AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS:

UNIVERSITY OF MICHIGAN-FLINT CHAPTER

JUNE 2018 NEWSLETTER

⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛

TABLE OF CONTENTS

⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛

Webinar: Best Practices in Minutes/Agendas:

The UM-Flint AAUP Chapter announces a professional development webinar for faculty. Faculty may participate anonymously or self-identify to receive a certificate of completion. AAUP hosts webinars as part of its mission. The Chapter offers its webinars based on national scholarship and AAUP best-practice documents. See:
http://umflint.ut1.qualtrics.com/jfe/form/SV_5tBGK8s8e11kzpX

⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛

Academe Highlights

In the May-June 2018 issue of *Academe*, author John W. Lawrence argues for ceasing to rely on student evaluations of teaching (SET) when making personnel decisions. In his article "Student Evaluations of Teaching Are Not Valid," Lawrence reviews the SET literature, which, for statistical and substantive reasons, finds that "average SET scores are not valid measures of teaching effectiveness" (16). Some of the statistical problems include low response rates, score averages that are not necessarily meaningful, difficulty in making score comparisons (for example, between very different classes), etc. In the area of substantive concerns, SET scores "are correlated with many variables unrelated to teaching effectiveness, including the student's grade expectation and enjoyment of the class; the instructor's gender, race, age, and physical attractiveness; and the weather the day the survey is completed" (17). Another potential problem is that relying on SET scores for evaluating teaching may lead to leniency and grade inflation, as "students tend to rate more lenient professors more favorably" (18).

In analyzing the reasons that colleges and universities continue to use SET scores, Lawrence lists the following: 1) they are easy to administer and low in cost; 2) their numerical scores seem "objective"; 3) they focus on individual performance (rather than collective or institutional focus on improvement of teaching); 4) they are part of the assessment/credentialing culture imposed by "corporate" administrators, where their validity "is assumed and of secondary importance" (18). Lawrence concludes that measuring such a multifaceted phenomenon as good teaching is a complex matter and should be approached with this in mind. He also suggests that for improvement of student learning, "institutional changes are likely more effective than focusing on individual professor performance" (18).[1]

⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛⚛

---
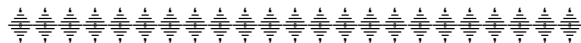
[1] For the full article see: https://www.aaup.org/article/student-evaluations-teaching-are-not-valid.

Faculty Concerns
A Glimpse into Shared Services in Higher Education and their Impact at UM-Flint

A Marketplace of Ideas, not a Market:

Academia is supposed to be a marketplace of ideas where the best ideas prevail through disputation and weighing evidence. Profit, or putting endorsements behind some ideas but not others, compromises the marketplace by disadvantaging logic, reason, and discussion in favor of what is profitable. This article features an update on shared services in CAS by way of comparison with sample literature.

The Origins of Shared Services in Higher Education:

In order to grasp why things happen we need to understand their origins. Shared services (also known as consolidated administrative services) in higher education arose from the following: i) the model (identified as an unproven 'management fad' in *Academe*) comes from management models in for-profit corporations; ii) the application of shared services in higher education does not usually come from faculty or scholarship on higher education; rather, the model is typically recommended by for-profit consulting firms that promote adaptation of corporate management trends to higher education (often bypassing faculty governance), by diagnosing 'crises' in higher education that administrators subscribing to their services pay fees to cure.[2] These types of firms are not academic—their material is not vetted through non-profit, peer-reviewed journals/associations like the Chronicle of Higher Education or the AAUP—their recommendations have also resulted, in some cases, in campuses ending up on AAUP's censured list due to violations of tenure and due process. There are many consultants who serve academia on specific tasks, such as head-hunting, mediation, etc. These can be reputable and valuable. These are not the firms addressed here—those in question drive change in higher education for either political or economic gain (sometimes both) through claims of expertise in higher education.

The most predatory consulting firms are renowned for charging exorbitant conference and membership fees. The Chronicle of Higher Education warns that campuses should use caution supporting for-profit entities that claim to produce higher-education scholarship or materials; some entities simulate academic associations by offering presentations and publications (as well as professional development) to faculty and administrators.[3] An upcoming conference with Academic Impressions (AI) is $1895 for basic registration (AI specializes in professional development); AI authored materials were recently distributed to the CAS Council of Chairs on the topic of how to take action against 'problem faculty.' UM-Flint faculty now also receive frequent e-mail invitations to AI's for-profit events (roughly 1 e-mail per workday throughout June).[4] An annual online AI individual membership is $2495.[5] At the University of Michigan, as noted by Ry Rivard for *Inside Higher Ed*, an attempt to move to shared services coincided with use of the for-profit firm Accenture (comparable to AI); implementation has not yielded evidence of significant cost savings.[6] The staff supervisor hired by the CAS Dean (posted at a salary up to $68,000/yr) to oversee CAS shared services brings expertise from a for-profit organization (University of Phoenix).

Why do administrators consult these sources? Many are looking for increased revenue streams.[7]

---

[2] Kevin R. McClure, 'The Next Generation of Higher Education Management Fads,' *Academe* (Sept.-Oct. 2016), https://www.aaup.org/article/next-generation-higher-education-management-fads. McClure explains that '*Management consulting firms have argued that higher education is experiencing a crucible moment in which dramatic change is necessary to stem hemorrhaging spending and produce more skilled laborers. For several of these firms, such as Accenture, colleges and universities can achieve desired efficiencies by consolidating, or sharing, noncore or support services. The consolidated-services model was pioneered in the private sector before traveling to higher education.*' For more on consulting firms in higher education see Goldie Blumenstyk, 'The Consultants: Hired Guns,' *Chronicle of Higher Education*, https://www.chronicle.com/article/Hired-Guns-The-Consultants/150843.

[3] Margaret Brooks, 'Red-Flag Conferences,' *The Chronicle of Higher Education*, https://www.chronicle.com/article/Red-Flag-Conferences/44795.

[4] Academic Impressions conference advertisement: https://www.academicimpressions.com/womens-leadership-higher-education/#ai-products-row. To view the consulting firm and other materials distributed to CAS Council of Chairs by the CAS Dean's office go to: http://blogs.umflint.edu/aaup/external-links-databases/ or the C of C Blackboard page.

[5] Academic Impressions, 'Membership Plans and Pricing,' https://www.academicimpressions.com/membership-2/.

[6] Ry Rivard, 'Shared Services Backlash,' *Inside Higher Ed*, 21 Nov. 2013, https://www.insidehighered.com/news/2013/11/21/u-michigan-tries-save-money-staff-costs-meets-faculty-opposition.

[7] McClure, 'Management Fads.'

Some may hope for career advancement by adopting corporate practices, such as cutting programs and departments that are not 'profitable,' or undermining liberal-arts disciplines, to appeal to legislators and boards that favor such approaches. Some may believe that consulting firm ideas benefit academia.

UM-Flint Colleges adopt Shared Services:

At UM-Flint, both CHS and CAS have adopted versions of shared services. It seems that more consultation of faculty may have occurred in CHS than CAS, but this is still being verified, so it is premature to comment extensively on CHS' adoption, other than several staff in CHS have indicated that staffing reorganization has largely been confined to finance positions, was undertaken with transparency, and staff assigned to support students and faculty in departments will continue to serve those instructional units in those roles and spaces.

In CAS, since 2015, departments have noticed difficulty when filling staff positions, even when discipline-specific. Initially some faculty reported (to Faculty Council, CACBSP, and other groups) that there seemed to be a campus-wide hiring freeze due to a supposed campus-wide budget crisis. This was not borne out by evidence. Rather, it seems as though shared services have been in implementation for some time, with the faculty and staff being informed shortly before three CAS staff members were laid off. In CAS, things are often implemented well in advance of being announced (if announced), such as changes to faculty review policies (for major reviews and promotion/tenure), the professional advising agenda, the study-abroad policy (included curriculum decisions that were applied college-wide but not approved by the governing faculty), the elimination of grants available to faculty through the Annual Funds when they were transferred by Development to the unit, shifting fiscal responsibility for staffing of Lec I and IIs to departments/programs, as well as taxing (in some cases wholesale appropriation of) DEEP, tuition revenue agreements, and student fees.

Shared Services in CAS:

In CAS, restructuring of staff has resulted in the following changes:
a) All administrative staff members have been or will be removed from departments.

b) Salaries to pay staff will no longer be a part of departmental resources, but will become college resources if not those of the Dean's office.
c) Department chairs, directors, and governing faculty will no longer have supervisory oversight over hiring of or reviewing staff, who in turn will no longer be directly accountable to the needs of specific disciplines.
d) Administrative staff members have been moved into physical locations that are not easily accessible to faculty or students, except for those few departments that house the 'hubs.'
e) Faculty now must have their department spaces open to the public by removing their common-area doors, or agreeing to interruptions to answer a doorbell for students, colleagues, staff, mail deliverers, etc. According to the CAS Dean's statement (May 2018 CAS meeting), faculty who choose doorbells are expected to answer.
f) Plans seem to be in place to create a shared office resources program, since it will no longer be possible to divide purchases of computers, office supplies, etc. into departmental expenses for staff who no longer work for departments; moreover, it is impractical to divide such expenses for each item between multiple instructional units. This could mean that departments will be de-funded further to cover shared services supplies.
g) Because the CAS Dean or her designee will oversee administrative staff instead of the departments, nothing transacted through shared services is 'private' or internal to the instructional unit. A loss of professional privacy is inevitable. Information about chairs/directors will also be more accessible to the Dean's office without them necessarily knowing what information is being relayed or how their leadership is judged. Faculty can now also be monitored by the Dean's office in unprecedented ways. Concerns held by some faculty about lack of due process in CAS Executive Committee and decanal deliberations for faculty-status decisions makes the opportunity for monitoring a concern. Such concerns are backed by materials from AI disseminated by the CAS Dean to Council of Chairs regarding how to take action against 'problem faculty,' such as by 'marginalizing' them. Strategies (for sale) to handle problem faculty

and impose administrative agendas despite faculty resistance are common on AI's website.

h) Departments have lost specialized services. In one department the staff person laid off had been hired due to a unique ability to speak a language spoken by many students in the department's programs.

What do Consulting Firms Recommend?

Given these changes, it is helpful to consult arguments for and against shared services. There is much literature on this, so samples of typical literature have been cited. Faculty members with an interest in the subject should do independent research. A document by the Huron Consulting Group (HCG), one of the most well-known for-profit consulting firms, explains that *'As budgets have tightened, universities are increasingly evaluating new service delivery models to help reduce costs and improve service and compliance. Often, this evaluation will lead to consideration of a "shared service" model; however, there is no common consensus definition of shared services across higher education.'*[8] It is unknown whether CAS leadership used a consulting firm to implement shared services, but notable differences are apparent between how CAS' shared services was created versus what typical consulting groups recommend. HCG advises that a school/ college/ campus considering shared services needs to start by determining which services are candidates for common need versus which services are specific to an instructional unit (department) and cannot be shared: *'The opportunity for shared services at a given university is found by identifying which activities are common in nature, require customer proximity to appropriately execute and require relationships and unit-based knowledge to execute. This exercise enables the institution to identify which activities are candidates for sharing within the environmental context of the institution. Most common functions evaluated include finance and accounting, human resources, information technology and research administration (pre- and post-award) services.'*[9] In CAS, the aforementioned first step to consider shared services was skipped.

Departments were not consulted about which services should remain unit-specific and which need not before staff were laid off or moved. It is not known whether the CAS Dean consulted a firm on this matter (in lieu of the governing faculty), but AI does promote shared services, claiming that academia is more like a corporation than faculty argue: '*While I am pretty confident the phrases "we're unique" or "we're different" have been uttered on just about every college campus for one reason or another when considering traditional business practices, we are in fact more similar to corporate organizations than we are different from them.*'[10] To access AI's tutorial on implementing shared services you will need $350 to pay for the webinar 'Shared Services: Assessing your Readiness.' In any case, the plan was implemented in CAS without consultation of the governing faculty, staff, or students on how it would impact academics or those stakeholders. Primary justification was a report of the Dean-appointed Blue Ribbon Commission that supposedly studied staff satisfaction and climate; but, the report was not adequately vetted before it was used for action and it appears that most if not all Commission members had conflicts of interest with the Dean.

Shared services are not necessarily bad. The campus already practices shared services for technology, human resources, research, and finance/accounting, but these services are more readily shared without compromising faculty governance. In CAS, a line was crossed when the model was imposed to a degree that significantly impacted faculty governance decisions and purview. If a consulting firm like AI did influence the overreach caused by the staffing reorganization, it is not surprising. Many AI conferences/workshops sell methods poorly disguised to override or replace faculty oversight, such as 'dealing with difficult faculty colleagues' (difficult is often defined as resistance to AI's agendas); 'bogged down in implementing *your* strategic plan' (notably strategic planning language frames the plan as an administrator's agenda); identify and recruit your department chairs (no mention of how to work with

[8] Kurt Dorschel, 'Shared Services: Finding the Right Fit for Higher Ed,' Huron Consulting Group, https://www.huronconsultinggroup.com/resources/higher-education/shared-services-finding-right-fit-for-higher-ed.

[9] Dorschel, 'Shared Services.'

[10] Academic Impressions, 'Debunking 5 Myths: How Feasible is a Shared Services Model in Higher Ed?' https://www.academicimpressions.com/debunking-5-myths-how-feasible-is-a-shared-services-model-in-higher-ed/.

those elected by faculty); for chairs—learn which items to decide yourself versus let your faculty vote upon (no mention of the faculty's role in setting such criteria through bylaws, etc.); set performance expectations for your faculty (no mention of criteria established through faculty peer review), etc. Contrary to implementation of shared services in CAS, administrative support for faculty, reception staff for students, etc. do not appear in HCG's list of standard areas that are normally recommended for shared services. Among the benefits of shared services in the recommended areas, HCG claims that it frees up funds for other priorities and allows staff to become specialized.[11]

Evidence-based Decision-Making:

The motive for CAS's adoption of shared services is unknown. According to multiple accounts at both the Council of Chairs and CAS Executive Committee, the CAS Dean stated that the new model was 'budget neutral,' so cost savings would not seem to be a primary justification. Nonetheless, it cannot be budget neutral for departments/programs (because they are losing staff resources), and could only be considered budget neutral if one does not differentiate between college and departmental budgets. The CAS Dean also claimed at the May 2018 CAS faculty meeting that moving to shared services was necessary, noting that other campuses have shut down programs to make comparable cuts. Such a statement seems threatening and is out of step with the fact that CAS was reported throughout the academic year to be anticipating a budget surplus for 2018 and has received permanent base-budget increases by campus leadership for at least the last couple of years (these increases were not required to be matched in cuts despite claims to the contrary).

The competing justifications of the CAS Dean regarding necessity and budget neutrality have yet to be backed by data. A principle of the AAUP and U of M is that administrators must defend decisions with documentation, especially those that impact academics, so that faculty may weigh in on decisions affecting shared purview. As the *Resolution on Open Governance* issued by the Senate Assembly stipulates, '*The reasons behind administrative decisions are often as important as the decisions themselves.*

Letting the faculty know why decisions are made ensures honest, reasonable, fair, and open governance. It also protects the faculty from arbitrary administrative interference or worse. Administrators shall work to document any significant facts and criteria guiding a decision of broad impact on the faculty, staff or students and make the justification publicly available early-on in the decision process.' [12]

Evidence requires Facts and Data:

In CAS, requests for data to demonstrate the CAS Dean's rationale of necessity were made at the May 2018 faculty meeting (without response). Both AAUP's *Statement on the Government of Colleges and Universities*, as well as U of M's *Resolution on Open Governance*, note that administrators are obliged to share information in a format that is reasonably understandable to the faculty. This is because it is commonplace in higher education that administrators (or sometimes boards or legislators) claim financial strain in order to justify administrative overreach or other agendas. Often these claims lack evidence of financial strain, but even if they did not, financial strain does not entitle administrative action without faculty consultation, because the faculty should assist with prioritizing cuts and expenditures--the Regents have delegated budgetary oversight of academic matters in colleges/schools to both the faculty and deans (the Regents Bylaws establish that executive committees are to be involved in unit-level budget *action*, while departments are required to have independent budgets from school/college budgets). Access to budget information is also necessary to track if the staffing model yields budget savings, because according to HCG, '*Universities may not be able to attain the significant cost savings realized by industry implementations of shared service centers; however, real cost savings can be realized.*'[13]

Broken Promises?

There has been a series of e-mail notices from the CAS Dean following implementation of the staffing plan. Implementation proceeded even though the

[11] McClure, 'Management Fads.'

[12] The *Resolution on Open Governance* is posted on the U of M Senate Assembly website and the UM-Flint AAUP Chapter website: http://facultysenate.umich.edu/wp-content/uploads/sites/22/2015/03/01-23-12_BSC-Open-Governance.pdf

[13] Dorschel, 'Shared Services.'

faculty voted (roughly 2:1) at the May 2018 CAS meeting that the plan should not move forward until a committee could be convened to review it. Are these e-mails intended to create an impression of consultation? It is also concerning that ostensibly inaccurate claims were used to enact the plan and seemingly to circumvent faculty and staff. According to multiple sources from the CAS Executive Committee and Council of Chairs meetings, prior to announcing implementation, the CAS Dean volunteered that absolutely no staff would be fired or laid off as a result of implementing this change. In fact three longstanding employees of the college were laid off days later. Is it ethical or acceptable to CAS faculty, students, and staff that these claims seem to have been used to prevent objection to something that the CAS Dean anticipated would be unwelcome?[14] Is this also why the CAS Dean did not put meaningful discussion of staffing reorganization on the Executive Committee's agenda until the week after it was implemented and staff members were laid off? If what the CAS Dean says that she is NOT doing is actually what she IS doing, then it should be of concern that the comments about layoffs were accompanied by assurances that the Dean had no plans to try to shut down academic programs or alter departmental structures. It would not be the Dean's purview to do either, according to the Regents, but then it was arguably not her purview alone (in shared governance where both departments and the Executive Committee are charged with budgetary oversight) to unilaterally reorganize department staff.

Efficiency over Relationships:

While HCG acknowledges that corporate-designed shared services are difficult to implement at universities due to faculty governance and restricted funding sources, HCG claims that the benefits outweigh the challenges. However, it is not the purview of a consulting firm like HCG to decide how much faculty governance should be sacrificed to such a model—this is faculty purview. So, departments and the CAS faculty should have had an opportunity to influence the design. According to HCG, there are many shared service models (more to less expansive) and the one adopted needs to fit its organization's culture and needs.[15] In CAS' version, the Dean decided which model to implement without consultation even of the Executive Committee.

In HCG's proposal, it is stated that '*By providing staff with increased knowledge of the functional areas they work in — and creating an organizational structure that better aligns accountability, authority and responsibility — a shared service center removes barriers between the customer and their needs and increases the customer service to faculty and PIs.*'[16] HCG also asserts that shared services increase recruitment and retention of the best staff. But, CAS faculty members just lost 25% of their administrative staff. Will these changes precipitate further losses? Although at least one laid-off staff member has been newly hired to work in the Dean's office, another staff person therein resigned.

An illuminating feature of HCG's proposal for shared services is that it admits that adoption of such a model is a direct trade-off between '*efficiency*' and '*relationships.*' Efficiency is equated with central services, while relationships are associated with unit-specific services that build relationships between faculty, students, and staff. According to HCG, '*A single shared service center represents the most efficient model. In this model, knowledge of the unique attributes of individual units is traded for expertise in specialized transactions, functional areas, and institutional policies and procedures.*'[17] In theory, CAS has adopted 'regional service centers' since there is more than one hub. However, it has adopted the single service center model by putting all staff under the CAS Dean's supervision (through a single mid-level supervisor). HCG is also upfront that faculty in a shared services model will have to increase 'self service' and use of technology: '*A critical enabler to the success of such an*

---

[14] UM-Flint's accrediting body makes clear that integrity and ethics are expected of our organization: '*HLC understands integrity broadly, including wholeness and coherence at one end of the spectrum and ethical behavior at the other. Integrity means doing what the mission calls for and not doing what it does not call for; governance systems that are freely, independently and rigorously focused on the welfare of the institution and its students; scrupulous avoidance of misleading statements or practices; full disclosure of information to students before students make any commitment to the institution, even a commitment to receive more information; and clear, explicit requirements for ethical practice by all members of the institutional community in all its activities.*' HLC Guidelines: Criteria for Accreditation, Guiding Values, https://www.hlcommission.org/Publications/guiding-values.html.

[15] Dorschel, 'Shared Services.'
[16] Dorschel, 'Shared Services.'
[17] Dorschel, 'Shared Services.'

implementation is a high degree of technology self-service at the unit level, coupled with easy-to-access training and expert support. In addition, automated technology systems, including help-desk reporting systems, automated phone systems and web-based help centers, establish a foundation for the efficiency of this model.'[18]

A Unique Version of Shared Services:

According to HCG, a regional approach allows instructional units/departments to still oversee, supervise, and evaluate their shared and department-specific staff. Service agreements between the service center(s) and the instructional units are recommended to be in place before implementation. However, another skipped opportunity for faculty/staff consultation in implementation was that there was no chance provided to establish the highly recommended service agreements or accountability through supervision. On the matter of increased use of technology, concerns have already increased surrounding respect for faculty privacy; some Dean-appointed chairs have been tasked with finding out the quickest manner by which faculty in their units can be reached, such as providing access to personal cell-phone numbers.

Publications regarding shared services in higher education include an article by David Matthews on centralization in universities. He claims that *'University managers are ignoring research that shows that organizations function better when they are decentralized and workers given more autonomy, and are instead consolidating ever more power in their own hands* [...] *[a] 2010 review of management literature that found "the majority of scholars have agreed that a decentralized organizational structure is conducive to organizational effectiveness."'[19]* Jon Marcus, writing for the *Huffington Post*, notes that *'Centralization [in higher education] has been promoted as a way to reduce costs, [...] it has not appeared to reduce the rate of hiring of administrators and professional staffs on campus—or of incessant spikes in tuition. [...] "They'll say, 'We'll save money if we centralize.' Then they hire a*

provost or associate provost or an assistant business manager in charge of shared services, and then that person hires an assistant, and you end up with more people than you started with."'[20] Notably, the way in which CAS' shared services has been implemented seems more extreme than in most other places. A report of Stony Brook University's Senate on the state of shared services in higher education observed that most models did not change how staff members were assigned for direct student and faculty services (meaning departments retained staff for on-site services even if they gave up other staff). Departments usually lost staff in the areas of finance, HR, IT, and facilities: *'Very few, if any, institutions reported significant changes to student-facing or faculty-facing activities. However, the changes to administrative processes still reduced the administrative staff of departments, and in some cases, universities reported a reduction of student traffic in departments.'[21]*

The changes in CAS are more expansive because it was not just staff in traditional areas of shared services who were lost, but rather all administrative staff. The Stony Brook report notes that rarely were staff removed entirely from units—at places like Yale there is still a staff presence in individual departments. The *Yale Daily News* reported that *'Administrators at Yale and three other schools working with a shared services model disputed the claim that shared services cannot meet the needs of individual departments and programs. They said the system can be designed to meet the varied requirements of departments, emphasizing that only tasks common across programs are brought to shared services. [...] Kolbash said there will always be a need for "local presences" of staff in academic departments.'[22]* Kolbash, an originator of shared services, admitted that it will still be necessary to have some staff physically present in the individual

[18] Dorschel, 'Shared Services.'
[19] David Matthews, 'Centralising Universities 'Ignores what Works Best,' (15 Feb. 2016), The Higher Education World University Rankings, https://www.timeshighereducation.com/news/centralising-universities-ignores-evidence-what-works-best#survey-answer.

[20] Jon Marcus, 'New Analysis shows problematic Boom in Higher Education Administrators,' *Huffington Post*, https://www.huffingtonpost.com/2014/02/06/higher-ed-administrators-growth_n_4738584.html.
[21] Stony Brook University Senate, 'Report on Shared Services,' 2012, https://www.stonybrook.edu/commcms/senatecas/_pdf/SharedServices-Report-Final.pdf.
[22] Gavan Gideon, 'Shared Services Gaining Ground in Higher Education,' *Yale Daily News*, 1 June 2018, https://yaledailynews.com/blog/2012/03/23/shared-services-gaining-ground-in-higher-education/.

academic departments, and that only those tasks that do not vary by department should be reassigned to shared services. The removal of all staff from CAS departments seems atypical of shared services in this sample of literature, where it also appears that it is mostly large institutions that have adopted shared services, such that even if staff members are removed from departments, there are still staff members who remain. This was the case at U of M Ann Arbor, where departments retained some staff for individual needs, and enjoyed the budgetary independence that the Regents have allocated to departments to hire additional staff if necessary. CAS' departments are, by comparison, too small to support adopting shared services, because the numbers of staff in each department were already so few (and some departments like Philosophy, Africana Studies, Art & Art History, Communication and Foreign Languages and Literature had already been put into a shared services model long before the announcement [through staff lines not being filled, in favor of leaving the department either without staff or with staff shared with other units or the dean's office]). The Stony Brook report also noted that '*Success in academic shared services comes only with full cooperation and participation of affected departments*' and '*In general, the successful implementations of academic shared services were associated with some departmental control over the pace and scope of implementation.*' Stony Brook reported that '*Some departments were concerned, primarily with a reduction in academic quality associated with a loss of control over staff.*'[23]

Shared Services for LEO Faculty:

Essential to the staffing initiative is also its impact upon LEO faculty and part-time instructors. These faculty members have the same rights to administrative support as their full-time counterparts. And yet, such support is often even more inconvenient to secure because they may not have office space on campus or may only be able to be on campus on limited days for which they commute. Furthermore, LEO faculty are often more dependent upon administrative staff because of needing support when newly hired. The most in need of support

might be LEC Is and IIs; it is not known if LEO was consulted in this matter prior to implementation.

Violation of Academic Freedom and Freedom of Speech:

The June 2018 conference of the AAUP in Washington, DC on the state of higher education was dedicated to the issue of free speech. U of M has a policy on academic freedom and related Standard Practice Guide Policies on free speech and academic freedom. Evident at the 2018 conference is that in academia speech is denied in a variety of ways, including through practices that prevent opportunities for consultation and internal criticism. Part of the CAS Dean's plan regarding shared services would seem to fall in the category of violating free speech based on some of the criteria evaluated at the conference. Although it is not yet widely known, the CAS Dean announced to the Council of Chairs just before laying off three staff persons that she also intends to eliminate the ability of departments to self-identify their spaces as departments. All physical signs identifying departments in their buildings are to be removed, to be replaced by signs indicating 'offices of ____ faculty.' The justification seems to be to make clear that faculty have no right to a departmental culture that is tied to how they shape their physical spaces, since, according to the CAS Dean, they are merely 'tenants' of those spaces. There are several issues with respect to such a disturbing, and some might even say hostile, attempt to strip faculty of traditional disciplinary and departmental identities, which are incidentally as important to students as they are to faculty and staff.

Departmental identities are more than about physical spaces. The logic of banning faculty from self-identifying as a department through a reason regarding a right to physical space seems illogically simplistic. What is the real purpose of eradicating physical departmental identities? What is in a name? Without demanding their right to the name bestowed upon them by the Board of Regents of the University of Michigan (all departments, including their titles, are approved on recommendation from the governing faculty of the school or college to the Regents), CAS faculty might open the door to administrative overreach with respect to the actual existence of their departments and programs.

---

[23] Stony Brook University Senate, 'Report on Shared Services.'

Although CAS governing faculty have oversight over many areas including academic programs and departmental organization in the college, unless they are willing to act on that purview, extreme decanal mandates regarding signs and staff could lead to something more disruptive. If not, it should be a simple matter to correct such a plan; department names are Regentally bestowed and faculty have a right to use them, including to identify their spaces—deans do not have the right to censor those names. Eliminating physical evidence of departments by taking away their signs and identities undermines the college's academic success in what some perceive to be its rapidly worsening climate of intimidation and disregard for faculty input.

What's the End Game?

To conclude, the CAS faculty might ask if it is acceptable for their leader to seemingly make misleading claims in order to push through agendas that jointly fall under faculty and administrative purview. It is difficult to fathom that this magnitude of change is merely about efficient staffing. It is circulating (although not verified) that the CAS Dean has said to some faculty groups that in the future all CAS staff members will be supervised by the Dean even if they are discipline-specific. It remains to be seen if reports of the prohibition are accurate, but if true the Dean's attempt to centralize control over staff in CAS would far exceed anything known in the U of M system or in shared services elsewhere. The CAS faculty alone possess the disciplinary expertise to oversee staff functions in their labs, studios, productions, etc. Does the CAS Dean believe that as a single person she (or her delegate) possesses all of the expertise from all CAS disciplines to replace such faculty oversight functions?

What can Faculty do?

While several departments and some members of Council of Chairs have voiced reservations regarding shared services, during this process the CAS Executive Committee and Faculty Council have remained officially silent (with the exception of a statement from Prof. Lois Alexander who resigned from the former). In the absence of support by faculty leadership, what can the faculty do, if there is consensus that current administrative actions undermine the college's instructional and research

missions? In fact, the faculty could do any or all of the following:

a) Call for a special meeting of the CAS faculty, which is led by faculty, and would therefore allow for fuller discussion of concerns.

b) Petition the CAS Executive Committee, Faculty Council, AAAC, and/or CACBSP to communicate concerns to internal and external offices.

c) Document the benefits and weaknesses of the new model for later evaluation (such information should be collected independently of the CAS Dean's office).

d) Write letters or send petitions to the Chancellor, Interim Provost, Board of Regents, President, SACUA, Michigan legislators, and/or the news and social media.

e) As was noted at the May CAS meeting, unit faculty can hold a non-confidence vote regarding a committee and/or a leader.

f) Propose changes to the CAS Faculty Code to change how CAS faculty have input on budget matters.

g) Establish new permanent or ad hoc CAS committees, such as a Budget Committee, Governance Oversight Committee, Ethics Committee, and/or Administrator Review Committee to ensure greater faculty participation and oversight in CAS matters.

h) etc. …

Faculty can act when faced with difficult situations; the question is whether they choose to do nothing. While some believe that CAS administrators of the last several decades have attempted to convince the CAS faculty that they hold no real power to act or make decisions, in fact the Regents have delegated significant responsibility to the faculty of schools and colleges. What remains to be seen is whether the CAS faculty will exercise that power.

⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘⚘

Update on the LEO Contract

'*The Lecturers Employee Organization (LEO), AFT-Michigan Local 6244, announced today that following marathon bargaining sessions over the past three days, the union bargaining team has negotiated an agreement with the University that will raise pay, improve health care and boost job security for 1,700*

lecturers who teach tens of thousands of students on the Flint, Ann Arbor and Dearborn campuses.'[24] For the most up-to-date information on LEO contract negotiations, see the LEO Union Twitter feed (https://twitter.com/leounionumich) or website (https://leounion.com/). Since the budget for Flint was approved by the Regents for the fiscal 2019 year, it is unlikely that funds will be provided to cover the costs of increased salaries. While AAUP as a national and local organization supports lecturers receiving more fair and equitable pay, the fact that the increase will likely come from existing resources in the units makes it imperative that unit leaders practice budget transparency, sharing all budgets for programs, administrative offices, and departments with all unit faculty so that decisions are transparent and include faculty oversight.

⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪

Governance at UM-Flint
Leadership Successes

►The School of Nursing successfully completed a national search for a permanent Dean, with Marge Andrews being appointed to the position. Congratulations to Dean Andrews.
►School of Management's Scott Johnson was renewed for another term. Congratulations Dean Johnson.
► Donna Fry led her faculty to become the College of Health Sciences. Expansion of programs and departments will follow. Congratulations Dean Fry.
►Dean Gano-Phillips reached more effective enrolment targets in 2018 that led to CAS being in better fiscal standing than in prior years when unmet enrolment targets created deficits. Congratulations Dean Gano-Phillips.

⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪⸪

Governance Policy Highlight
What is a Department and why does it Matter?

Regents Bylaw 6.04
'*A department is a subdivision of a school or college under an administrative head maintained for the*

---

[24] LEO: https://leounion.com/

purpose of conducting a curriculum or curricula in a specified field of learning. A department has a separate budget, responsible to the budgetary authorities of the school or college of which it is a part. // Each department shall be organized in such a manner as to provide general participation by staff members in the management of departmental affairs.'

In academia the use of departmental structures to promote expertise-based democratic decision-making has been a standard of internal organization. Departments allow those with discipline-specific expertise to internally organize so as to ensure that the educational process is based upon the judgment of the faculty—but more specifically—those faculty members who are best equipped to deliberate on ways of doing things. For this reason, departmental identities are essential to a discipline's prestige at a given university. As a general rule, the tighter the disciplinary focus of a department, the more prestige it brings. Departmental organization (which disciplines go in which departments) can therefore be critical to the recruitment and retention of faculty, to success in earning external grants, and to the overall health of the programs that it houses. At UM-Flint, departments with disparate disciplines have experienced the most turmoil and struggle, which can lead to dysfunction, poor retention of students and faculty, and mismanagement. Funds have been expended on mediation, climate studies, and other measures to try to keep mega departments together, but without obvious benefit. While not perfect, the departments in CAS from which AAUP members hear the greatest faculty satisfaction in terms of both leadership and academic mission are those that have disciplinary independence: Music, Theatre & Dance, Foreign Languages, English, History, Philosophy, Chemistry, Biology, etc. Part of that satisfaction comes from the common goals and prestige within higher education that can be nurtured through the tried and true model of democratic, expertise-based decision-making that academic departments facilitate. This is not to say that departments cannot house more than one discipline, but it is the expertise of the faculty that must decide when such alignments are worthwhile, because it is not just curricular design over which faculty in departments govern; the educational process delegated by the Regents to

the faculty includes vetting of instructors, promotion/tenure, scheduling classes, degree completion plans, academic advising, oversight of labs and instructional equipment, adjudication of scholarships, etc.

Why does this matter? The Regents promote expertise-based decision-making at all levels of faculty responsibility, including within departments and regarding their structure within a school or college.[25] From 5.03 of the Regents Bylaws on the Powers and Duties of the Governing Faculties: '*The faculty of each school and college shall from time to time recommend to the board for approval such regulations as are not included within these bylaws and which are pertinent to its structure and major operating procedures, such as departmental organization, requirements for admission and graduation, and other educational matters, the determination of which is within the peculiar competence of the faculties of the several schools and colleges.*'[26] These responsibilities are those of the governing faculty in a given school or college. Yet, a corporate model of for-profit higher education has begun to chip away at these central precepts of faculty governance, including through attempts to dismantle democratic decision-making among faculty within departments. This model disregards faculty expertise even in such core faculty responsibilities as hiring of instructional staff, election of suitable faculty leaders, supervision of staff, oversight of promotion committees, academic advising, prioritizing budgetary resources, etc. Although higher education has traditionally been viewed as a key defender of democracy in society at large in the present and the future, it can only keep such a role if it practices what it preaches. The university's role in teaching the values of shared governance and an informed citizenry start with the democracy in one's own department and whether its expertise-based decisions are largely supported and

respected by one's colleagues, chair/director, Executive Committee, and executive officers. If departmental governance is not respected, then the unit/campus is moving away from being a university.

What can faculty do to strengthen the effectiveness of their programs? Defend expertise-based decision-making by faculty over slippage towards a managerial/corporate model. Higher education has been called upon throughout the 20th century to stand as a beacon of democracy against the market and political pressures that would undermine shared, reasoned, and informed decision-making. But it can only fulfil this public good if faculty insist upon involvement in matters delegated to them by the Regents. More practically, get involved with governance in one's department. This is usually the best place to start one's service contributions as an Assistant Professor and Lecturer III. For those without departments but affiliated with academic programs, many of the same principles apply. If there are not committees, procedures, or other structures outlined in one's departmental/program bylaws to facilitate faculty involvement in governance, work with your colleagues to develop and ratify those procedures.

This is what the Regents intended when Flint College was first allowed to create departments. Section 25.04 of the Regents Proceedings was applied to the Flint College when the first departments were created 23 July 1965: "*Each department shall be organized in such a manner as to provide general participation by its staff members in the management of departmental affairs.*" The addition of schools and colleges after 1965 does not negate that the Regents (in UM-Flint's earliest history) acknowledged the right of faculty to participate in departmental governance. Individual disciplines were given departmental status when they included at least three faculty members. Departments of Biology, Business Administration, Chemistry, Education, English, Foreign Languages and Literature, History, and Physics were the 'founding departments.' The history of the campus indicates the importance of departmental governance in academia and in our individual governance responsibilities. Prior to UM-Flint's 'founding departments,' and even after for the smaller disciplines, many faculty members functioned as 'one-person' departments. After their

---

[25] "*Faculty participation in governance promotes and encourages diversity of ideas, a sense of shared responsibility, collaboration, collegiality, and institutional excellence. The faculty of the University of Michigan is encouraged to use these principles as a basis for participation in governance at all levels and in all units.*" *Principles of Faculty Participation in Institutional Governance*, Introduction, p. 4. (U of M). http://facultysenate.umich.edu/wp-content/uploads/sites/22/2015/02/Faculty-Senate-Principles-and-Regent-bylaws-updated-.pdf

[26] Regents Bylaws. Sec. 5.03.

creation in 1965, departmental governance for a time even superseded the perceived importance of campus-wide governance.

How a department makes internal decisions, and how a chair/director oversees decision-making, is predominantly determined by the faculty in that unit. Campus-wide policies do not exist at UM-Flint requiring departments or programs to have their bylaws or standing rules approved by their school, college, executive committee, or campus-wide governing faculty (higher policies simply prevail in the event of conflict). Periodically such entities might review those policies, but such review cannot and should not be imposed in order to delay or obstruct when or which policies are practiced. This is a principle of parliamentary procedure in academia. An exception would be that where a governing faculty body has delegated some duties to another body, such as a school to an executive committee, bylaws and policies cannot be unilaterally changed by the committee undertaking the delegated duties—legislative authority remains with the governing faculty to approve policy changes.

Bylaws for departments/programs are important because they establish internal procedures. The level of specificity often depends on the instructional unit's size and scope. Positions of service in a department may also be created and elected, such as having a person to oversee a signature annual event, or vetting part-time instructors. In the absence of procedures at the department/ program level, Robert's Rules of Order apply. Although a chair/director often retains the right to overturn a faculty decision, a chair/director procedurally only has as much power to make unilateral decisions as his/her faculty give to him/her. Chairs and directors may be reasonably expected to ensure that things 'get done,' by their supervisors and faculty, such as overseeing the budget, devising a course schedule and a wide variety of signatory responsibilities—this does not mean, however, that a department or program cannot define how those things get done and what procedures and level of faculty involvement, voting, etc. occurs before a chair acts, which is also why it is so important that the judgement of the department's faculty be respected when it comes to leadership appointments, which was noted in the 2016 national AAUP *Report on Governance at UM-Flint, and in* the 1966 AAUP *Statement on the Government of Colleges and Universities*, which is widely deemed the bedrock of governance policy in North America. Regarding departmental/program leadership it states that "*The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in off ice; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to re-election or to reappointment by procedures that involve appropriate faculty consultation. Board administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.*"[27] For example, a chair or director is responsible for signing paperwork for curriculum changes that go to the curriculum committee. Since the curriculum offered by a department is supposed to be generated through the collective disciplinary expertise of its governing faculty, it would be inappropriate for changes to be submitted without the approval of its faculty. Such procedures seem self evident in some things, but some may not realize that the same expectations of faculty involvement apply to other areas. Since what a department does is 100% about the educational process for its students and faculty, most departmental functions and decisions are eligible for faculty inclusion.[28] The ability of a department or program to define how a chair or director oversees internal governance is an internal matter. If a standard of governance is to be established at the higher level across all departments, the governing

[27] AAUP *Statement on the Government of Colleges and Universities*, part 5, p. 5, https://www.aaup.org/report/statement-government-colleges-and-universities.
[28] From UM-Flint's accrediting body: "*Governance of a quality institution of higher education will include a significant role for faculty, in particular with regard to currency and sufficiency of the curriculum, expectations for student performance, qualifications of the instructional staff, and adequacy of resources for instructional support.*" HLC Guiding Values.

faculty of the school or college would have to approve the policy. The possible benefits of doing so should be weighed against unnecessarily infringing upon self governance within departments, especially because disciplinary differences usually mean that the activities of a chair/director vary depending on the discipline.

Only if a chair is accountable to his/her faculty through election will he/she have the incentive to uphold the faculty's decisions. When chair selection breaks down, however, so does the balance of departmental governance. Attempts to circumvent the faculty's role in electing leaders often severely diminish the climate and health of an instructional unit while undermining academic quality. This is why it is so important for the faculty's expertise to be respected when it comes to appointments. Because of the need for disciplinary expertise in the evaluation and mentorship of department faculty, as well as oversight of hiring procedures and a host of other academic matters, it is imperative that the faculty elect leaders who have discipline-specific accomplishments and credentials. One's chair or director is the gate keeper of academic excellence in one's instructional unit. For this reason, being a chair in academia has been a position of distinction, to which the most accomplished is elevated, even if in terms of authority the chair is merely first among equals. But part of that gate keeping is also a matter of personality. A chair must be able to work with administrators, but also be willing to protect the department from unnecessary or arbitrary administrative interference, and must be confident enough to ensure that the unit's priorities are met and determined through faculty governance. Forcing chairs onto one-year contracts instead of contracts that match their term date, terminating leadership terms early, or basing approval for leadership on administrative favor, undermines effective leadership for departments, which is that which can balance administrative agendas with expertise-based decision-making. Leadership appointment practices that eliminate opposition to administrative agendas create a toxic campus culture and undermine higher education's role as a protector of democracy.

As we close on another academic year, faculty should seize opportunities to elect and support faculty and administrative leaders who consistently respect the expertise of the faculty in their disciplines, especially with regards to election of faculty leaders and faculty oversight over departmental organization.

⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛⁛
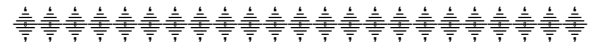
Update from the National AAUP Conference on the State of Higher Education: Freedom of Speech 2018

Every year the AAUP holds a national conference on a topic dedicated to issues in higher education. This year the conference focused on freedom of speech and its intersection with governance and academic freedom. UM-Flint AAUP Chapter members will be offering webinars and workshops in the coming academic year to share content learned at these and comparable events with interested colleagues. In the meantime, here are some highlights from those who attended.

A Diversity of Free Speech Topics:

The AAUP Annual Conference on the State of Higher Education, with a series of sessions on free speech on campus, offered a smorgasbord of information and insight surrounding these issues. From the first session, "*Free Speech on Campus: Understanding and Defining the Issue*" to the very last session with two different perspectives on legislating free speech and academic freedom, much information was put forth to absorb and evaluate. Often information from one session would come together in unexpected ways to alter perceptions of another. Sometimes it was the particular question and answer session during or afterwards that sparked a "personal epiphany." For example, what is the meaning and significance of "civility" and "collegiality" within the context of free speech and academic freedom at an academic institution? The answer is more complex than what it does not mean--acquiescence to another opinion--even a majority opinion. When all of this information is viewed from the perspective of UM-Flint, as one might expect, the report card is mixed.

In some areas we are far behind other institutions and in some we are essentially equal in inadequacies. Under the heading of astute observations leading to

effective action, a talk that could have been titled "When Bias Response Teams Go Bad" (not related to Ann Arbor) was more than enough to indicate that both faculty and students owe a debt of gratitude to those on this campus who said no to the idea of bias teams at Flint that occurred roughly two years ago. In other areas there is much work to be done. Within the first session, an integrated theme was "Campus Preparation for Controversial Speakers." That preparation can be complex. It seems to take a year or more to prepare for controversial speakers, whether invited or not. Overall, the gap between institutional rhetoric on the value of free speech and academic freedom, compared to attempts to educate and apply those principles within the institutional community, represents a major and common problem. If institutions of higher learning abdicate their responsibility to educate themselves, their students, and the community on the limits, value, and responsibilities of free speech and academic freedom, state government and possibly federal legislation will fill the vacuum. For better or worse that action looks to be a growing trend.

Freedom of Speech: Taking a Knee:

Jeffrey Ogbar, Oskar Harmon, and Joseph Cooper, all from the University of Connecticut, discussed the historical, cultural, and economic background to recent political activism in the sporting world (the taking a knee phenomenon). Harmon argued that statistics suggest that, contrary to much rhetoric, the protests of Colin Kaepernick have not had a significant impact on game attendance. Ogbar placed recent protests in historical context, arguing that they can be seen as a resurgence of the sorts of practices that had reached a fever pitch in the activities of Muhammad Ali, but had waned toward the end of the twentieth century. Cooper, distinguishing distinct components of political activism, noted among other things that '*political movements manifest in sport invariably are connected to activism in other domains, including academic.*' To what extent this issue of free speech will impact intercollegiate athletics is yet to be determined.

⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏⚏
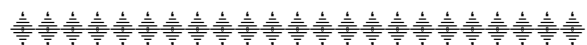
Campus Budget Information:

Publicly available budget documents at UM-Flint include the following:

1) Go to http://obp.umich.edu/root/budget/budget-detail/
Select the file 'All Campus Detail for 2017-18'

►This file reports on the budget for the current fiscal year for all three campuses. Data is large, aggregated rather than finite specifics.

2) Go to Budget Memos
http://www.umflint.edu/financialservices/budget-financial-reports
Select the files to see the total revenue and budget allocated to each department/program or unit/office by deans and non-academic officers. This will not show what is included in each budget, but it will show how much each dean has allocated to each department/program. Bracketed amounts occur when so little has been allocated that there is a deficit. These files also show the projected revenue that each program generates, what its revenue return (maximum) could be, versus the total budget that the dean has actually allocated.

There is a separate file for each academic and major non-academic unit. You will need to use your UMICH login information to access these files.