

## **“Profile for a Twenty-First Century President”**

The Association’s *Statement on Government of Colleges and Universities*, jointly formulated with the American Council on Education and the Association of Governing Boards of Universities and Colleges, rests on the premise of appropriately shared responsibility, constructive collaboration, and cooperative action among a college or university’s various constituents in determining educational policy and in addressing educational problems within the academic institution. Under principles of shared governance, even where primary responsibility rests with one of the other institutional components, the faculty should be afforded a meaningful participatory role in the significant decision-making processes affecting the future well-being of the institution.

In recent years, meaningful faculty participation in matters of shared governance has declined throughout the higher education community. This alarming trend is seen most clearly in the growing reliance on corporate managerial concepts in the governance of colleges and universities. On many campuses the atmosphere is increasingly adversarial and polarized, relations between the faculty and the administration (as well as the governing board) are marked by turmoil and mistrust, with a breakdown in normal governance patterns and a resulting erosion of faculty rights on matters of central concern to the faculty. On some of these campuses the faculty’s collective frustration has intensified to the point where they have voted no confidence in the incumbent president’s leadership, policies, and practices.

The *Statement on Government* and derivative AAUP policy documents are abundantly clear that the faculty should be able to participate meaningfully in the selection, evaluation, and retention of institutional leadership. This Meeting deplores the apparent tendency of many governing boards to give little or no weight to faculty participation in these crucial matters.

The Association's New York State Conference has issued a "Profile for a Twenty-First-Century President" that supports principles of sound decision making in the selection and retention of college and university leadership. We commend the "Profile" as a template to the entire academic community.

see attached:

## **Profile for a Twenty-First-Century Presidency**

In light of the movement of university administrations toward greater reliance on corporate styles of leadership and decision making in recent years, it is imperative that a balance between the roles of the administration and the faculty in institutional governance be reestablished. To this end, the following principles are recommended when institutions are engaged in the selection of new presidents and in the performance assessment of those already in office.

Selection and retention should favor a president who is deeply committed to:

### **1. The Ethos and Practice of Shared Governance** and who therefore supports:

- a. The right of the faculty to define and shape all new academic and curricular initiatives, including those at global locations;
- b. The right of the faculty to be represented on the governing board;
- c. The right of the faculty to participate meaningfully in the selection of new presidents and provosts (or academic vice presidents);
- d. The right of the faculty to serve as elected representatives, not as ad hoc appointees, on committees with important responsibilities;
- e. The right of the faculty to participate in institutional governance through elected assemblies or senates;
- f. The right of the faculty to meet on a regular basis with the president and other senior administrative officers in order to voice their concerns and present new initiatives;
- g. The right of the faculty to have full knowledge of the fiscal affairs of the institution;
- h. The right of the faculty to review and participate in the approval of all new building and expansion plans;
- i. The right of the faculty, should a majority so decide, to union representation and collective bargaining.

### **2. The Institutional Protections of Tenure and Academic Freedom for Faculty** and who therefore supports:

- a. The steady conversion of non-tenure-track into tenure-track faculty positions;
- b. The extension of the protections of academic due process comparable to those that accrue with tenure for all full-time faculty who have served continuously for more than seven years;
- c. The upholding of academic freedom for all faculty, including those not on the tenure track;
- d. The protection of academic freedom through appropriate provisions in contracts and intellectual-property regulations relating to the

commercialization of research.

3. **The Abatement of Salary Polarization** and who therefore supports:
  - a. The reduction of the salaries of the president and other senior administrators;
  - b. The establishment of a more equitable salary range between the highest and lowest-paid employees;
  - c. The suspension of the practice of passing on the costs of benefits to employees.
  
4. **The Upholding of Fair Labor Standards for All Employees** and who therefore supports:
  - a. The right of all employees, including graduate-student employees, should a majority so decides, to union representation and collective bargaining,
  - b. The right of employee union representatives to expect good faith in collective bargaining from the administration.
  
5. **The Cultivation of Mutually Respectful Town-Gown Relations** and who therefore understands:
  - a. The importance of community representatives being invited to participate in the review and approval of all new building and expansion plans beyond the campus;
  - b. The importance of community representatives serving on a committee for developing university-community initiatives that will benefit from institutional research and resources.