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Faculty Senate Meeting with Governor
December 8, 1997

The transcript that follows was typed from a tape recording made during the meeting. The faculty chose not to use the microphone provided in the audience for them; therefore, their voices were not recorded by the tape. What follows includes a summary of their comments from notes taken by Sallie Diamond Ricker, except for about fifteen minutes of the discussion when she was checking on the set-up of the reception.

Janet Aikins: Well, I will call our meeting officially to order. As I said a little earlier I am Janet Aikins, chair of the Faculty Senate and professor of English. There are three changes that have happened in the state of New Hampshire and at our university in the last couple of years which are the cause of our being in this room today. First, in March of 1996 came the creation of the UNH Faculty Senate. The invention of this new governance body was a sign, I think, of a new energy and eagerness among the faculty at this institution to participate in shared governance at the University of New Hampshire. As our constitution states, "the distinctive responsibility of the faculty is the academic mission of the university." Elected senators in this room today come from 47 academic departments, the library, the Thompson School, and UNH Manchester. There are 53 in all and they come from all of the academic ranks among the tenured faculty: associate, assistant and full professors.

The second event was the arrival of Dr. Joan Leitzel, which stabilized, in a sense, UNH after a number of years of interim leadership: good leadership but interim at that. Art Copeland, who is out in our audience, chaired the senate last year; and he would agree with me, I think, because we worked closely with Dr. Leitzel since she came and we would say that her high approval ratings from our faculty and others come from the fact that she is a university president who sees with the eyes of a faculty member. What makes her excellent as an administrator are precisely those skills that she has developed in the faculty role. She is a mathematician who is good at research and, I would guess, is a very fine teacher, because her skills in all those areas are what make her so good at managing our difficult fiscal needs, at overseeing our complex human resources, and at articulating our mission to the wider state and perhaps national scene.

The third change, of course, was the election of a new governor: a woman, and a democrat, and most importantly a strong supporter of education. Now the specific impetus for today's meeting came up last summer, and there was a series of discussions among faculty senators who all said a couple of things. They wanted the faculty senate to function as efficiently and effectively as possible this year. It is really our sort of second and a half year of existence; and in those discussions, they spoke of a need for faculty to engage in thoughtful discussion of the purposes and distinctive importance of U.S. higher education in society. We live in a world in which our system of education has perhaps never faced greater challenges than it does today, both financially and ideologically. Public education is a basic American value, and it is under assault. To be a faculty member at a university is nothing less than to give your life, both heart and mind, to the institution to which you belong; and for that reason we need to be part of the conversation. For that reason, too, when I was asked if we needed a banner with the

UNH insignia for this event, which we never have at our regular faculty meeting of the Senate, I said “yes”, because the assembled body here today is a manifest symbol, I would say, of our collective commitment to excellence in higher education and specifically to education in the state of New Hampshire. For all these reasons, we were delighted when Governor Shaheen accepted our invitation to join us today.

Now I have just a couple of things to say about the format of today’s meeting, which is that we have tried as much as possible to preserve the sense that the faculty senators are here in the first several rows and so there will be an aura of normalcy in spite of all this abnormal behavior. This is a classroom. Normally we meet in another classroom that is slightly smaller; but we wanted to enlarge our space a little bit today; and we did so with the help of the Music Department and also the Art Department which provided space for our reception, following. In the audience, of course, we have the faculty senators and other interested faculty, as well as six administrators, the people who work very closely with the six standing committees of the Senate and deal with academic affairs, finance and administration, student affairs, campus planning, research and public service, and our newest committee, the library. We also have five students, who are special invited guests today. We have the President and Vice President of the Student Body: Tito Jackson and Jamie Steiger. We have Erin Buzuvis, who is the speaker of the Student Senate, sort of my counterpart in that role, as well as Brian Jandreau and Katie McShane. The last three, Brian and Erin and Katie, are all part of the Legislative Action Team, the students who are working very hard to change the legislature’s view of the university and help them see our need for increased funding. We also have Professor Joe Murdoch, faculty emeritus and alumni trustee, who is very eager to be with us today; and we are delighted to have him, as well as all of our other guests. The press are here as well, and so you need to be aware that, if you ask a question or give an answer, they may quote you or record you. There is one other matter that I want to mention, and that has to do with the participation and discussion. This is a Faculty Senate meeting, and therefore we agreed in the senate that only senators should speak and ask questions and participate in discussion. Governor Shaheen has also expressed an eagerness to hear from any other members of the audience, as well; and I think that is appropriate to do. So what I would like to do is begin with the discussion among the senators; and at a certain point as time progresses, I will open it up to others who may have questions, if they do. Thank you for coming. We are delighted to have all of you here. Now let me introduce President Joan Leitzel, who will introduce our guest.

President Leitzel: Thank you, thank you. This is indeed a privileged moment for me to bring to together the leadership of the university with the governor of our state. This governor, Governor Shaheen, comes to our campus rather frequently. She comes to open conferences, to help us entertain distinguished visitors, to attend an occasional football game, and to participate in parent’s activities, as she is now a parent of one of our students. She understands our university. She was at one time an employee here. She knows its strengths; she knows its problems; she knows its potential. She understands the critical role that UNH will play in developing a knowledge-intensive economy within this state; and she knows that the future of this state depends on quality public education, K through the University. Beyond that, she is bold to speak on these

matters, bold to educate the elected and the citizenry of the state on the importance of quality education. Let me say personally that it has been a great pleasure to come to this university and be able to work with a governor who understands our business as fully as Governor Shaheen understands this university. So please join me in welcoming her one more time to UNH for this conversation with the Faculty. Governor Shaheen.

Governor Shaheen: Thank you. Thank you very much; and thank you, President Leitzel. As Joan pointed out, in addition to my other association with the university, I have a freshman student here. So I am getting used to it from the perspective of a parent. I can understand very personally when people talk about the rising cost of tuition and what that means for parents out there. What some of you may not know, actually, is that my first job out of graduate school was working here at the university, with what was then the University Senate. That was back in 1973, and the university had the only unicameral governing body in the entire United States. The faculty, students, and professional staff and, I guess, the other staff were also all part of the University Senate in those days. I was the administrative assistant to that body. So I had quite a lively induction into campus politics and learned very quickly that politics in academia are absolutely the most difficult and that I needed to go into the political system if I wanted to follow a political career. So I did that subsequently. I also actually worked here again in the mid-eighties, from 1982 to 1986, as the staff person to the parent's association. So I have had the opportunity to see the university function from a number of different angles. It has been a good education, both in terms of the strengths that are here and also some of the obstacles that we face as a public university.

In September, I received a report on the status of higher education in New Hampshire; and some of you may have seen this publication. If you have not, I would recommend it. It was produced by the New Hampshire College and University Council, the New Hampshire Higher Education Assistance Foundation, and the New Hampshire Post-Secondary Education Commission. It has some good news and some bad news. The good news is that the number of high school graduates in the state are expected to increase by about thirty-five percent over the next ten years, and that an increasing number of those high school graduates are going to want to go on to higher education, and that an increasing number of those are going to want to go to four-year colleges. The bad news is that it is going to be harder to pay for that higher education for those young people. Now, the problem of the cost of higher education is certainly nothing new. It is nothing new to you; it is nothing new to me. That was one of the issues that I worked very hard on as the state's senator from this district, representing the university since 1991. I know that the amount of state funding for the university system has gone down over the last couple of decades. In 1980, the state provided about forty-one percent of the funding for the university system. Today, that number is down to about twenty-eight percent. As I said, as a state senator, I worked hard to address this problem; and actually in 1993 and 1994, when there was a ruling coalition in the state senate that very strongly believed in higher education, we were able to reverse that trend and during that budget cycle got an increase for the university system of almost thirteen percent, about 12.8 percent. In the budget that I submitted to the legislature this session, as governor, I increased support for the university system 6.2 percent. If you look nationally at what is

going on with costs of college, the figures that I have seen is that the cost of inflation for public colleges and universities around the country is about three percent. So it was an increase that is better than the cost of inflation. Unfortunately, this legislature was unwilling to increase the cigarette tax as much as I would have liked. They did not go along with the additional twelve cents that I had proposed; and so they reduced the cost of funding for the university system as well as our community technical college system and some other places in the budget; but it amounted to about a 1.3 million dollar hit on the university system budget, which reduced the increase in support for this biennium to about 5.2 percent.

Unfortunately again, the erosion in support for public higher education in New Hampshire is reflective of a national trend. Again, I am sure it is not a surprise to all of you that what is going on here has been going on across the country. The traditional support that this country enjoyed for investment in higher education, particularly following World War II began to change during the eighties. That was exacerbated by the recession in the late eighties, by increasing costs of corrections, of Medicaid, of social services that were mandated by the federal government. In New Hampshire, we can trace back the reductions in the university system budget as being the single largest place in the budget where there is discretionary spending. So unfortunately the legislature looked at mandated costs it had to pay. It looked at the rising costs of corrections and some other areas, and the university system is where many of the cuts in the budget have come over the last fifteen or so years.

As I look at how we can begin to address this issue at the state level, I think there are several things that we need to do. Obviously I am committed to trying to increase support for the university system, for UNH, for higher education in the state; but I cannot do it alone, as we saw very clearly in this session of the legislature. I think we have got to do a better job of pointing out, not just to the legislature but to the people throughout New Hampshire, why higher education is so important. One of the things that the report I alluded to earlier points out is that, over the next eight years, New Hampshire is going to create 6,000 jobs annually that will depend on a college degree. So we are going to create 48,000 jobs over the next eight years that are going to require a four-year college education.

As we look at our ability to compete in New Hampshire in the next century in this global economy, it clearly depends on our ability to provide an educated work force that can be there to hold those new technology-related jobs that are going to be created. One of my favorite statistics about the New Hampshire work force is that we have the highest rate of high-technology workers in the company, higher than Massachusetts, higher than California. I find that very interesting and not at all in sync with what most people think about the New Hampshire work force or the New Hampshire economy. Clearly if we are going to maintain that competitive edge, we have to make sure that people understand the importance of education and higher education and having a public university system where we can provide that education for the thirty-five percent more of New Hampshire's young people who are going to want a college education.

A month ago I sponsored an education summit. We had about 500 people from all over the state and spent all day talking about issues in education. Our luncheon speaker was Arthur White, who is the vice president of Yankelovich Research. One of the things he pointed out is that the number one issue in the United States and in New Hampshire today is education. Now that doesn't necessarily mean that people are more supportive, that they are more willing to fund it. It does mean they are concerned about it. They are concerned about what our system of public education is providing to the young people of New Hampshire; and they are concerned about how we can make it better and about what it means, where it is going. That is something that we have got to do a better job of. It is something that all of you here have to help me do a better job of, as we point out to the people of New Hampshire why it is so critical that we have a strong public university and why we have a public university that provides research.

I know there is always a disagreement on campus about the role of research versus the teaching role. I happen to think that having the University of New Hampshire be a strong research institution is critical to the mission of this university. I think it is critical to business in New Hampshire. I was one of the cosponsors of creating the legislation that created the Industrial Research Center and had the opportunity to sit on that board for about four years. I understand how important it is, particularly for small and medium-sized businesses, to have that connection with university faculty who are doing research in critical areas, who they can call on as they try to improve the technology within their companies and improve their products. So I think it is a critical role. It is one that I think needs to continue here at the university, and it is one that we need to point out to people is important. I think we also need to get the business community engaged in that discussion. One of the other things that Arthur White pointed out is that business has become increasingly aware of the importance of education to what they do. The Business and Industry Association in New Hampshire issued a report in 1996 that talked about economic opportunity in the state. One of the things they recognized in that report is that we have got to do a better job with education in New Hampshire. I think we have got to get them involved with the debate and arguing before the legislature as to why we need to fund the university system and the activities of the university system.

Finally and this is not always easy to do the kind of self-evaluation that I think is required, and I know you have been dealing with this issue for a number of years here; but I think we have got to look at the way we provide higher education and whether or not what we are doing continues to make sense and whether we can do it more effectively and more efficiently by doing it in some other ways. I will give you a couple of examples. I think the whole issue of transferability of credits from one institution to another is something that I think we need to look a lot more seriously at than we have. I know it is something that you have been working on, on this campus, with other campuses within the university system, and with the community technical colleges. Because we can provide for certain transfer of credits between two-year and four-year institutions, somebody can get their degree in four years rather than five or six, that is a cost of providing higher education. I think that is something that we have got to look at, because the public is demanding that we look at it.

I think how we use our facilities is another issue that we need to look at. Just as we look at the elementary and secondary education systems and the facilities that are available for public education at that level, I think we have also got to look at it at the higher education level. When we have got thirty percent of our students who are going to be non-traditional students in the next century or over the next ten years, I think we have to question whether we are going to continue to provide the same kinds of on-campus programs and activities for those thirty percent non-traditional as we have in past years. I don't know that my youngest daughter who is now in sixth grade is going to have the same kind of four-year education that I had back in the sixties. I don't know that it is necessary for her to have that. I think we have got to look at that, because just as corporations have downsized and changed the way they did business in the eighties, I think higher education institutions need to do that as well. Much as I would like to think the public dollars are going to be there over the next decade or two that have been there is the years since World War II, knowing the competing demands on those public resources, I am not sure they are going to be. So I think that is one of the other things we have to look at as well. I think that the challenge is great; but I also think it is exciting; and I certainly intend to be here for hopefully the next several years to help debate some of these issues and to continue to provide support for the university and for the university system and higher education, because I think it is critical to New Hampshire's future.

Let me stop there and answer any questions.

Paul McNamara expressed concern regarding the transfer of credits, saying that faculty would like to accept transfer but believe that the level of teaching qualifications is important.

Governor Shaheen: I appreciate that. You have to look at the course content and make sure there is some parallel relationship to what students are learning. So I recognize that that is an issue and that it needs to be addressed. I guess my message is that I think it is something that can be addressed, if there is a commitment to do that and an interest and that that is something that we ought to take a look at. I do not think all credits, i.e. every English class on every community technical college campus, are necessarily going to be transferable; but I think we need to do a better job than we have been.

John Seavey said that New Hampshire is fiftieth in state funding for higher education. If we moved to forty-ninth, our university budget would increase by 24 million dollars. How can we move the level of state funding from last position?

Governor Shaheen: I certainly recognize that, while what has been going on here is reflective of national trends because we started from a lower base and that means we have got more ground to make up, clearly we are fiftieth; and I would like to see us do better. But as I said, I think trying to involve people at the university in helping to educate people in your communities and your legislators about the importance of support for the university is something that everyone can do. How many people here wrote your legislators during the last budget battle? Come on. Show hands. How many? That is not a very high percentage. How many people here have talked with your selectmen

in your community or any of the officials in your towns about what some of the issues are here that you would like to see addressed? I don't know if any of you here are members of the alumni association, but I got my master's degree at the University of Mississippi. Everybody in Mississippi feels like they have an ownership in Old Miss. I don't know how they have created that feeling about Old Miss; but they have done it; and we need to do that here. I recognize we have had some political leadership over the last couple of decades that has not done a very good job at pointing out why the university is important; and I certainly want to do better than that; but I think it has got to be a coordinated effort.

One of the other things that, shortly after I got elected to the state senate, was a real eye opener for me was that I was on Open Mike one day and I was defending the university budget. I got a call from somebody that identified herself as a university employee who was complaining about the waste on campus in terms of what money was spent on, in the budget. That is a real mixed message; and we have got to have a message coming out of this campus that everybody on campus supports, so that people are clear about what the mission of the institution is, about why money is spent the way it is, and are supportive of that, because that kind of call to Open Mike does a lot to undermine support for the university.

Kenneth Appel said that negotiations between the university system and faculty have been loaded with hostility. We would appreciate it if you could look into that and see if you think that is an appropriate way for those conversations to be conducted.

Governor Shaheen: Let me tell you. I followed very closely the last two budget negotiations between the University System and the faculty and tried to let both sides of that discussion know how important I thought it was (mostly when I was in the state senate, because they were almost wrapped up by the time I got elected governor this time around) to reach a resolution. I did not try to get involved in what that resolution ought to be, because I think that is inappropriate for me to do or for any elected official to do. I will tell you that I think one of the strengths of our University System in New Hampshire is that it is autonomous. While I certainly do not always agree with what is done by the system office or with the decisions that are made within the system, I think it would not be helpful to open up the way we fund the university system and the decision making about that, to the political process. I think that opens a Pandora's box that none of us want to get into. So I guess I would continue to say that I think there needs to be an active working relationship between the negotiating team for the system and the negotiating team for the faculty, that I would hope those discussions would be cordial, that it would not take us so long to reach an agreement next time, but that I think you probably would not want the political establishment involved in those discussions beyond that.

James Farrell said that, as a consequence of limited funding, the university relies increasingly on tuition from out-of-state students and that the quality of the students that we accept into the university from out of state is not as high as we would like it to be. We need to keep the best students here, and thus a voucher system, which has been proposed by a state senator and which would give state money to New Hampshire students so that they could take it someplace else if they want to, would have negative

results.

Governor Shaheen: I would certainly agree that the proposal from the state senator is totally wrong headed for the reason that you point out. At a time when we have limited resources available to our state university, for us to take money that might go to our system and send it out of state makes no sense. I do not know what the figure is today, but in 1995 we sent more students out of state to go to college than any other state except Alaska. I think you are totally right that we need to try and encourage our talented young people to stay in New Hampshire, to go to college and hopefully to stay here and build a career. We certainly want to do that. I think the whole tuition issue for out-of-state students is becoming increasingly difficult. As you know, the ability to increase out-of-state tuition to help provide for some of the costs that were not being covered in state worked fine as long as we had plenty of qualified out-of-state students. When that pool begins to drop, as it is, it makes it more difficult to do that. I have to say that I find it a little ironic that we are increasing in-state tuition, across-the-board tuition, at the rates we did this year, given that, under the previous governors, there was no willingness at all to entertain a tuition increase and the Board of Trustees refused to do that because of political pressure. I thought it was not appropriate to put on that kind of political pressure; and I think we are seeing a resulting tuition increase; but I think the percent of the tuition increase that we saw this year is a reflection of artificially holding down the ability to address that issue for the last four or five years or so. Actually, I looked at some numbers in preparation for today. The average tuition increase nation wide at public universities and colleges was 6.2 percent last year. So we a little more than doubled that.

[Question about downsizing]

Governor Shaheen: Actually I don't think I said "downsize". I think I said that we need to be more efficient. I said I think we need to look at doing business just as corporations have changed, and you may have interpreted that to mean downsizing. We need to change the way we do business. I am not going to get into telling the university how that should be done, but I will raise some issues. For example, I think we need to look at whether we can continue to provide the same degrees at all of the campuses within the university system. That is a place where I think we may need to take a look, as it may not make sense for us to continue to provide (don't quote me; I am just using this as an example, folks) a tourism degree at the University of New Hampshire, at Plymouth, and at Keene. That is an example of how we need to think about doing business differently in the future. Now I do not know the answer to those questions; but I do know that, as I look at public dollars that are going to be available, even if we do all the things right, even if we do a better job of getting the message out, even if we convince people of the importance of education, given the demands on public dollars and the inclination of tax payers, not just in New Hampshire but nationally, to look at what we are funding, I think there is going to be a reluctance to get support for the university system back to the levels where it was in the sixties and seventies. I do not like that message any better than you all do, but I am trying to be realistic about what I think the demands are going to be and what the need is going to be. Just as within state government, as I look at the demands of providing

services within state government, I do not think we can continue to provide for across-the-board cuts anymore. I just do not think it works. I think we have got to look: if we say we have only got X number of dollars to provide services, then maybe we need to cut some of the services we are providing, because I think we can only cut across the board so long before we begin to affect quality. So maybe it makes sense to redefine what our mission is and say, well, at the state level we cannot continue, I don't know, maybe we cannot continue to take care of all secondary roads. Maybe we can only take care of primary roads. As I said, don't anybody go out and quote me that this is what I am advocating; but that is an example of the kind of questions I think we have got to start asking ourselves as we look at trying to continue to address the needs of New Hampshire given the resources that we have got available to us.

[Question about funding]

Governor Shaheen: As I said, I am not here to solve the problem for you. I wish I had an answer to it. As a parent, I am also concerned when my daughter comes home and tells me that she has three hundred people in her food and people class and she cannot get to see the professor. I think addressing class size and providing for the teaching mission is absolutely critical. So I am not suggesting that that is where we ought to look in terms of being more efficient; and I am really not providing an answer to that, because I do not have the answer; but I am raising the question because I think it is a question that has got to be asked. I think that for us to assume that the resources are going to be there indefinitely in the future to do business in the same way that we have for the last twenty or thirty years is not an approach that is going to work. So I think we have got to think about some of these questions and figure out how we can do it differently, better and in an acceptable way with your resources.

[Question about supplemental appropriation]

Governor Shaheen: I will not support a supplemental appropriation, and I have taken that position with respect to all spending from general fund dollars for the upcoming year. I have taken that position, recognizing that it is not going to be popular in a lot of areas, because I think New Hampshire has had three years of deficit spending. Before I took office, one of the things that the rating agencies told me very clearly, both in December when I was down in New York meeting with them and this summer when they were back in New Hampshire, is that they are going to be watching us very closely. They certainly expect to see a balanced budget here, if we are going to continue to enjoy the same kind of bond ratings that we have currently. The reason I think that is an issue is because it affects the cost for us to borrow money, which affects our cost of doing business in the state. So I think it is a cost to everybody and that it would not be responsible for me to entertain additional spending in this coming year, when we have already got a budget that has been passed for the biennium. While I agree that revenue projections are up and I hope they continue to be up, we don't know that that is going to last. So I don't think we should take on additional spending until the next biennium when the budget cycle comes around. Again, I would point out that the increase in the budget for the university system that I proposed is, with the exception of 1993 and 1994 when I was a member of the ruling

coalition in the state senate and we were able to increase the university budget by a greater amount, the greatest increase we have seen in the system budget in the last decade. So while it is not as much as I would like, again, I think it is moving us in the right direction. I will continue to be committed to that, but I think that we have to do it in a way that is responsible. I do not think that supporting a supplemental budget is going to be responsible.

[Question about trustees]

Governor Shaheen: ...the legislative process works, because I think it is important for us to get some trustees who have an understanding of that. I am interested in having somebody who is going to be able to interact with the other trustees in a way that I think will promote what my position is on higher education, which would be to promote it. I recognize that there is an issue on campus with respect to the governing structure of the university system. When I was in the state senate, I supported a change in the way the members of the Board of Trustees are appointed. That did not get very far. I also supported looking at the university system operation and whether it is still providing the mission that it was designed to provide. Again, we did not get very far; and I ran for governor. So that issue has still, I think, not been addressed. The current oversight committee that Senator Rubens chairs I think has talked about this issue a little bit. I don't think they have done very much on it. He has another agenda. I sort of have a conflict when it comes to Senator Rubens. He is expected to be one of my opponents.

[Question about efficiency]

Governor Shaheen: I am not going to argue with you about what efficiency is, but I am going to tell you that, without public support, we are not going to get the kind of funding that the university system needs. We have got to convince the public out there that this is a system that they need to support and they need to support at the levels at which people on campus feel like you need. What I am telling you is that we have not done it yet. So we need to change our thinking about how we approach the issue. I am in the process of searching for a new commissioner of corrections right now. I had a meeting with one of the candidates today. He was telling me that one of the things he says to the people who work for him is that, if they do not get the money for their budgets that they have advocated, it is because their presentation has not been dazzling enough to convince the people that they are asking for money from to support them. While I would not go that far, I do think the issue here is developing public support, developing legislative support with respect to what the university does. We have got to do a better job at that.

[Question about media coverage]

Governor Shaheen: Again, I would ask how many people here have written a letter to the editor in the last year or an op. ed. piece. It requires a coordinated effort I think

[Question about the academic mission]

Governor Shaheen: I agree. I think it is really important for the board to understand how important the teaching process is. I hope nobody here mistakes my comments for a lack of commitment to the academic mission of the university or the job that you do as faculty members, because I recognize and believe that the teaching aspect of a university is the most important piece. What happens in the classroom, what happens between professor or teacher and student is absolutely critical to the learning process. So I share that commitment.

Pedro de Alba expressed concern that the model now during contract negotiations is one of labor/management, which is not the most effective model in a university setting.

Governor Shaheen: As I said, I think it is sort of a daily task and something that needs to happen within the context of how we do business on a daily basis; but it is absolutely critical in terms of legislators. So I assume that a lot of faculty live on the seacoast, but I know that all of you do not. Trying to make an effort to educate legislators within your communities is very important, as is making an effort to talk to other people in the legislature. It is fairly easy to find out who the leadership of the committees is that are going to be addressing funding and education issues. I think that is an important step where everybody can be helpful if you get involved in it.

Todd Gross asked why the state funds public education: it is to fill jobs in the state and to make education for in-state people be affordable.

Governor Shaheen: I think that is an argument that you ought to make to your legislator. Thank you all very much.

Janet Aikins: Thank you very much, Governor Shaheen. As we have announced before, there will be a reception immediately following this. I just want to say a couple of things about that. Because we have tried to have as much sort of faculty presence as we could at this event, one thing you will see on the walls are works of art by Faculty Emeritus John Hatch, whose works and works by other people are featured there. The Hampshire Consort, with Senator Robert Stibler who just left the room to make preparations, will be playing in the background. He also left for you a presentation CD, which is here. I guess a little promotion is coming from the arts: a UNH arts pin for you. We should also thank a number of people who have contributed to this. I think I will just summarize and say that Sallie Diamond Ricker, who is now holding the job you used to have, I have to say, helped a lot in organizing the event, and President Leitzel and her office as well. I cannot end without mentioning that there will be a cake provided by the wife of Senator Howard Mayne, also, at the reception. Thank you.