

Over the past several decades, many colleges and universities have been charting new paths – expanding educational opportunities to new formats, topics, and locales. At the same time, governments, accrediting bodies, and members of the public are taking a hard look at the effectiveness of America's higher education system. In the process, governments and accreditors have developed heightened expectations, and imposed heightened legal and regulatory requirements, on institutions of higher learning. Administrators and faculty struggle to find the optimal allocation of their respective responsibilities. Which new areas lie primarily within the faculty's expertise and responsibility, and which are primarily administrative in nature? This article examines three major areas that illustrate these challenges: (1) academic freedom and its relationship to assessment and accreditation; (2) faculty rights and responsibilities in distance education, establishment of campuses in other countries, and non-traditional offerings; and (3) the integration of compliance with traditional notions of faculty rights and responsibilities.