

Overview

By Harold S. Wechsler

Harold S. Wechsler is a professor of education at the Steinhardt School of Education, New York University. A former editor of NEA higher education publications, Wechsler writes on the history of minority access to college, efforts to reduce racial and ethnic prejudice on college campuses, ethnic studies, and education for business and for teaching. He is currently studying the encounter between first- and second-generation students and American colleges before 1960.

Wechsler's publications include "Eastern Standard Time: High School-College Collaboration and Admission to College," published by the College Board in A Faithful Mirror: Reflections on the College Board and Education in America, an anthology of essays commemorating the board's centennial, and Access to Success in the Urban High School: The Middle College Movement, a study of high schools for at-risk students, located on community college campuses, published by Teachers College Press. He is currently co-editing (with Linda Eisenmann and Lester Goodchild) the third edition of The History of Higher Education (Pearson Publishing).

This year's *NEA Almanac* delineates the current conditions of faculty and staff work, the economic and political environmental forces shaping those conditions, and the ways that faculty and staff can negotiate and advocate for their improvement.

Faculty salaries increased by 2.2 percent in 2004–05, write Suzanne B. Clery and Amelia M. Topper in "Faculty Salaries: 2004–2005." The salary disparity between independent and public institutions widened to 10.3 percent. The causes of the increase, the authors explain, may include the slow recovery from the recent economic recession that affected state funding for public colleges and universities. The gender wage gap increased by 2.4 percent in public institutions and the bargaining gap—the differences in faculty salaries at institutions with and without bargaining agreements—was \$2,578.

Globalization and the internationalization of higher education will affect future discussion of domestic faculty and staff-related issues. In "The Internationalization of Higher Education: Motivations and Realities," Philip G. Altbach and Jane Knight enumerate the front-burner issues: "cross-border movements

of students and of higher education programs and institutions...the growing international market for academic and scientific personnel, curricular internationalization, and the commercialization of international higher education, especially the growing influence of the for-profit higher education sector." Today's emerging programs, they conclude, "must assure that international higher education benefits the public and not be simply a profit center."

Privatization and marketization are also the dominant themes of William Zumeta's essay, "The New Finance of Public Higher Education." Zumeta explains why states shifted their focus away from the academic sector after 1980, and why public colleges and universities responded by increasing their reliance on private revenue sources such as tuition payments. "Higher education," he notes, "competed for public support against voracious budget consumers with arguments going against the grain of the ascendant political ideology and the structural characteristics of state budgets."

In "Rights Revoked: Attacks on the Right to Organize and Bargain," Gregory M. Saltzman analyzes the hostility of the Bush administration,

Congressional Republicans, and the National Labor Relations Board to worker organizing. Saltzman surveys recent developments in *NLRB v. Yeshiva*, the NLRB's *Brown* decision against organizing by teaching assistants and research assistants in private universities, and the status of bargaining rights for state level public employees. Bush anti-unionism, Saltzman concludes, will inhibit organizing for some time to come.

Administrators responded to contractual delimiting of part- to full-time faculty member ratios, note Gary Rhoades and Christine Maitland in "More Than They Bargained For: Contingent Faculty," by shifting their hiring from part-time to full-time non-tenure track faculty. The authors' recommended response: negotiating favorable provisions covering the transfer of faculty lines between these statuses. Their essay offers model contract language and addresses relevant contractual issues, including job rights and evaluation, compensation and benefits, and payment for professional duties.

Henry Lee Allen, in "Veblen Revisited: Faculty Workload and Productivity in an Era of Privatization and Assessment," analyzes the implications of privatizing and "corporatizing" our colleges and universities—practices that economist Thorstein Veblen denounced a century ago. These practices, Allen notes, are "changing the public perception from trust in academic autonomy as worthy of investment to instrumentalist preoccupation with assessment." Professors, Allen concludes, must contest "increased workloads, contingent employment, uniformed restrictions, and a climate that blames them for the inadequacies of undergraduates."

Joining the *Almanac's* roster of authors are two experts on faculty and staff-related issues. Valerie Martin Conley, professor of education at Ohio University and a former analyst for the National Center for Educational Statistics, takes the baton from William J. Crist as our authority on faculty benefits and retirement. More colleges, Conley writes

in "Benefits and Retirement: 2005," now offer early or phased retirement options. These options, she adds, respond to the increase in the average age of the American professoriate—31 percent of faculty members were 55 or older in fall 1998. But post-retirement medical insurance may be harder to obtain, especially for part-time faculty members.

Vicki J. Rosser takes over from Linda Johnsrud as our specialist on issues related to higher education support staff. In her article, "ESPs, Professional Development Opportunities," Rosser, a professor of higher education at the University of Missouri-Columbia, focuses on the availability of opportunities for the 1.5 million ESPs who work in higher education to pursue skills training and professional development. Using NEA's Higher Education Contract Analysis System, Rosser identifies best contract language covering qualification for skills training, responsibility for payment, time of attendance, and duration of the benefit.

The *Almanac* includes a CD-ROM containing faculty salary data by institution for 2004–05, articles from previous *NEA Almanacs* and issues of *Thought & Action: The NEA Higher Education Journal*. The disk also includes the *College and University Data Analysis System* (CUDAS), a database developed by NEA that encapsulates key IPEDS data with an easy to use search and retrieval engine.

This year's *Almanac* begins a new relationship with the Steinhardt School of Education, New York University. We look forward to a fruitful collaboration. Thanks to the Margaret S. Warner Graduate School of Education and Human Development, University of Rochester, for its years of support, to Tara McCarthy for her research assistance, and to the *Almanac's* editorial and production staff—especially Hallie Logan Shell, Everett Lucas, Vanessa Nugent, and Mark Kemp-Rye—for their dedication and expertise.