

**Shared Governance
for the Current Crisis
and Beyond:
A Primer**

**#SaveOhioHigherEd
October 22, 2020**

What is #SaveOhioHigherEd?



[@SaveOhioHigherEd](#) on Facebook

www.ohiostateaaup.org/save-ohio-higher-ed.html

Formed in May 2020, Save Ohio Higher Ed (SOHE) is a coalition of AAUP faculty and students in Ohio seeking to protect and promote higher education as a public, accessible, and equitable good.

Our goals today & onward

To save Ohio higher ed! by...

- Targeting faculty senators and other faculty involved in shared governance to build power for making change
- Offering realistic assessment of limits and possibilities of faculty power to influence institutional decision-making
- Explaining why shared governance matters
- Proposing a pathway for making a difference

What We Will Cover

- I. What Has Shared Governance Become?
- II. The Idea of Shared Governance (History & Guidelines)
- III. How & Why Shared Governance Has Declined
- IV. Discussion: What Can Faculty Do Now?

What Has Shared
Governance Become?

What does “shared governance” look like now for most of us?

- “Communication” in place of participatory decision-making
- Tightly controlled information-sharing vs. transparency
- Faculty disengagement (high workloads, idea that it’s no use to engage, need to make tenure/keep job/keep head low)
- Professionalized administrators
- NTT exclusion
- Top-down decisionmaking on curricular matters, spending

And worse —

- Sweeping restructurings
- Layoffs and firings

...without meaningful faculty input.

Ohio case studies: Antioch University, Akron University

Case study: Antioch College

- The BOT convened a secret committee amongst themselves and the college top administration to completely redesign curriculum, without any faculty participation.
- New plan unilaterally mandated required first-year, team-taught learning communities for all students and abolished all majors in favor of self-designed programs
- These unpopular changes led to an enrollment crash that resulted two years later in a declaration of financial exigency that closed the college for three years
- A group of dedicated alumni were able to purchase the college from the BOT, who by that time were happy to unload a shuttered college they never imagined would cost them millions even when closed

Case study: Akron

- Mismanagement and misspending for years ahead of COVID — controversial president from business world without experience in higher ed, failed deal with ITT, enrollments plunged, vote of no confidence, Moody's bond rating downgrade
- Unionized school where contract included “force majeure” clause
- COVID hits

Case study: Akron

- *May 2020*: administration plans to reduce 11 colleges into 5 - stating that it would save money without sharing evidence. Pushed through senate without meaningful input from faculty.
- Force majeure declared without offering evidence to allow all stakeholders to understand financial situation (violating shared governance)

Snapshots from Ohio universities: Akron

July 2020:

- Board approved a reduction in force (RIF) list of at least 100 faculty - 72% of whom held tenure.
- No faculty input requested / allowed regarding the selection of these faculty or the impact of losing these faculty on academic programs.
- RIF faculty were provided no due process and no meaningful rationale for their selection (leading to a class action grievance filed by the chapter).

Snapshots from Ohio universities:

Akron

- Chapter offered other concessions to replace elimination of faculty, including temporary pay reductions and increased benefits coverage, but these were all rejected by the administration.
- Admin did not follow financial exigency procedures; evaluation by Rudy Fichtenbaum (AAUP economist) found many flaws in admin claims
- Administration is now pushing through curriculum changes without following rules/seeking meaningful faculty involvement

Alternative routes exist

Hampshire:

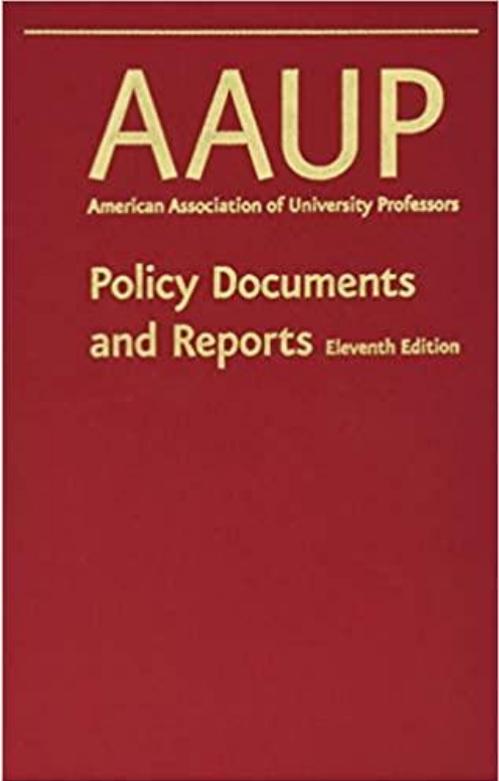
In the face of financial challenges presented by COVID-19, many colleges and universities have unilaterally announced layoffs and furloughs. Hampshire College is charting a different path. On May 23, 2020, Hampshire College faculty ratified a negotiated agreement, ensuring the continuation of the College's vibrant academic program, protecting working conditions, and avoiding faculty layoffs while meeting sustainable budget goals for the next academic year. The agreement was crafted between Hampshire's administration and representatives from Hampshire College's chapter of the American Association of University Professors ([AAUP-HC](#)).

(June 10, 2020)

Reprise: what “shared governance” looks like for most of us

- “Communication” in place of participatory decision-making
- Tightly controlled information-sharing vs. transparency
- Faculty disengagement (high workloads, idea that it’s no use to engage, need to make tenure/keep job/keep head low)
- Professionalized administrators
- NTT excluded/unenfranchised
- Top-down decision-making on curricular matters, spending

The Idea of Shared Governance



AAUP

American Association of University Professors

**Policy Documents
and Reports** Eleventh Edition



Shared Governance

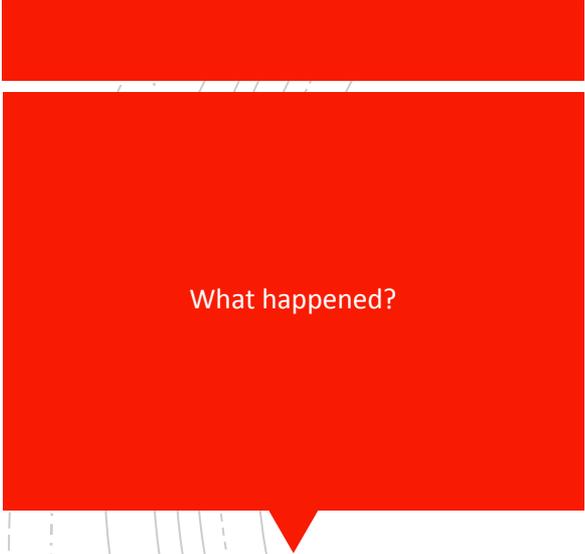
The AAUP “Red
Book”

AAUP origins.
John Dewey
and other
concerned
professors

- AAUP was created as a voice for the academic profession, “outraged by the dismissals of colleagues by the businessmen-trustees who ran their universities”
- It exists to support the principle that professors have the right to **control the conditions of their employment**
- The AAUP’s founding document is the *1915 Declaration of Principles on Academic Freedom and Academic Tenure*
- The AAUP fundamentally links the idea of shared governance to academic freedom
- Academic freedom is a prerequisite for the kind of work that faculty do, and therefore inherently implies a model of shared governance

Faculty are partners with administrators

- The current AAUP guidelines continues to explicitly rely on the original founding document *The 1915 Declaration of Principles*,“ which states that,
- **“Members of the faculty ‘are the appointees, but not in any proper sense the employees’ of the trustees; they are partners with the trustees”**
(Red Book 124)



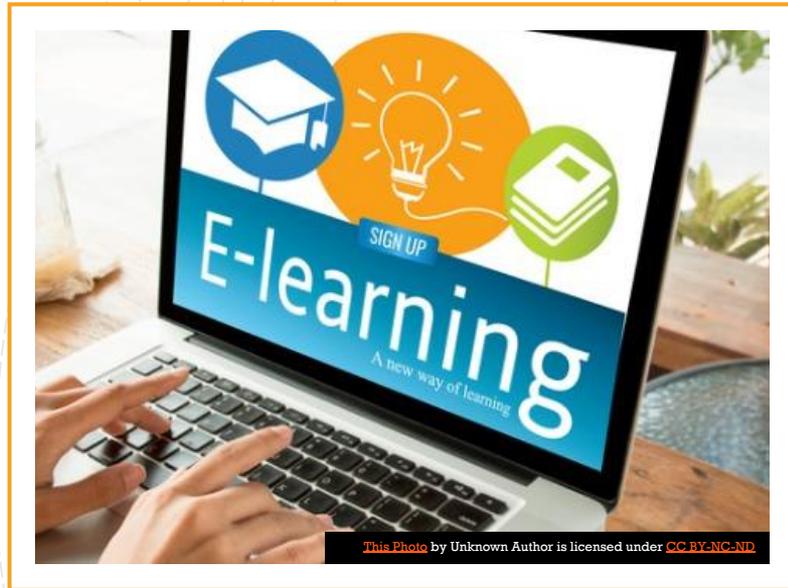
What happened?

- Faculty no longer control the conditions of their employment.
- And we are not considered the “partners” with Boards of Trustees or executive administrators
- Until the 1970s, the principle of shared governance protected the faculty’s autonomy and partnership in the making of academic decisions.

The Neo-Liberal, Corporatized University

- That golden age of shared governance ended in the early 1970s,
- “Desperate for savings and impatient with the presumed inefficiency of shared governance, administrators emulated the corporate world’s decision-making practices by clawing back much of the faculty’s power.”

Corporate Outsourcing



- At least since the 80's, American universities have begun to rely on third party corporate vendors to supply many services that had previously been provided by universities, such as food or janitorial services
- A current prime example is the increased use of external vendors to provide online education
- This practice further erodes shared governance insofar as these vendors are neither faculty nor administrators, yet they are making decisions about the fundamentals of the university in ways that have a long-term impact.
- The practice also allows universities to mitigate the number of unionized individuals on campus, as many of these companies are non-union or anti-union

Union! The Transformation of AAUP

- Because the labor movement has been associated with blue-collar workers, academics initially found collective bargaining to be incompatible with their white-collar professionalism
- This was especially so given that they still assumed shared governance model was in place
- In recognition of the changed nature of academic leadership practices and economic decisions, AAUP's leaders decided to support those chapters that wanted to bargain collectively.



1966 Document on Shared Governance

- In 1966, a statement on shared governance intended to apply to all US colleges and universities was jointly formulated by AAUP, the American Council on Education (ACE) and the Association of Governing Boards of Universities and Colleges.
- It lists the areas where faculty have primary responsibility for the governing of the university
- Unionized campuses can require these principles in their contracts.
- On non-union campuses, they serve as recommendations, and the only penalty for universities that violate these principles is AAUP censure
- However, these principles do form the basis for most Faculty Handbooks

Broad definition of faculty
responsibilities

- “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.”

[Statement on Governance of Colleges & Universities](#)

Teaching and
research are the
very reason
universities
exist

- “There should be **early, careful, and meaningful faculty involvement** in decisions relating to the **reduction** of instructional and research programs.
- **The financial conditions that bear on such decisions should not be allowed to obscure the fact that instruction and research constitute the essential reasons for the existence of the university.**”

(AAUP Webinar on Shared Governance, 2020)

Hiring and Firing

- “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.”

(Red Book, 121)

On Termination of Appointments

- Judgments determining where termination of appointments may occur “**involve considerations of educational policy, including affirmative action**, as well as of faculty status, and should therefore be the **primary responsibility of the faculty** or of an appropriate faculty body.”
- “The same careful scrutiny must be given for retrenchment criteria as to those used in appointment, promotion and tenure.”

(*Red Book*, 162; [AAUP Webinar on Shared Governance](#), 2020)

- Because these are primarily faculty 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.** It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.”

(*Red Book*, 120, & [Statement on Governance of Colleges & Universities](#))

From the Statement on Governing Colleges and Universities

Budget

Boards and presidents are primarily responsible for budgets, however in areas of faculty primacy, they should “concur with faculty judgment **except in rare instances** and for **compelling reasons** which should be **stated in detail.**”

“[A]n **elected representative committee** of the faculty [should] participate in deciding on the **overall allocation** of institutional resources and the **proportion** to be devoted directly to the academic program.”

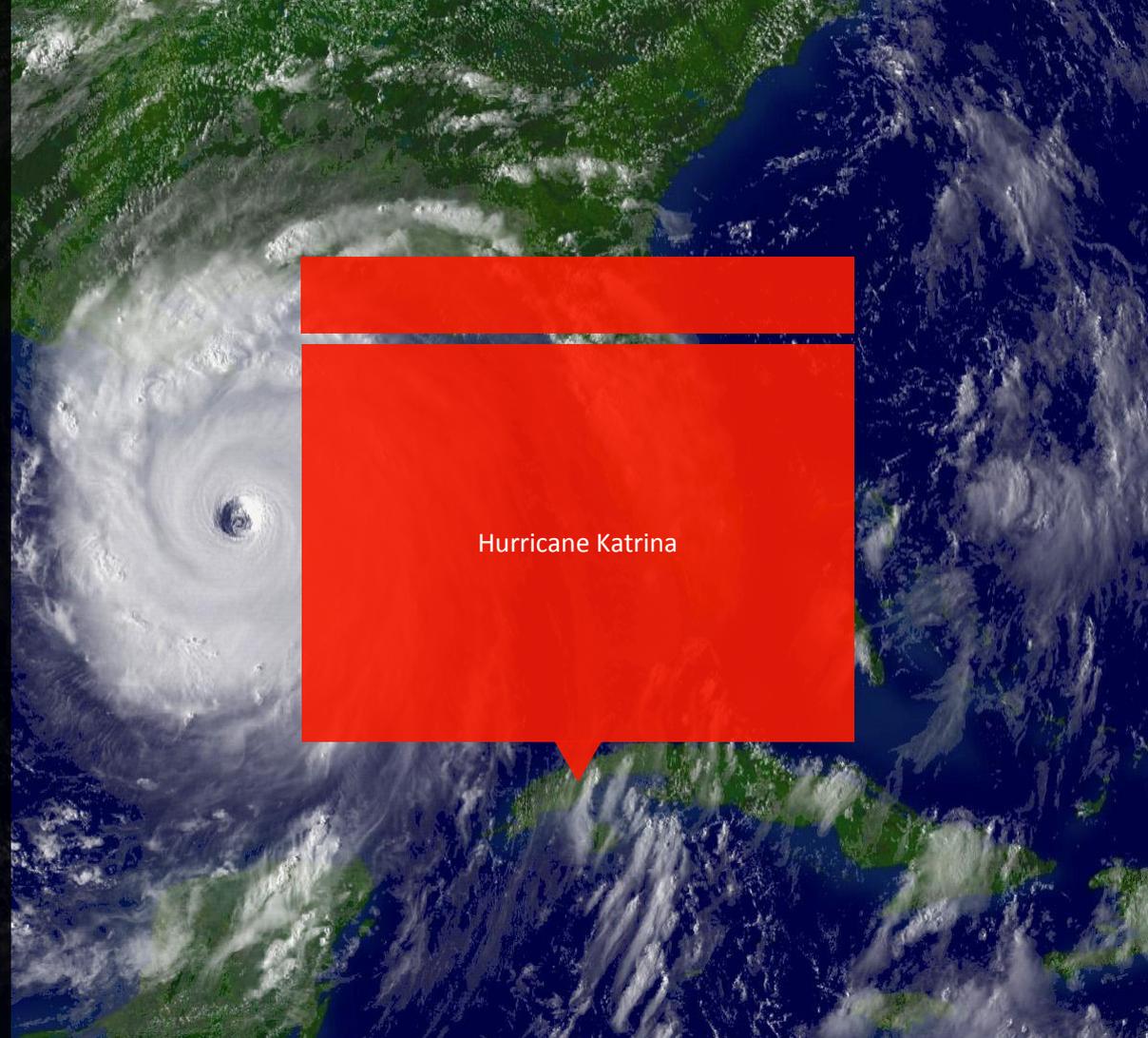
“Budgetary decisions **directly affecting** those areas for which, according to the Statement on Government, the faculty has **primary responsibility** ...[decisions] should be made **in concert** with the faculty.”

(Red Book, 120)

- As the AAUP discovered during its investigations of university responses to Hurricane Katrina, the crisis, “opened a window of opportunity for campus managers to make some of the cuts and programmatic changes they have in fact long wanted to make. An institution’s desire to switch priorities is not the same as a fiscal crisis.”

- “Many current ‘crises’ represent shifts in priorities rather than crises of funding”

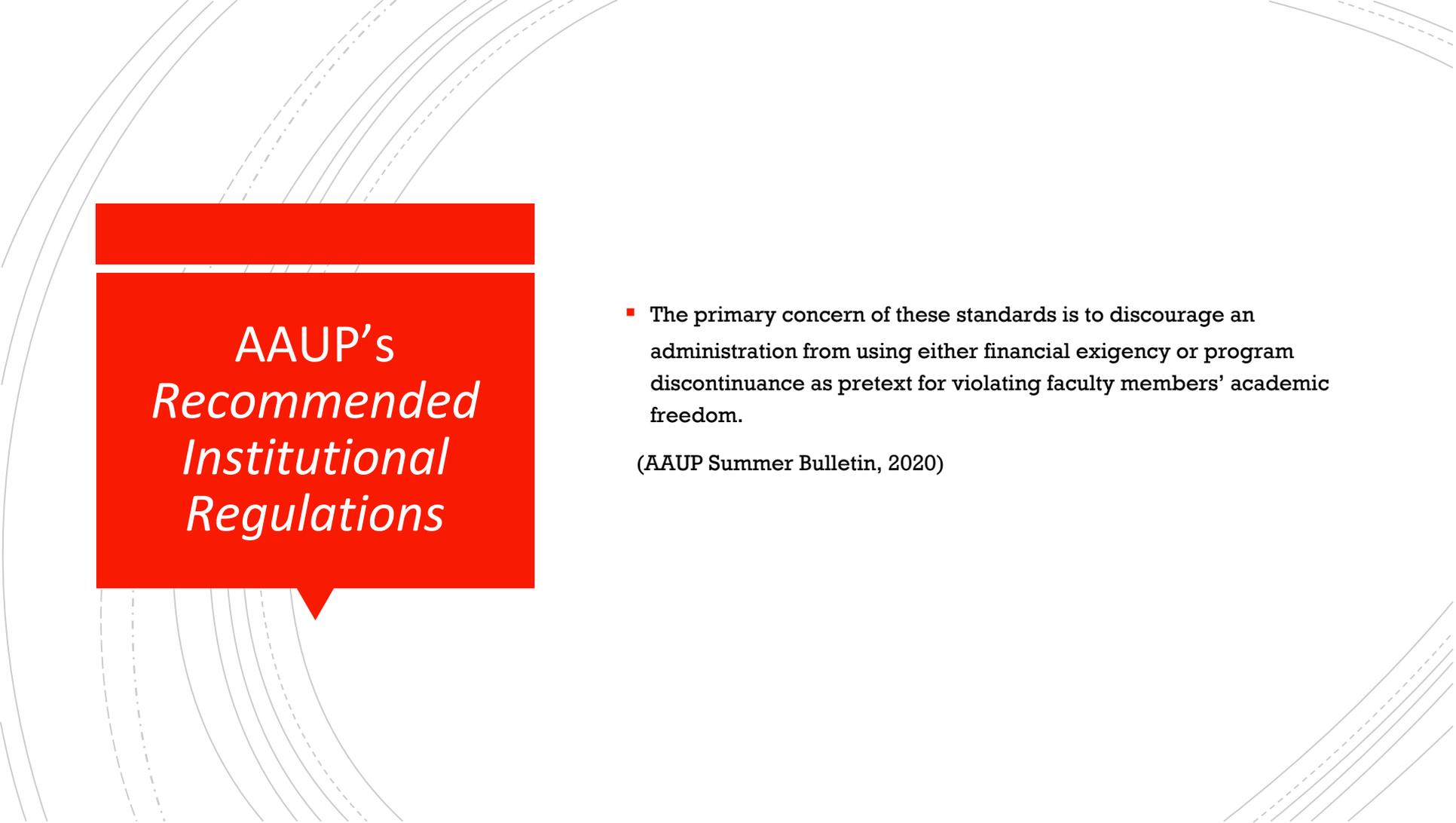
(“The Role of the Faculty in Conditions of Financial Exigency; *Red Book*, 292)



Hurricane Katrina

Report of an AAUP Special Committee: Hurricane Katrina and New Orleans Universities

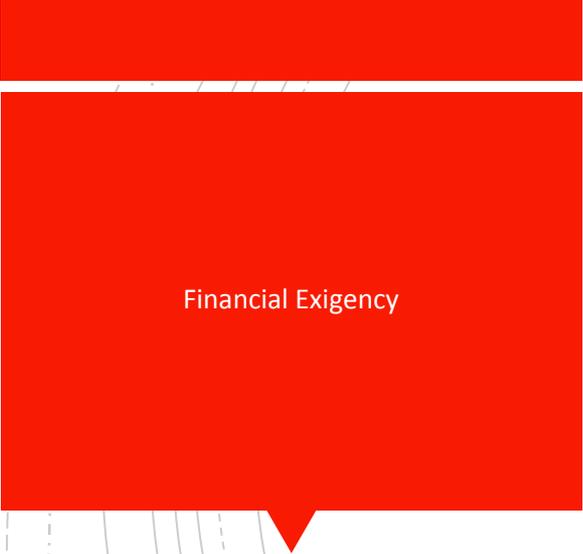
- “However cumbersome faculty consultation may at times be, the importance and value of such participation become **even greater in exigent times** than in more tranquil times. The imperative that affected faculties be consulted and assume a meaningful role in making critical judgments reflects more than the values of collegiality; given the centrality of university faculties in the mission of their institutions, **their meaningful involvement in reviewing and approving measures that vitally affect the welfare of the institution** (as well as their own) **becomes truly essential at such times.** ...
- “An institution **cannot be rebuilt on mistrust** or worse on a broadly shared sense of betrayal. **Action that manifests regard** for the faculty’s collective role is **essential** in order to **rebuild** commitment and trust.”

The background features several concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion and depth. A prominent red speech bubble shape is positioned on the left side of the slide, containing the title text.

AAUP's *Recommended Institutional Regulations*

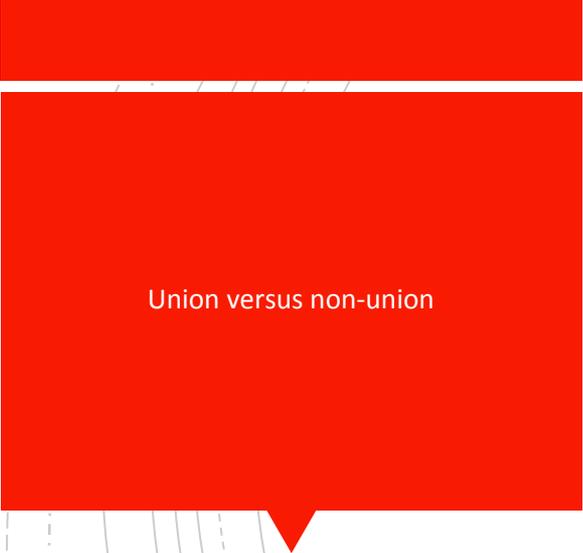
- The primary concern of these standards is to discourage an administration from using either financial exigency or program discontinuance as pretext for violating faculty members' academic freedom.

(AAUP Summer Bulletin, 2020)



Financial Exigency

- Overall 95% of institutions surveyed have financial exigency policies, and 85% of institutions have program discontinuance policies.
- Both types of policies have increased in prevalence over the past two decades.

A large red speech bubble graphic with a white outline, pointing downwards. The text "Union versus non-union" is centered inside the bubble.

Union versus non-union

- The use of the term “financial exigency” is very common. 81% of institutions that have such a policy use this actual term.
- There is a difference however in the use of the term between institutions that do and do not have faculty unions.
- 90% of non-unionized campuses have this provision
- as compared to unionized campuses where it occurs in only 44% of cases

(“Policies on Academic Freedom, Dismissal for Cause, Financial Exigency, and Program Discontinuance,” AAUP Summer Bulletin 2020, 61)



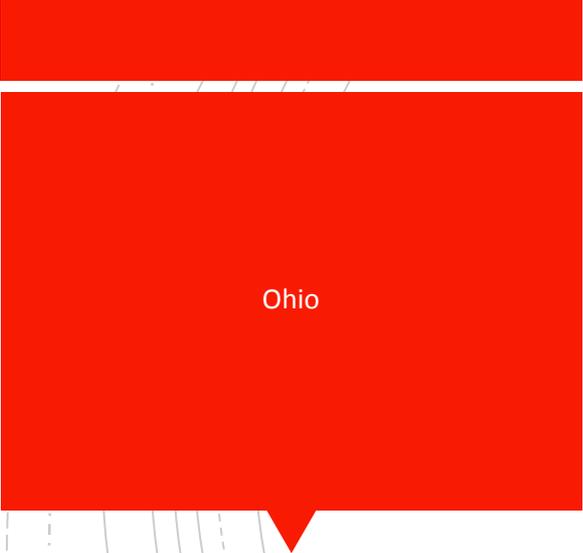
Early definition

- Policies about financial exigency were initially developed as a guide for the primarily small institutions that went bankrupt
- Due to a variety of factors, contemporary universities and colleges can face severe financial problems that fall short of bankruptcy, and can thus make significant changes alleged to be the result of fiscal crises, without declaring exigency
- From institution's point of view, the advantage of avoiding declaring exigency is twofold:
 - The university is able to avoid bad publicity
 - And it is able to skirt the provisions of shared governance that are specifically triggered by declarations of exigency

The AAUP New Definition

- AAUP has revised the definition to clarify that an institution need not be on the brink of collapse to declare exigency
- “Financial exigency entails a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means”
- “Cuts in teaching and research must be a last resort”

(Red Book, 294)



Ohio

- “Ohio Board of Regents for example, uses an index that uses ratios that incorporate institutional debt level and reserves along with other data to come up with a composite score.”
- “That the composite score (must) fall below a certain level for two consecutive years before classifying an institution as being in serious financial difficulty. “

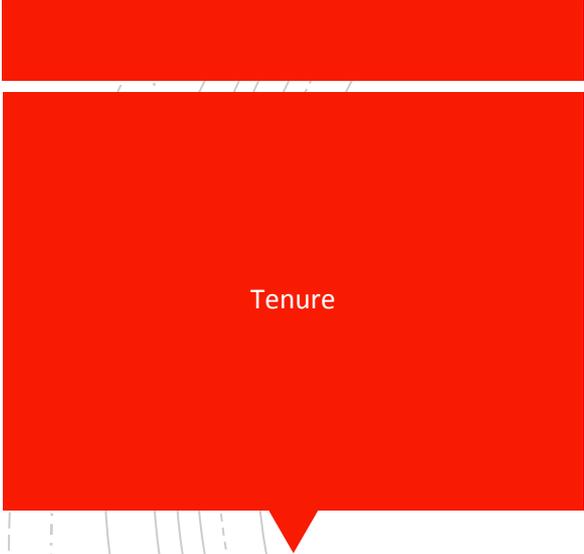
A large red speech bubble graphic with a white outline, pointing downwards. The text "Force Majeure" is centered inside the bubble.

Force Majeure

- Recently, unionized faculty at University of Akron in Ohio were terminated because they negotiated a contract that allowed termination for reasons of “force majeure”
- That is, “an event that can be neither anticipated nor controlled” (*Black’s Law Dictionary*)

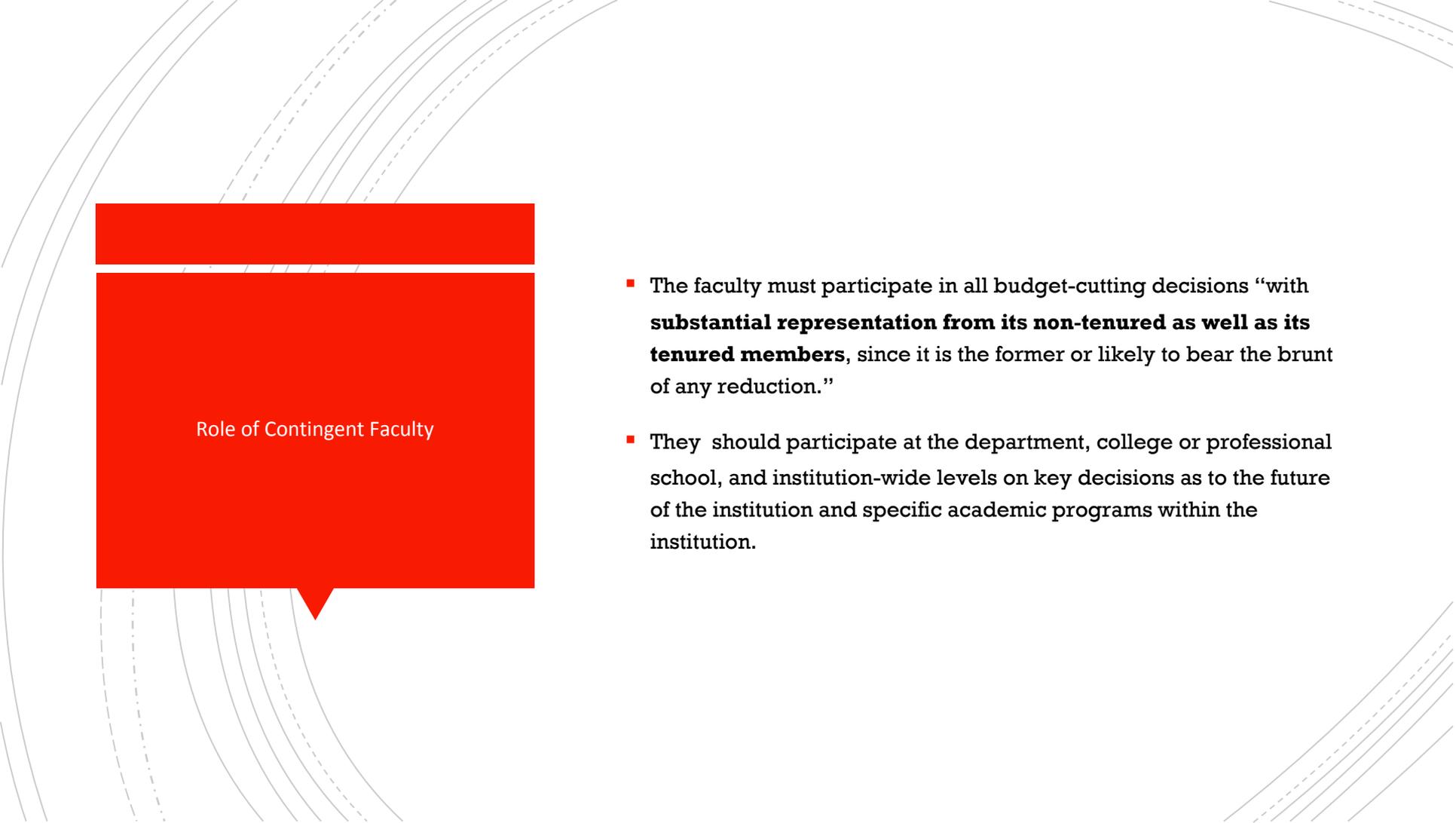
Faculty Involvement in Termination Decisions

- AAUP documents (section 4c) on shared governance call for meaningful faculty involvement both in the declaration of a state of financial exigency and in the selection of individuals whose appointments are to be terminated

A large red speech bubble graphic with a white outline, pointing downwards. The word "Tenure" is written in white text inside the bubble.

Tenure

- **AAUP recommends that tenure be held in the institution rather than a department of college**
- This insures that in the case of program elimination, tenure is retained, and the institution is responsible for placing the individual in another comparable position
- **Faculty members should not be terminated based solely on reductive quantitative metrics that ignore research and teaching records**

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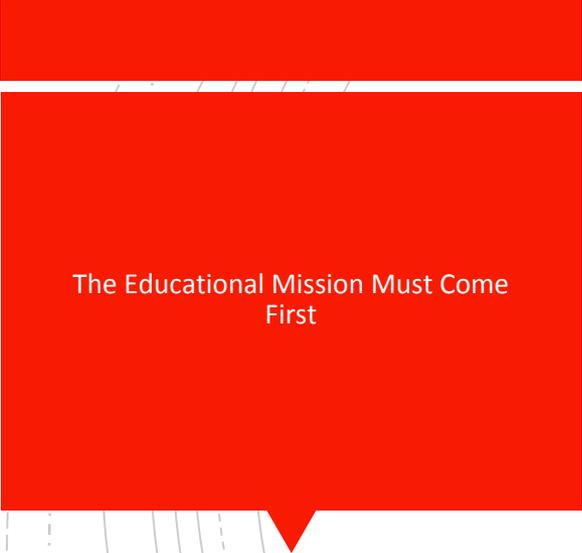
Role of Contingent Faculty

- The faculty must participate in all budget-cutting decisions “with **substantial representation from its non-tenured as well as its tenured members**, since it is the former or likely to bear the brunt of any reduction.”
- They should participate at the department, college or professional school, and institution-wide levels on key decisions as to the future of the institution and specific academic programs within the institution.

A large red speech bubble graphic with a white outline, pointing downwards. It contains the text "Shared governance in a crisis".

Shared governance in a crisis

- Is **not occurring** when faculty are simply told what is going to happen to them
- The model of shared governance rejects the corporate model where “layoffs are simply announced and severance packages issued.”

A large red speech bubble graphic with a white outline, pointing downwards. The text is centered within the bubble.

The Educational Mission Must Come
First

- Regulation 4d of the Recommended Institutional Regulations notes, “‘Educational considerations’ do not include cyclical or temporary variations in enrollment. **They must reflect long-range judgments related to the educational mission (i.e., cannot rely solely on financial considerations)**”
- ~~OBJ~~ The AAUP does not regard policies as being based on educational considerations if they treat budgetary and educational considerations equally or include only budgetary considerations.

(AAUP Bulletin 2020, 63-64)

How & Why Shared Governance Has Declined

How & Why Shared Governance Has Declined

There are many theories and debates about the decline in shared governance and the crisis in higher ed. A new field has developed around the topic – critical university studies.

We will touch on only a few main points and provide resources.

How & Why Shared Governance Has Declined

First, a caveat about the narrative of decline:

rearview is not always clear view—

“Declined” from what?

Do we want to return to a “golden age” of higher ed that excluded many? Bear in mind:

- the origins of public higher ed in this country in indigenous removal and land theft (Morrill Act)
- the way that higher ed’s meritocratic self-understanding has performed a gatekeeping function that obscures reproduction of social inequities rooted in class and race

A more useful narrative will confront the limits of that past and open equitable and democratic possibilities for future.

Christopher Newfield

THE GREAT



MISTAKE

How We Wrecked Public Universities
and How We Can Fix Them

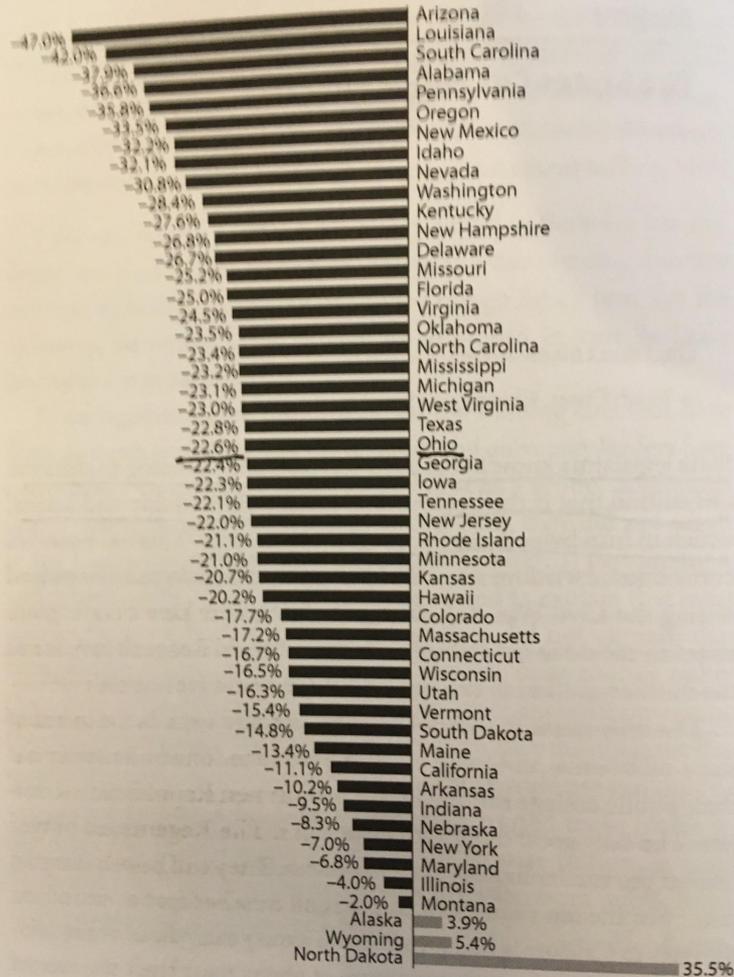
Source for much of the following.
Johns Hopkins University Press,
2018 ([link](#))

Decline *has* happened in that

- our public institutions are ranked lower than formerly
- access to educational opportunity is declining
- Even if they can afford to attend, students are not as well served
- faculty formerly had more power and influence at our institutions

Root causes of decline

- Loss of public funding due to understanding education as private, not public good.
 - Bootstraps narrative, individual responsibility
 - “ROI”
 - Race & class diversification at universities is accompanied by withdrawal of funding
- Loss of public funding has declined since end of Cold War: less need to compete, to display US as educational and intellectual powerhouse

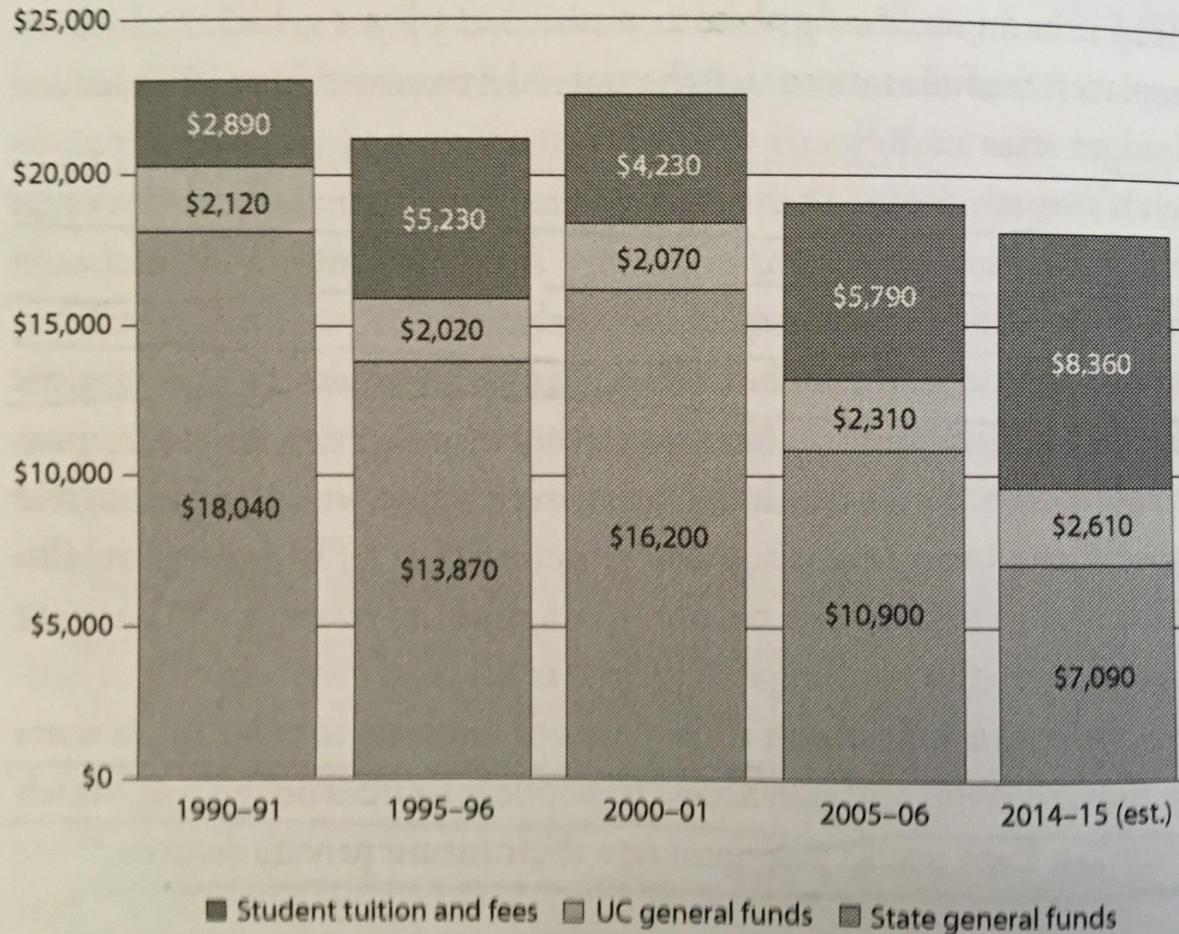


Percent changes in state funding per student, inflation adjusted, 2008-2015

Ohio: -22.6%

(Newfield 169/[Center on Budget and Policy Priorities](#))

Figure 17. Percent...



Per-student average expenditures for education university-wide at University of California, 1990-1991 to 2014-2015, selected years

(Newfield 94; Newfield uses the California system as representative of US trends)

Root causes of decline

- Cultural attack on intellectualism, expertise, tenured radicals, etc.
- Leadership have accepted the education-as-private-good narrative and raised tuition to plug the gap. They've had "help" from banking industry, which saw opportunity for vast profits through student loan market and in enabling institutional borrowing for building projects
- Board members are political appointees from a tax-avoidant class and thus are incentivized to promote cuts, not public funding increases.

Leadership tries to compensate for lack of public funding by:

- Raising tuition
- Borrowing
- Seeking other sources of revenue

(all effectively privatizing maneuvers that decrease faculty, student, and public influence on the management of the institution)

- Cutting labor

What happens when we compensate by raising tuition?

Stage 1: we raise tuition and...

- Public institutions increasingly favor students who can pay more (OOS/nondomestic and higher-income students are prized at expense of local & lower-income students)
- Increased spending outside academic mission on armies of admissions staffers and communications & advertising professionals
- Banking and for-profit education industries see opportunities, lobby for looser regulations on student loans
- Student debt burden increases
- Loss of resources and influence for Ohio students, low-income students

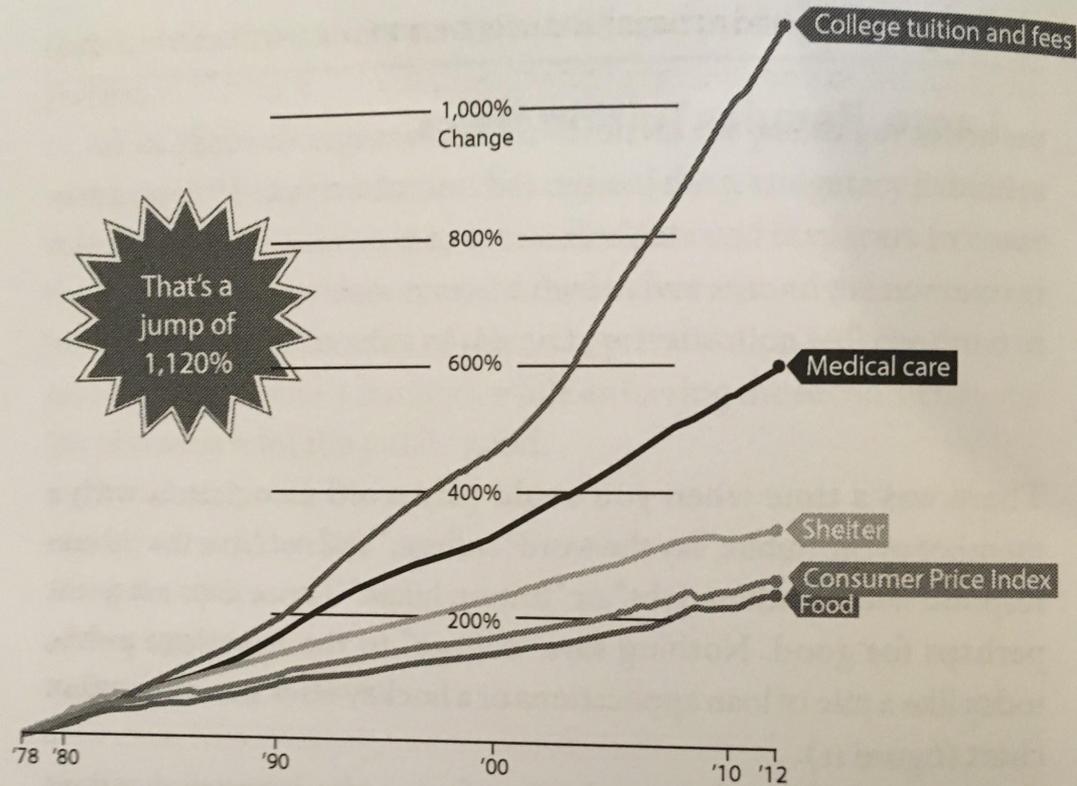
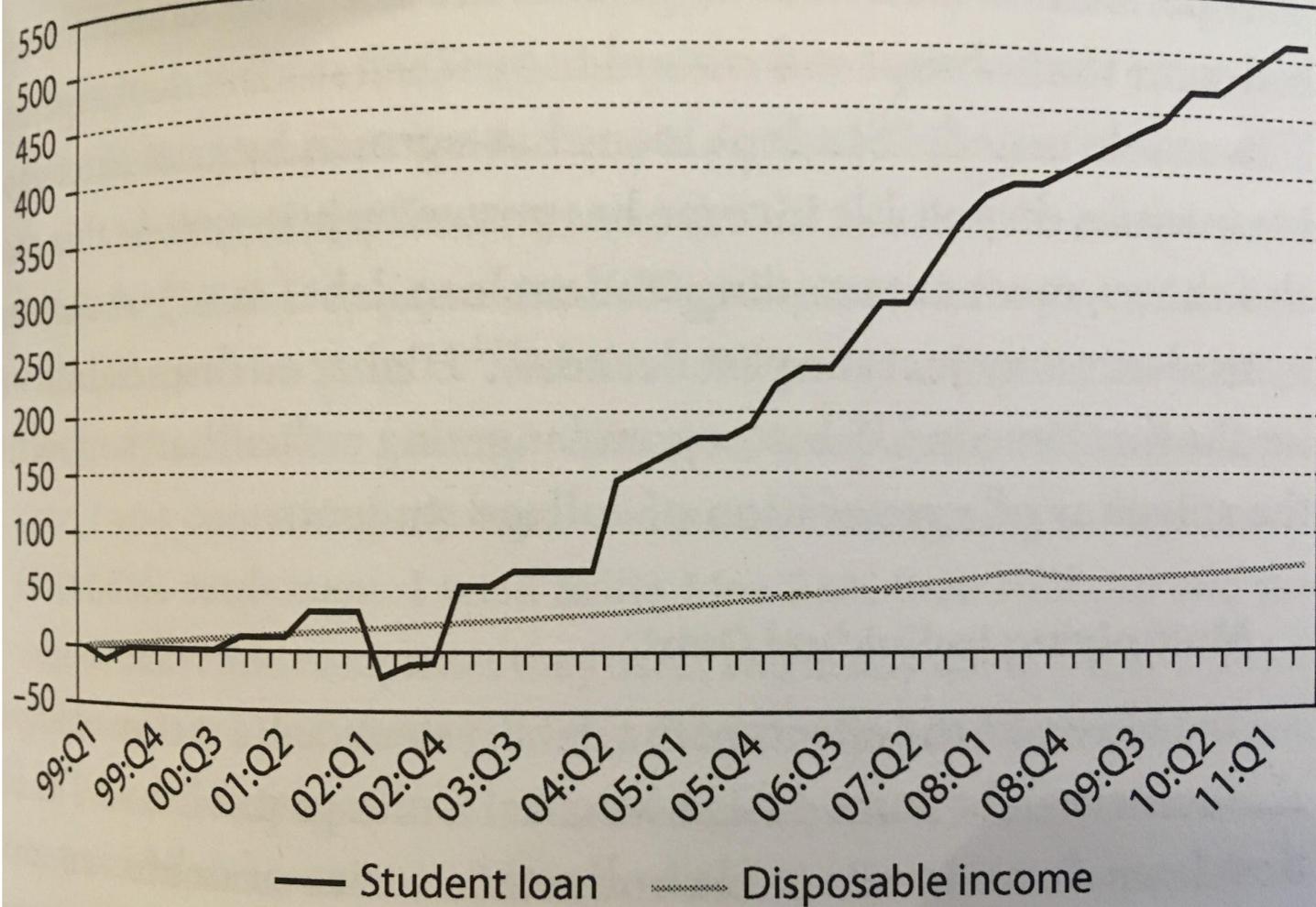


Figure 11. Tuition increases outstrip all others. Source: Ilan Kolet, "College Tuition's 1,120 Percent Increase," *Bloomberg Businessweek*, August 23, 2012, <http://www.bloomberg.com/bw/articles/2012-08-23/college-tuitions-1-120-percent-increase>.

Tuition increases outstrip all other cost increases

(Newfield, 132)



Growth in student loans compared to growth in disposable income (cumulative growth)

(Newfield 195)

What happens when we can't raise tuition any more?

Stage 2:

- Tuition/fee-raising option has been increasingly foreclosed by laws supposedly to help parents and students deal with high education costs
- So institutions increased “gapping” (difference between financial aid offered and price of attending), i.e., they can offer less financial aid and discounting.
- But now, discounting is on the rise because of competition, enrollments are falling, & tuition revenues are declining

Where else can institutions turn for revenue?

What happens when we compensate by borrowing?

- Insufficient resources to build buildings ourselves & state won't fund them = borrow to build
- Cheap credit opportunities mean building spree to compete with other schools for students who want luxury ("arms race")
- Financial industry is delighted
- Debt service in the multimillions annually
- Servicing debt relies on enrollments, housing & dining fees: increasingly harder to pay with declining enrollments, and under COVID, a disaster

Where else can institutions turn for revenue?

What happens when we compensate with research grants & partnerships?

Leadership are seeking revenue through any available channel *even if that means pulling resources from our educational mission*. To pull in research grants and business partnerships, leadership must spend money:

- Research grants do not cover all costs; on average they cost 20 cents on the dollar; that money typically comes out of tuition revenue that might otherwise go to academic programs (research is part of core university function so this point is not to say we need to deprive researchers of funding, but to note that when universities say “we drew in \$X in research grants” they don’t note that they had to supply a huge amount of money out of educational & general budget to cover the uncovered costs)
- Businesses partner with universities in order to *externalize costs*, not to offer universities resources. There are often hidden costs.

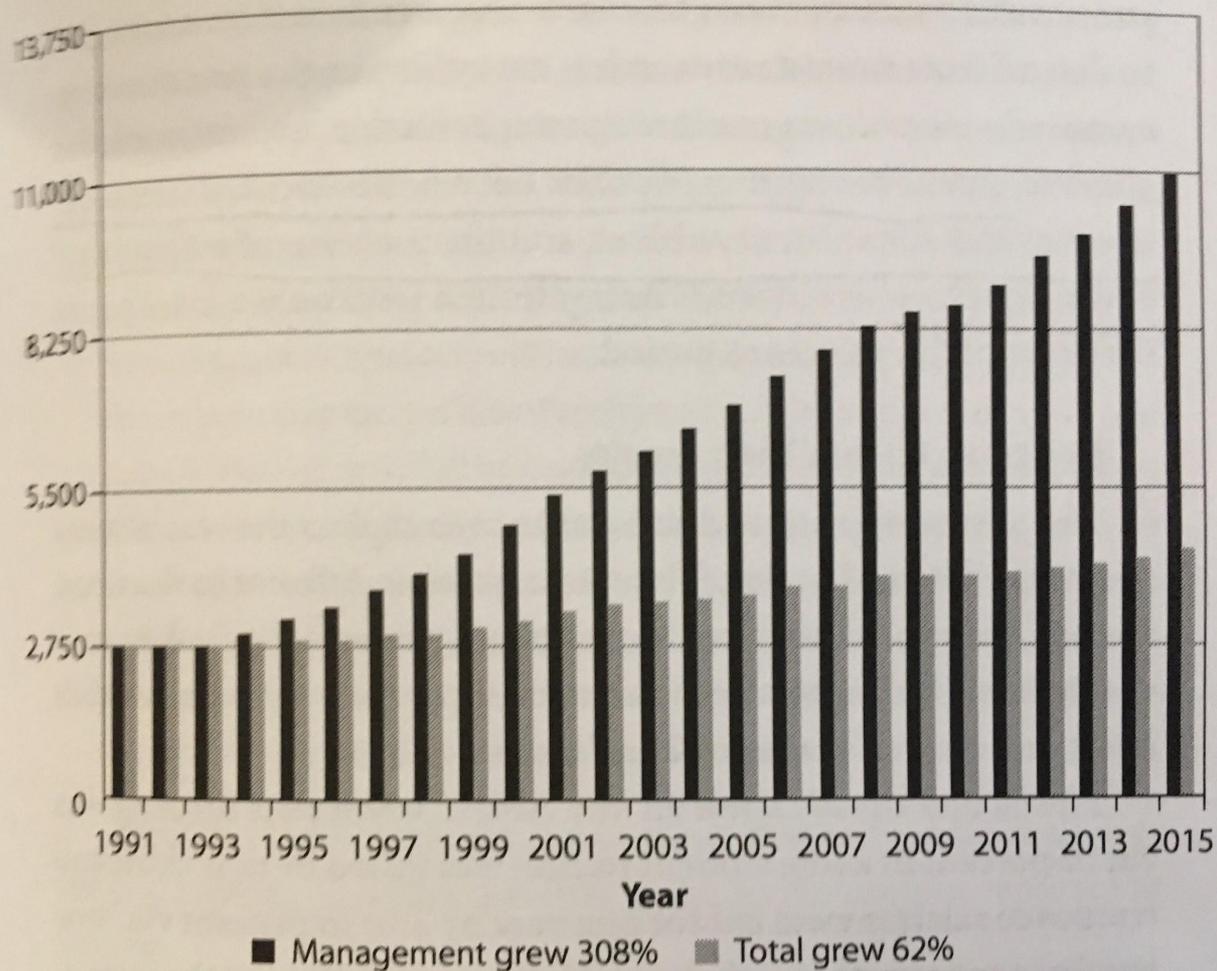
What happens when we compensate with donations?

To get donations, leadership must spend money that might otherwise go to academic mission :

- Effort to build endowment requires large staff
- Financial industry delighted by high fees they are paid to manage endowments
- Hedge fund investments mean non-transparent finances
- Donations have agendas that do not necessarily reflect values of faculty or students
- Donations often do not cover all costs (for ex, MU borrowed \$11m to cover gap left by Armstrong Student Center donation) – so resources must be diverted.

Philanthropy seems a good option, but alongside benefits, we must acknowledge that it diverts resources and de-democratizes the institution.

What else can leadership do? Cut labor costs.



Comparison of management growth to growth of overall employment (FTE) for all of the University of California

(Newfield 179; Newfield uses the California system as representative of US trends)

What happens when we compensate by cutting labor?

Effects of cutting academic labor costs:

- Severe decline in tenure-track (reduces research)
- Increase in contingency
- Increase in service and teaching workloads
- Students lose out when their professors are overworked, insecure and underpaid
- Higher ed is huge employer: communities less stable, tax revenues suffer

What happens to shared governance when we compensate by cutting labor?

- *Faculty are too busy and/or insecure to participate in governance*
- *Top-down governance becomes the order of the day*
- *False shared governance: appointed committees, committees without influence; faculty do not know or practice their right to shared governance*
- *Cuts and changes to academic mission happen without meaningful faculty input*

Upshot: Faculty who still have security must act now

1. Recognize that faculty influence has declined and that our expertise and commitment to education is essential to the future health of our universities
2. Seek out other faculty to work for change: individually we are weak but collectively we are strong
3. Solidarize with NTT, increase their security and visibility, enfranchise them: they are the new and growing majority and we need them to turn the tide

Upshot: Faculty who still have security must act now

4. Learn about the budget and ask questions. Sunlight is the best disinfectant
5. Know your university's shared governance policies and use them as a channel for faculty influence
6. Where shared governance policies are weak, seek to change them

Shared Governance Alone Cannot Fix Higher Ed

Power analysis:

- By Ohio law, Boards of Trustees have total decision-making power at Ohio universities, and BoT are political appointments
- At many schools, faculty power is limited to curricular decisions, and even that is under threat/ignored at many institutions
- Increase in contingency means insecure, compliant labor force

What shared governance CAN offer:

Shared governance structures offer

- Opportunities to use or institute policies on financial exigency, due process, etc. to resist unwise and unfair closures, firings, layoffs, etc.
- Pathways for influencing decision-making; opportunities to raise issues and propose resolutions
- Opportunities to build awareness about issues we face
- Opportunities to share information and build collective understanding and power

Beyond shared governance: how to save higher ed?

- Develop collective goals, *organize* for collective power (join AAUP!)
- Faculty can't save higher ed alone: seek alliances with students, parents, and staff, and colleagues at other institutions to put pressure on administrations, boards, politicians
- Save Ohio Higher Ed Coalition is partnering across universities through AAUP chapters and student organizations to build a movement — join us!

Appendix: Shared Governance & Robert's Rules

With knowledge of Robert's Rules, you can influence the agenda, propose resolutions, make motions from the floor, amend items, ensure fair votes, and more.

[Essentials of Robert's Rules](#) (slide presentation)

Robert's Rules [Quick Reference](#)

Two Robert's Rules tips:

- 1) Jump in to say "Point of Information!" if you are concerned that the rules might be being flouted or something else is awry (just interrupt – you need not be recognized)
- 2) You can move to change or reorder the agenda if you think something important requires the attention of the body (obviously, save for crucial issues; requires a two-thirds vote)

Discussion

What can faculty do?

Questions for you —

- How does shared governance work at your school?
 - How can all of us learn about and improve shared governance at our schools in Ohio?
 - Possibilities for further coalition-building among Ohio faculty, students, parents, staff
-

Resources

- [Statement on Government of Colleges and Universities](#) (Association of Governing Boards, American Council on Teaching, AAUP)
- Your school policy manual
- [AAUP Red Book](#) – compare with your school’s policy, propose changes. Discount for members via this link.
- [“Shared Governance in Perilous Times”](#) (AAUP slide presentation)
- AAUP [1-page info sheet on shared govc](#) (for mailboxes & office doors)
- Know Robert’s Rules so you know how to intervene –
 - [Essentials of Robert’s Rules](#) (slide presentation)
 - Robert’s Rules [Quick Reference](#)
- [Resources for Senators](#) (Miami AAUP)
- Your local AAUP chapter: get involved or start one

Links to share in chat

AAUP Shared Governance Links:

- Statement on Government of Colleges and Universities:
<https://www.aaup.org/report/statement-government-colleges-and-universities>
- Shared Governance Webinar Slides (AAUP national)
https://drive.google.com/file/d/1ivkkud_W0Hvt_AmJ0Yj3fQ4xykAEkVPE/view
- This presentation:
https://docs.google.com/presentation/d/1yz5OukwKhRbIYzXS1EiBeQnwVzLEGJoZnYZh5J_0LLE/edit#slide=id.ga437122d0c_0_0

Save Ohio Higher Ed links:

- [@SaveOhioHigherEd](https://www.facebook.com/SaveOhioHigherEd) on Facebook: <https://www.facebook.com/SaveOhioHigherEd>
- SOHE Twitter: [@SaveOhioHigher1](https://twitter.com/SaveOhioHigher1), www.twitter.com/SaveOhioHigher1
- Save Ohio Higher Ed website: www.ohiostateaaup.org/save-ohio-higher-ed.html

OU Faculty Statement on Ending Business as Usual (October 2020—please sign)

https://docs.google.com/document/d/1_48_Uzsqcf4sKdI7pRpe8n6kzEQ4xhOe4PhcuhIRZHA/

Ohio Faculty Council statement:

https://www.ohiofacultycouncil.org/sites/ohiofacultycouncil.wright.edu/files/page/attachments/Reorganization%20White%20Paper_0.pdf