

David Bills

I am Associate Professor of Sociology of Education in the University of Iowa College of Education. I have been at the University of Iowa for 14 years. I have served for the past six years as DEO of the Division of Planning, Policy, and Leadership Studies. Some of my University service includes membership on the Strategic Planning Committee, the Search Committee for the Provost, Review Committees for the Division of Continuing Education and the Office of the Vice President of Research, Committee for Selection of Central Academic Officials, Chair of the Committee on Honorary Degrees, and membership on both the Senate and the Council. Nationally, I directed the Honors Programs of the American Sociological Association for six years, currently serve on the Board of the Midwest Sociological Society, served as the Chair of the Committee on Undergraduate Education and the Committee on Nominations and Elections for the MSS, and served as Chair of the Undergraduate Education Committee and as a member of the Task Force on Community Colleges for the ASA. I teach and conduct research on educational and labor market inequality, school organization and reform, and educational policy.

Statement

I believe very strongly that faculty need to accept the responsibility of self-governance. I am honored that my colleagues would consider me for the Secretary of the Senate. The Senate provides faculty with a forum to deliberate, debate, and express their views to each other, the University Administration, The Board of Regents, and the people of Iowa. Faculty governance, of course, is a shared governance. The Senate offers a channel to communicate to all of these groups how faculty at a major research university believe they can best carry out their work, develop their programs, and fulfill their commitments to their scholarship, teaching, and service. The Senate offers our best opportunity to engage important questions constructively, collaboratively, and collegially. My commitment as Secretary would be to work toward ensuring that participation in these discussions be as inclusive, representative, and democratic as possible, and that the needs and concerns of the faculty be communicated clearly and regularly to the broader university community, while also being presented directly and capably to the administration.