well as, some that change their policies and procedures and come off the censure list. At the time of the annual meeting, the Committee A issues a report that serves as a useful source of information on the current state of academic freedom and tenure.⁴ In addition, when new issues arise that impact academic freedom or tenure, AAUP works with faculty and administrators to develop a clarifying statement that supports the standards identified in the 1940 statement. For example, at the end of the 1980s, questions arose relating to what limits, if any, there should be to artistic presentations that might be offensive to some members of a campus community. Working collaboratively, the AAUP, the American Council on Education, the Association of Governing Boards of Universities and Colleges, and the Wolf Trap Foundation met in 1990 to develop a clarifying statement which ultimately was endorsed by each of those organizations.⁵ As an outgrowth of the mutual effort of faculty and administrators, we now have a robust set of statements on such diverse topics as freedom of expression and campus speech codes, extramural utterances, professors and political activity, arbitration in cases of dismissal, faculty tenure and the end of mandatory retirement, academic freedom and tenure at medical schools, institutional responsibility for legal demands on faculty, on discrimination, faculty workload, professional ethics, shared governance, student rights and freedoms, and the role of faculty in the accrediting of colleges and universities.⁶ More recently, AAUP has worked with the Association of American Colleges and Universities to address threats to academic freedom and tenure emanating from outside political forces seeking to control faculty hiring, curriculum and classroom activities. The work of both the AAUP and AAC&U in response to David Horwitz's Academic Bill of Rights initiative and the subsequent Spellings Commission Report out of the US Department of Education is one example of administrators and faculty assisting each other in an effort to protect academic freedom and tenure.⁷

While the maintenance of academic standards, educational mentoring and cultivation of undergraduate and graduate students, creation of new knowledge and artistic expression has continued to flourish since the 1940's statement, three trends, extraneous to the role of faculty,

⁴ The Committee A recommendations to the 2008 annual meeting may be found at:

<http://www.aaup.org/AAUP/protect/academicfreedom/censureactions/2008.htm> In addition, the current list of censured schools may be found at: <http://www.aaup.org/AAUP/censuredadmins/default.htm>

⁵ AAUP, *Policy Documents and Reports*, 9th Edition, (Johns Hopkins University Press: Baltimore, Md., 2001), pp. 35-36.

⁶ Access to AAUP statements may be found at: <http://www.aaup.org/AAUP/pubsres/policydocs/contents/>

⁷ To access the AAUP response to the Spellings Commission Report see:

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/>

appear to be significantly altering academic institutions. First, college athletics, once viewed as a weekend diversion for students, is now considered by many institutions to be an essential element of campus life, having much greater importance than academics. Evidence of this position may be found in the allocation of financial resources for the building of athletic facilities, acquisition of expensive coaches, staff, athletic directors and wellness centers. Few college athletic programs make money, most drain precious funds from academic programs to pay for deficits each year in the athletic budget. However, even ignoring the financial cost of athletics to a college or university, there may be a higher price paid in terms of its distraction of students and diversion of staff/administrative resources away from the core educational mission in higher education.⁸ During the last few years, athletic events have gradually encroached into the weekly classroom learning activities going on at college campuses. Whereas, in the past, football, baseball, volleyball, basketball, soccer and a host of other sporting activities were scheduled during a Saturday or Sunday, now these events may be found at anytime of the week. This fall, rarely a week has gone by, when one or two football games were not being televised at some university stadium on a weekday evening. If we have athletes who are scholars, one has to ask, where is the scholarship if the student can't come to class or study due to a preeminent commitment to compete on the athletic field? If students are attending evening football games during the week, instead of studying, how likely are they to be prepared for classes? If the mission of a school is to increase knowledge and promote student growth through scholarship and service, nowhere mentioning the need for students to attend athletic events, what are the institutional priorities and how are they being maintained for the good of the students and society? Perhaps the mission statements of colleges and universities should be changed to reflect the increased and significant importance of athletics to students. For example, the mission statement might contain the following language: Given the importance and significance of having winning athletic teams to the psychological well-being of our alumni, the primary funding focus for our school will be to lavishly fund the athletic program by providing coaches annual salaries 2 to 5 times greater than the president.⁹

Second, during the last decade universities and colleges have sought to market themselves to students more on the basis of campus facilities and amenities, rather than academic quality. Marketing brochures and campus tours touting campus landscape beauty, elegant dorm rooms, top flight health club facilities, and tasty cafeteria fare have been used to recruit students more than the educational quality offered by faculty.¹⁰ In addition, many schools have committed substantial resources to the Office of Student Affairs to carry out the dual objectives of recruiting and retaining students without much in the way on consultation with the faculty who traditionally teach and mentor students.¹¹ As a consequence, at the undergraduate level, a good deal of the

⁸ A fairly thorough analysis of the impact athletics is having on higher education may be found in: Murray Sperber, "The Influence of Athletics in the University Community," *Academe*, (May/June 2004), which can also be accessed at: <http://www.aaup.org/AAUP/pubsres/academe/2004/MJ/Feat/sper.htm>

⁹ While this type of transparency is unlikely to happen, it would be refreshing to see administrators and faculty work together to determine what, if any, the role athletics should have within the institutional mission statement.

¹⁰ For a delightful review of how higher education is being marketed to prospective students and their parents, see: Paul Many, "The Wonderful World of College Brochures," *Academe*, (July/August 2003), which can also be accessed at: <http://www.aaup.org/AAUP/pubsres/academe/2003/JA/Feat/Many.htm>

¹¹ Similar concerns about resource allocation have emerged in the private college setting as well: see, John Miller, "Linking Faculty Raises to College Resources," *Academe*, (January/February 2006), which can also be accessed at:

career counseling, program/course selection and mentoring is now conducted by administrative staff who may lack the educational background and work experience to fully assist students in the development of specific undergraduate majors. Ultimately, this approach to undergraduate education, that appears to impose a one size fits all view of higher education, limits the faculty role in expanding the horizons of students and promoting life-long vocational choices. Another example of this cookie cutter view of undergraduate education may be seen in the way liberal arts course credit is being transferred between the community colleges and the Iowa Regent's institutions. Currently, Iowa students may take all their general education liberal arts classes at community colleges and have them transferred directly into any of the Iowa 4-year Regent's institutions through articulation agreements. While these agreements may provide ease and convenience to students wanting to take course work at the community college level, the educational quality is uneven and in some cases lacking sufficient rigor to give students a foundation for work in a major. Recently, community colleges have been offering some of these articulated courses in such areas as English composition, on a 10 day mini-mester basis. Those same courses are taught at 4-year colleges and universities on a 10 week basis. In addition, community colleges are now offering articulated courses in the high schools as part of a senior year experience. These college level courses are being taught by high school faculty as part of a high school curriculum. Over the years, articulation agreements have been developed and approved without the benefit of direct and meaningful input from faculty. However, it is those same faculty that have to deal with the problems such agreements may engender. Not the least of which is having to deal with the issue of remediation when a portion of a major class has students that lack appropriate writing, oral communication, knowledge of history, and/or appreciation of the fine arts, history, government and literature.

Third, during the last decade, the cost of an undergraduate education has increased significantly at both private and public colleges and universities.¹² For public schools, as state governments faced increasing deficit problems over the last decade, state support for higher education declined so that a greater proportion of a university's budget is now being paid through student tuition. In the case of private colleges, increased costs for technology, student services and financial aid have driven tuition higher. Consequently, students face major challenges relating to the affordability of securing a college education at a number of levels. The higher tuition has resulted in many undergraduate students graduating with significant levels of debt, in some cases as much as \$60,000 to \$100,000 in student loans. One consequence is that some of our brightest students may forgo graduate school, not because of interest or ability, but because they do not have the financial resources to continue their education. The higher cost of college may also limit the ability of qualified students to attend the institution of their choosing or pursue coursework in areas they would like to explore. Parents who are helping fund their children's education are rightly concerned about how an undergraduate degree may pay-off in terms of their offspring obtaining gainful employment. Ironically and unfortunately, this narrow pecuniary

<http://www.aaup.org/AAUP/pubsres/academe/2006/JF/Feat/mill.htm>

¹² An analysis of historical trends and future challenges on college funding may be found in, Ronald G. Ehrenberg and Michael J. Rizzo, "Financial Forces and the Future of American Higher Education," *Academe*, (July/August 2004), which may also be accessed at:

<http://www.aaup.org/AAUP/pubsres/academe/2004/JA/Feat/ehre.htm>

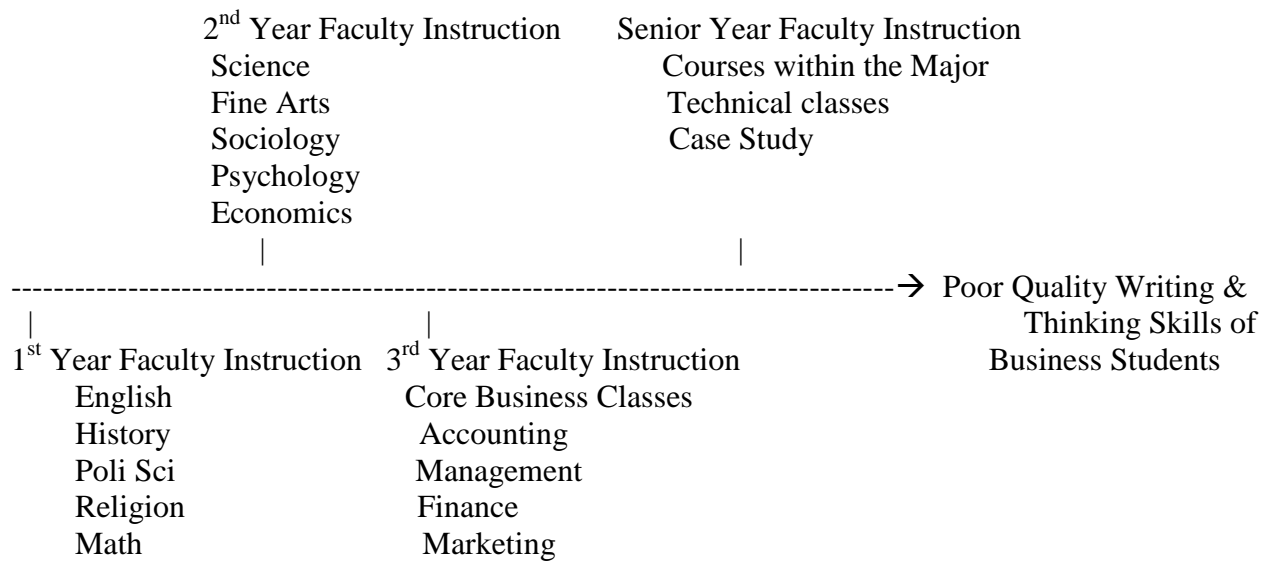
view of student choices in higher education, may often times lead students into unsatisfying majors and degrees of little long-term attraction to them resulting in some going back to school to secure a degree better suited to their interests and temperament. For public institutions, the lack of continued state support of higher education, has forced administrators to look towards highlighting short-term measures that will increase tuition revenues to make up budget deficits. Consequently, university administrators have been constrained to look at such things as upgrades of dorm cafeterias, new wellness centers, winning athletic programs with state of the art stadium facilities in a never ending effort to increase student enrollment and thereby raise more tuition dollars. This perspective may also lead institutional governing boards to focus on hiring administrators who are oriented towards making broad, and in some cases, outlandish short-term project and funding initiatives to produce immediate, albeit temporary budget results. While it may be both easy and convenient to criticize poor, misguided, short-term decision making on the part of administrators, it is important for faculty to understand the root causes of these administrative choices, and seek to work with administrators to deal with the underlying cost issues in an effort to secure better long-term decisions that reinforce a school's educational mission.

Based on this current assessment of challenges in academia, there appears to be a vast need to promote and expand greater collaboration between administrators, faculty and governing boards to address issues of cost and quality that impact higher education. One framework for instituting meaningful dialogue is to go back to AAUP principles and the tradition of joint discussion and action on what changes improve or enhance educational quality at universities and colleges. Within this context, the methodology of Dr. W. Edwards Deming may assist in the identification and resolution of the root causes of cost and quality problems that are of present concern in higher education.¹³ Much of Deming's work relates to developing systems within an organization that will allow all participants to freely work together to institute quality improvement. It was Deming's view that ill-defined or inappropriately constituted systems, not individuals within an organization, were the main cause of waste, poor quality and consequently, increased costs.¹⁴ While there is no one to one mapping between the Deming methodology and AAUP principles, there are similarities that permit useful correspondences on how faculty, administrators and governing boards might work together for the good of an institution. To illustrate these relationships, this presentation will incorporate some of Deming's key points and deadly diseases relate to quality improvement within an organization. Deming believed that significant cost efficiencies could be derived as a byproduct of having all units of an organization jointly and mutually pursue quality improvement. The key to those quality improvements is in allowing all participants to be actively included in identifying and resolving the root causes of poor quality. Deming found that when organizations focused on empowering individuals to make quality improvements, costs tended to decrease. The rationale he made was along the lines of economic efficiency. The traditional top down system of having a manager institute change without the full knowledge, input or support of those needed to carry out a transition,

¹³ A clear and concise statement of Deming's theories and methodology improvement may be found in, W. Edwards Deming, *Out of the Crisis*, (MIT Press, Cambridge, MA., 1986), another good reference may be found at: <http://www.deming.org/> For biographical information dealing with Dr. Deming's work as a statistician see: <http://www.amstat.org/about/statisticians/index.cfm?fuseaction=biosinfo&BioID=4>

¹⁴ W. Edwards Deming, *Op. Cit.*, pp. 1-17.

subjects an organization to three potential increased costs: (1) expenses associated with justifying the change within the organization (2) costs created from unintended consequences that could have been avoided by consulting members of the organization with direct knowledge of quality problems and (3) sizeable loss due to implementing a change that doesn't solve the quality issues, but does demoralize the organization when managers blame others for the poor results. Within a college or university the role of the faculty is of primary importance in the development of educational policies. "When an educational goal has been established, it becomes the responsibility of primarily the faculty to determine the appropriate curriculum and procedures for student instruction."¹⁵ This AAUP principle is based on the idea that faculty committed to their discipline, dedicated to the development and dissemination of knowledge in their chosen field, and focused on providing the best possible education for students, are best able to help an institution achieve educational excellence. One technique used by Deming to bring together parts of an organization when jointly addressing issues of quality was root cause analysis. As an illustration, suppose the identified problem is that business graduates appear to be unable to write well or think creatively based on feedback from alumni, and business employers. Root cause analysis would begin by looking at all the educational stages that relate to the development of writing, and thinking for students matriculating through the university and college. Those stages might be incorporated into a root cause diagram as illustrated in the following example.¹⁶



As a consequence of conducting root cause analysis, the faculty at each stage would meet to exchange ideas on how writing and critical thinking skills of business students might be improved. The nature of such discussion would be to collect information and suggestions from faculty who are responsible for each particular stage related to how they might alter the system to improve writing and critical thinking skills. A representative from each group would meet

¹⁵ AAUP, "Statement on Government of Colleges and Universities" Section II. The Academic Institution: Joint Effort, Part B. Determination of General Educational Policy" *Three Statements from the Policy Documents and Reports*, p. 10. Also may be found at: <http://www.aaup.org/AAUP/pubsres/policydocs/contents/governancestatement.htm>

¹⁶ The following example is an adaptation of the application of root cause analysis in, W. Edwards Deming, *opt.cit.*, pp. 239-242.

periodically on a quality committee to share ideas and exchange information on the work of these faculty committees. This cross communication would allow the stage subcommittees to refine suggestions and proposals. The key to this exercise is for the administration to agree, in advance, to take suggestions developed through the quality committee and work with faculty on getting them implemented. Initial support is important to the overall success of any organizational improvement transformation, because if faculty see that root cause analysis is simply an exercise that allows administrators to pick and choose changes, they are likely to write it off as a variation of top down management. Such a free and transparent discussion of ways to improve education may lead to an effective, fair and cost efficient set of action plans to resolve an issue, such as poor writing and critical thinking skills.

How might that be? Within each stage, faculty could investigate and identify key difficulties that lead to poor performance in writing and critical thinking. Since these faculty work with students in their respective disciplines they would also be aware of any problems and have ideas on how to address those concerns. This type of analysis makes all components of a system aware of what is going on with each subsystem stage, allowing for the free flow of information and suggestions between each group. For example, faculty teaching students in the first two years, may be unaware of the writing requirements placed on senior business students in the form of case analysis. Knowledge of those senior business projects may give faculty teaching liberal arts core classes some direction on how to frame writing assignments beneficial to the success of business students. Business faculty may be unaware of the limited resources devoted to faculty instruction in the liberal arts core. Through root cause analysis, it might be determined that the university or college should commit additional faculty resources to the first two years of liberal arts instruction. Given the importance of improving the writing and critical thinking skills of business students, a decision could then be made to internally divert financial resources within the university into more faculty liberal arts positions. This internal allocation is likely to result in lower costs in resolving this issue, due to the ability to hire more liberal arts faculty dedicated to teaching writing and critical thinking skills over more expensive business faculty. Currently, many business schools are trying to deal with this issue by hiring their own faculty to teach business communication. This approach is very expensive to the university in the following ways: (1) trying to improve communication skills through a single business class may not provide students with a consistent and varied set of writing experiences which may only lead to marginal results (2) while a business communication course may help with student writing, it is unlikely to address concerns about critical thinking; something developed over a set of diverse liberal arts classes (3) business communication faculty will be focused on remediation of the poor writing skills of business students, and therefore will be reworking basic writing material already covered in the first two years of college and (4) the business communication faculty will be compensated as members of the business college for performing the tasks of the liberal arts faculty, thus receiving salary 1 ½ to 2 times what liberal arts faculty receive for providing the same level of work.¹⁷

¹⁷ The latter point is based on the Economic theory of internalizing externalities within an organization. In this case, the externality is the poor performance of business students in writing and critical thinking. The organization may have several choices that involve different costs to address this externality. The most efficient and cost effective choice is to select the method that will address the externality and at the same time be the least costly to the organization. See: Robert J. Staaf and Francis X. Tannian, *Externalities: Theoretical Dimensions of Political Economy*, (University Press of Cambridge, MA., 1972), pp. 286-289.

On a broader level, a number of Deming's 14 principles and seven deadly management diseases may offer insights into AAUP principles and standards. The following are some correspondences that may be useful when incorporating Deming's ideas with AAUP concepts on shared governance, academic freedom and tenure.

Deming's 14 Points

1. Create constancy of purpose towards improvement of product and service
"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty." AAUP Statement on Government of Colleges and Universities: Section V. The Academic Institution: The Faculty

The continued growth and vitality of the university and college depends upon the constant attention and support of the faculty. The administration's role is to facilitate that process to permit continuous improvement of curriculum, subject matter, methods of instruction, research, faculty status and student life related to education. Governing boards and administrators should rely on faculty for advice on the major issues of curriculum, methods of instruction, standards for promotion and tenure, and peer evaluation.

2. Cease dependence on inspection to achieve quality. Eliminate the need for inspection on a mass basis by creating quality into the product in the first place.
"Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments." AAUP Statement on Government of Colleges and Universities: Section V. The Academic Institution: The Faculty

Although the administration and the governing board may make the final decision concerning matters of faculty reappointment, promotion and tenure, it is the faculty who carry the main responsibility for evaluating another colleague's work. When a university seeks to by-pass this area of judgment, by imposing academic standards that reflect a bias towards inspection, such as, mean scores for certain questions on a student assessment form, the result may be contrary to the desire for educational improvement. What can happen is that faculty will be obliged to teach towards receiving favorable student assessments rather than focus on what needs to be done to produce better educated students. This may be particularly true with tenure track faculty who are annually being evaluated for reappointment.

3. Institute training on the job.

“We believe that all faculty members –regardless of institution and regardless of workload--should involve themselves as fully as possible in creative and self-renewing scholarly activities. We enjoin all institutions to commit a suitable share of resources to encourage faculty to engage in the scholarship appropriate to their careers and to each institution’s mission. Each institution should create and interpret its system of rewards to reinforce the efforts of all members of the faculty who are striving to contribute.”

AAUP Statement on The work of Faculty: Expectations, Section on Priorities, and Rewards: Conclusions and Recommendations: paragraph 5.

A faculty member’s human capital is based on research and creative capabilities originally developed through the arduous, yet rewarding process of graduate study. Left unsupported and unrewarded faculty expertise is likely to deteriorate over time. The continuous renewal and replenishment of those skills depend on faculty being given the time, encouragement, and resources necessary to improve scholarly, creative work. Faculty development in the form of professional development leaves, reimbursement for meeting presentation expenses, and funding for research are an essential requirement for maintaining the health and vitality of a university or college.

4. Break down barriers between departments.

“The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.” AAUP Statement on Government of Colleges and Universities: Section II. The Academic Institution: Joint Effort

The success of a university or college depends on faculty jointly participating in the education of students. In the past, faculty from all disciplines viewed their collegial relationships with those in other colleges as being complementary and supportive. However, due to the financial burdens in higher education, some colleges and faculty have sought to divorce themselves from the rest of the campus by seeking to offer specialized degrees and acquire outside funding. For example, in the case of the University of Virginia’s Darden School of Business, administrators have obtained corporate funding for most of the college budget. Business classes are customized to meet the needs of those corporate sponsors. Across the country, business colleges are now offering executive or international MBA programs that are targeted towards particular corporate or foreign partnership interests. In some cases, faculty are allowed to leave current campus classes during the academic year in order to teach specialized courses for extra compensation overseas. In other instances, watered down MBA classes are offered overseas that are considered equivalent to much more rigorous on-campus courses. The net result is that foreign students may receive the same MBA degree from the home institution as the one being offered on-campus even though course requirements are significantly different. By compartmentalizing the various departments, colleges and faculty, administrators may create artificial barriers that impede the maintenance of quality in higher education.

Deming also identified 7 deadly diseases that may be measures of overall sickness within an organization. Some of these diseases may be present in higher education.

1. Lack of constancy of purpose to plan a product and service that will have a market and keep the company in business, and provide jobs. Also, mobility of management; job hopping.

During the last decade, college and university administration has witnessed significant and short term turnover. In some cases presidents, provosts and deans begin looking for their next school shortly after their first few years at any one institution. These changes likely lead to frequent, and in some cases, dramatic alterations in the direction of a college or university over time with the passing of each new administration. Governing boards who seek to encourage long term improvement in educational quality should seek to work with faculty in hiring administrators who have a long term commitment to their institution.

2. Emphasis on short-term profits; short-term thinking, fed by fear of unfriendly takeover.

The long-term interests of an institution may be best served by incrementally implementing improvement plans embraced by faculty over an extended period of time. Administrators, who come to an organization with a short-term agenda based on securing short-term, visible results, may have little regard for the long-term detrimental consequences of their decisions. In some cases, these administrators will leave long before the implications of their decisions are fully realized. Faculty, who in most instances represent the long-term resources of an institution, should have a significant voice in the hiring of any administrator because of the long-term nature of their decisions. Few organizations prosper when the leadership uses fear to divide members and drive institutional change. Faculty are no different in their regard of the divisive nature of fear. Faculty tend to work best in an environment based on trust, openness and a fair discussion of the challenges facing their college or university.

3. Use of visible figures only for management, with little or no consideration of figures that are unknown or unknowable.

Several years ago, the economist, E.F. Schumacher noted, that business tends to value only those things it can measure. In higher education, most of what is significant is not measured. An understanding of literature, the ability to play a musical instrument, an appreciation for the nature of math and science, knowledge of the constitution and history by students are some of the immeasurable achievements that directly result from faculty instruction. Lacking the ability to measure these important results, management of most universities and colleges seek to count graduates, numbers of published articles, numbers on a student assessment form, and the number of favorable administrative opinions about a faculty member's work. If the university or college is committed to continually improving education, it must also be responsible enough to want to reward faculty for providing a quality education in areas that are difficult to measure. Failure to acknowledge faculty contributions in this area runs the risk of directing faculty efforts away from

immeasurable activities of quality into measureable pursuits that are of lesser value to the overall education of students.

I want to thank you for listening to what is a lengthy discourse on the state of higher education, AAUP principles and what we might learn from the writings of W. Edwards Deming. Within the last few years, I have become more optimistic about the state of academia, and less so about the financial markets. Administrators here in Iowa are beginning to renew collaborative discussions with faculty and seek new ways to jointly address the challenges facing higher education. Some governing boards are starting to see the advantages of having regular meetings with faculty to obtain better information on the overall health of their institutions. We have a long way to go in terms of securing all the benefits of AAUP principles and standards. However, as noted by Deming, it is through the process of continuous improvement within an entire organization that quality benefits may be derived.