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THE GEORGIA CONFERENCE AAUP SUMMARY

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IN THIS ISSUE

1.....**GA CONFERENCE AAUP FALL MEETING**

1.....**NON-PARTISANSHIP REAFFIRMED**

2.....**PRESIDENT'S COLUMN THE STATE OF EDUCATION IN 3004**
JANE ELZA

3.....**SENATE RESOLUTION 661**

4.....**LEGISLATIVE REPORT 2004 SESSION**
STEVE ANTHONY

4.....**FACULTY COMPOSITION 2001 AAUP NATINAL OFFICES**

5.....**AN ATTACK ON HIGHER EDUCATION**
HUGH HUDSON, EXEC. SECRETARY

6.....**GEORGIA CONFERENCE CONTACT INFORMATION**



When: October 9, 2004 10:00am - 3:00 pm

Where: Mercer University, Macon, GA

Registration materials and directions will be mailed to the GA Conference AAUP membership prior to this meeting.

THEME: AAUP and Faculty Senates

OUTREACH INITIATIVES

Come prepared to display or distribute a summary of what your chapter has done over a 5-year period -locally, (and where applicable) statewide, and at national levels.

To encourage attendance at this meeting, the GA Conference AAUP will reimburse expenses of up to \$50.00 for the first 50 registrants who sign up for the conference and bring a colleague with them to the meeting.

AAUP COMMITMENT TO NON-PARTISANSHIP REAFFIRMED AT GA CONFERENCE SPRING EXECUTIVE COMMITTEE MEETING

Considerable discussion regarding the conduct of AAUP elections over the last several years led the governing board for the national association of AAUP, the AAUP Council, to adopt new rules in November, 2003 regarding association elections. Among other things these rules stipulate that AAUP resources at the national, state or local level are NOT to be used to promote or campaign for any particular candidate or candidates. This includes the use of AAUP-maintained listservs. Council policy specifically prohibits "electioneering . . . on Listservs created or maintained by national, state, or local AAUP organizations." Further, with regard to national AAUP elections, if a member of the AAUP wishes to list his or her AAUP position in an endorsement of candidates for AAUP offices, he/she is only permitted to do so if an asterisk is placed next to his or her name that is linked to the following statement: "The organizational affiliation is listed for identification purposes only and does not imply any endorsement by the organization." In keeping with these guidelines, it was further resolved by the Georgia Conference AAUP Executive Committee that the GA AAUP listserv would display the following statement on all e-mail messages in the future:

"The GA Conference of AAUP is a non-partisan organization that does not endorse any political candidate or political party although we encourage discussion by all sides on issues relevant to our professional interests."

FOR THE LATEST INFORMATION ABOUT AAUP ACITIVIES AT THE STATE AND NATIONAL LEVELS, SUBSCRIBE TO THE STATE CONFERENCE LISTSERV.

SEND AN E-MAIL MESSAGE TO:

MAILMAN-ADMIN@LIGHTHOUSE.VALDOSTA.EDU

IN MESSAGE SECTION, WRITE:

SUBSCRIBE.GGAAUP

YOUR NAME

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ADDRESS CORRECTION
REQUESTED

CHAPTER SERVICES PROGRAM

The Georgia Conference of AAUP provides services to campus chapters in the following areas:
Academic Freedom and Tenure, Campus Governance, Institutional Budget and Financial Analysis, Media Relations, and Chapter Organization and Program Development. If you or your chapter need assistance or have a question about AAUP, call the Chapter Services Director, Wayne Urban 404/651.3294 wurban@gsu.edu

IF YOU HAVE A PROBLEM...

related to your employment or professional activities as a faculty member and you believe AAUP may be of assistance, contact Hugh Hudson, Executive Secretary 2534 Fernleaf Ct. NW Atlanta, GA 30318 PH (w) 404/651.3255 (h) 404/351.2398 hhudson@gsu.edu

The State of Education in 3004

Benji Smith shut down his computer at Nike University in Athens. He didn't want to be late to class. His salary, after all, included his tuition here and he was grateful for the opportunity. Not everyone made the appropriate scores on the aptitude tests in eighth grade to determine college placement. Of course, one of the large cartels had to need your skills and be willing to hire you in order to be admitted.



Keisha Warren smiled as he slid into his seat. "Are you going to the game tonight?" she asked. "The Georgia Bulldogs are sure to beat the Nike Cartel's western division team."

"I don't know. The Crimson Tide is a tough team."

This was their once a month mandatory history class. Since they had scored high on the aptitude tests, the majority of their classes were related to their future jobs at Nike. Benji was glad that, at least, they didn't have to take anything so impractical as art or music.

"Why do you think our team is called the Georgia Bulldogs?" Keisha thought about odd questions like that when she was bored.

Benji shrugged. "The state had a budget crisis years ago and privatized education. The only way the alumni would agree to sell the university was to keep the name of the football team. Anyway, that's what I heard."

"The state is always having a budget crisis." The student on the other side of Keisha snickered.

"Hey, guys, shut up. We've got a real teacher today, supposed to be an expert in this time period."

"Aren't they selling the video in the lobby?"

Most classes outside the major were taught by videos sold by teachers to various universities. Of course, research and development labs were taught by hired teachers. Those people who didn't get hired by the cartels after the eighth grade exams received their education solely through on-line schools.

At that point a real person walked into the room and looked at the assembled 200 students. Large TV screens hung around the were were activated so that everyone could see and hear easily, just as though they were at a rock concert. Everyone strained to get a good look.

"Good afternoon. I am Dr. Schlesinger from Harvard."

Benji looked at Keisha in surprise. Everybody knew that Harvard was one of the elite schools

where everyone was still taught by real teachers. Exams to enter those schools were given first to the children of graduates and then, once every two years, to those who were not hired by the various cartels.

"I am here as part of Georgia's Commitment to Excellence Project. This is a state law which requires that at least one per cent of the courses offered be offered by people who have proven their competence by completing their education at an elite school. My presence here is paid for by Detroit Cartel grants.

"My topic today will be 'The Development of our Meritocracy.' The major cause of the transition from the old democratic republic was an excess of democracy. The demand that people be included in every decision and the expanded number of people who took advantage of access points to government made government excessively responsive to people, some would even say afraid of them." He paused a moment here to chuckle. Everyone knew state governments had been giving away their powers for years.

"State governments had to bear the brunt of these demands because the federal government had money only to pay for defense-related activities. To give the state governments their due, they did try to devise a variety of ways to pay for the things people demanded - police and fire protection, health care, education - but in the end the innovations did not work. Taxes had to be raised and raising taxes would upset the people."

Dr. Schlesinger looked over his glasses at the students. "It is a given in our government that the people cannot be trusted to do the right thing and only by pandering to their baser natures can government accomplish anything. Cutting taxes is the only thing they really understand."

"At the same time, our economy had to be mobilized to ensure a supply of skilled workers. How could we cut taxes and ensure that supply?"

Even though everybody knew the answer to that one, they carefully noted the question in their notepads. Privatization had allowed the states to survive and their only function now was taxation and regulation of the cartels. Some said that function would cease when the cartels became sufficiently annoyed.

"More importantly," Dr. Schlesinger continued, "was the insistence of the people that things be 'fair.' Governments should not ignore this demand, but what was fair to one group was considered unfair to another. Privatizing fairness was much harder to do." Again, Dr. Schlesinger chuckled, "But, of course, states found a way to do it."

"The Accountability Movement in education showed the way. To prove that professors were doing what they were supposed to do - produce skilled laborers - professors whose students did not make a certain score on a test were fired."

Benji wondered if any of the video professors were fired if he failed a test on their material. Would Dr. Schlesinger lose his grant if Benji failed the test? He grinned, imagining the power to fail professors, instead of professors failing him.

"Students were encouraged to report professors who discussed anything except the subject and were encouraged to criticize them for not making the student learn. Those professors who were not able to attract enough students to their classes were fired.

"Resources were wasted horribly. Students who started college did not finish. Obviously, their tuition was wasted. Students who graduated were not able to find a job. Obviously, their education was wasted.

"People insisted on hiring professors who taught what they were told to teach. Anything else was a waste of taxpayers' money. To ensure this, no deviation from the syllabus was allowed. Since professors were merely reading prepared texts, it became clear that anyone could do it and it could be done more cheaply on videos. Book publishers led the way by providing cheap videos.

"At this point, the cartels stepped in and offered a solution to the fairness problem: standardized tests. Since they made the tests, it was only logical to have them administer the tests. Students, such as you," Dr. Schlesinger smiled and nodded, "were identified as having the skills business needs and steps were taken immediately to ensure that the needs of businesses were met. Turning universities into businesses themselves made it easier for the cartels to absorb them later.

"The system of testing that evolved after that is already familiar to you. I don't need to go over it. It solved the fairness problem because who can argue with the results of a standardized test? Everyone is given the same chance to take the tests, even if he or she is not given the same preparation for them.

Keisha thought of the mortgage her parents had to take in order to pay for her two year college prep courses. It was worth it, however, and nobody could argue with the numbers on her test score.

"In this way, natural talent can be identified. The cartels have ensured that merit rises to the top. The neutrality of the testing system ensures our country is a meritocracy."

At the end of the lecture, Benji turned to Keisha and said, "Maybe I'll go to the game after all. I really want to take advantage of the college experience.

AN ATTACK ON HIGHER EDUCATION

REPORT OF THE EXECUTIVE SECRETARY, HUGH HUDSON

Higher education in our state came under attack this legislative session through the efforts of extremists led by former Stalinist and now right-wing activist David Horowitz to interject a political affiliation test into the hiring of university faculty. The Trojan Horse for this effort to compel the hiring of those who would pass Mr. Horowitz's litmus test was an Orwellian-named "Academic Bill of Rights," introduced as Senate Resolution 66I by Erick Johnson, Senate President Pro Tempore.

According to Horowitz, "Its intention is to remove the political quotas [in faculty hiring] that exist at the present time" (see <http://www.studentsforacademicfreedom.org/archive/december/HorowitzAAUPresponset20503.htm>). Removing the Stalinist double-speak from that sentence requires only moving a few paragraphs up in the article it came from, where Horowitz claims that research conducted by his front group, Students for Academic Freedom, demonstrates that "professors to the left of the political center outnumber professors to the right of the political center by a factor of 10-1 and more." The "solution" to this alleged problem is to enforce "diversity" within faculties determined by political categories of Republicans and Democrats or conservatives and liberals.



Determining hires through a quota system of political affiliation was not the only threat to intellectual integrity and academic freedom contained in this resolution. The original wording of this resolution also called on faculty to refrain from presenting the results of scholarly research by regarding all opinions as equally valid and reducing all knowledge to uncertain and unsettled opinion. We have seen how the ruse of "unsettled questions" was used recently in the debate on evolution. For some, the only "settled" issues are their particular prejudices. The purpose of this section of the original resolution was to open the door to the threat than unless a professor claims all issues are unsettled, then he/she would be in violation. Academic debate on what is "settled" cannot be decreed by a legislature.

The original wording of this resolution further demanded that speakers on campus and "other student activities" promote intellectual pluralism. While on the surface this seems an honorable, though vague, statement, who is empowered to judge whether the full spectrum of "pluralism" has been observed? Would those who hold temporary administrative positions or those who constitute legislatures enforce equal time for Holocaust Deniers? For Creationists in biology courses? For the KKK in courses on political activism? Judgments regarding what is within the bounds of accepted academic debate have to be made by the faculty.

The original wording also called on academic institutions and professionals societies to maintain "a posture of organizational neutrality with respect to the substantive disagreements that divide researchers on questions within or outside their fields of inquiry." Scholars are not neutral. Scholars are dispassionate in their research, but they draw conclusions. Muddleheadedness is not an academic virtue. We debate; we do not avoid drawing conclusions under the claim of "neutrality." Only the dead are neutral. As Stanley Fish has written regarding this bill, "To put it simply, intellectual diversity is not a stand-alone academic value, no more than is free speech; either can be a help in the pursuit of truth, but neither should be identified with it; the (occasional) means should not be confused with the end."

In an effort to force the Senate resolution through, its prime supporter brought in a small group of disgruntled extremist students who provided testimony that several present found eerily similar to the prep sheet on lobbying for the bill provided at www.studentforacademicfreedom.org. Horowitz himself was flown in, and concluded his presentation with the revealing statement that "K-12 teachers are even more Stalinist than the professors."

Thankfully, the original resolution did not pass. And for that, the citizens of Georgia owe a debt to the Chair of the Senate Higher Education Committee, Bill Hamrick. Senator Hamrick permitted testimony from all concerned with the issue and he was open to the concerns raised by faculty, led by Professor Mel Steely of the State University of West Georgia. The final version of the resolution passed out by Senator Hamrick's committee and then approved by the Senate removed the above-outlined assaults on academic freedom and intellectual integrity (see p.4 for final version). The version which passed expressed the commitment shared by the AAUP and the Senate Higher Education Committee to faculty and students being evaluated according to the standards of the profession as established by the faculty, and not by Horowitz's political litmus test. [See also www.aaup.org/statements/SpchState/billofrights.htm]

Further attacks from extremists on intellectual integrity and academic freedom must be expected. But the experience with this bill demonstrates that, on all sides of the political spectrum, there are men and women of honor and integrity who are willing to cooperate to preserve the best higher education system in the world from attacks by those who would turn education into propaganda. I wish to thank also the AAUP lobbyist, Steve Anthony, for his work on this matter. To Daniel and Jim Flowers of the Chancellor's Office also expressed concerns with this bill and the defeated bill to limit the frequency of textbook changes. The defeat of the Horowitz attack represents once more the strength of higher education in Georgia. The AAUP, the Senate Higher Education Committee, and the Chancellor's Office share common concerns for the integrity of education and are able to work effectively together to address these concerns. We have disagreed and will continue to disagree on particular issues, but we do so within the larger context of respect for the value of due process, academic freedom, and intellectual integrity.

SENATE RESOLUTION 661
BY SENATORS JOHNSON OF THE 1ST,
HAMRICK OF THE 30TH, SMITH OF THE
52ND AND BALFOUR OF THE 9TH

Recommending the observance of the Academic Bill of Rights at public universities in Georgia; and for other purposes.

WHEREAS, the principles enumerated in this resolution fully apply only to public universities that present themselves as bound by the canons of academic freedom contained within, nothing in this resolution shall be construed as interfering with the right of a private institution to restrict academic freedom on the basis of creed or belief; and

WHEREAS, the central purposes of a university are the pursuit of truth, the discovery of new knowledge through scholarship and research, the study and reasoned criticism of intellectual and cultural traditions, the teaching and general development of students to help them become creative individuals and productive citizens of a pluralistic democracy, and the transmission of knowledge and learning to a society at large; and

WHEREAS, free inquiry and free speech within the academic community are indispensable to the achievement of these goals, the freedoms to teach and to learn depend upon the creation of appropriate conditions and opportunities on the campus as a whole as well as in the classrooms and lecture halls, and these purposes reflect the values - pluralism, diversity, opportunity, critical intelligence, openness, and fairness - that are the cornerstones of American society; and

WHEREAS, academic freedom is indispensable to the American university, from its first formulation in the General Report of the Committee on Academic Freedom and Tenure of the American Association of University Professors the concept of academic freedom has been premised on the idea that human knowledge is the pursuit of the truth, that there is no humanly accessible truth that is not in principle open to challenge; and

WHEREAS, academic freedom is most likely to thrive in an environment that protects and fosters independence of thought and speech; in the words of the General Report, it is vital to protect "as the first condition of progress [a] complete and unlimited freedom to pursue inquiry and publish its results"; and

WHEREAS, because free inquiry and its fruits are crucial to the democratic enterprise itself, academic freedom is a national value as well. In a historic 1967 decision, the Supreme Court of the United States overturned a New York State

loyalty provision for teachers with these words: "Our Nation is deeply committed to safeguarding academic freedom, [a] transcendent value to all of us and not merely to the teachers concerned." (Keyishian v. Board of Regents of the University of the State of New York). In Sweezy v. New Hampshire (1957), the Court observed that the "essentiality of freedom in the community of American universities [was] almost self-evident"; and

WHEREAS, academic freedom consists in protecting the intellectual independence of professors, researchers, and students in the pursuit of knowledge and the expression of ideas from interference by legislators or authorities within the institution itself, meaning that no political or ideological orthodoxy should be imposed on professors or researchers through the hiring, tenure, or termination process, nor through any other administrative means by the academic institution, nor should the legislature impose any such orthodoxy through the control of the university budget; and

WHEREAS, from the first statement on academic freedom, it has been recognized that intellectual independence means the protection of students as well as faculty from the imposition of any orthodoxy of a political or ideological nature. The 1910 General Report admonished faculty to avoid "taking unfair advantage of the student's immaturity by indoctrinating him with the teacher's own opinions before the student has had an opportunity fairly to examine other opinions upon the matters in question, and before he has sufficient knowledge and ripeness of judgment to be entitled to form any definitive opinion of his own." In 1967, the American Association of University Professors' Joint Statement on Rights and Freedoms of Students reinforced and amplified this injunction by affirming the inseparability of "the freedom to teach and freedom to learn." In the words of the report, "Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion; and

WHEREAS, the academic criteria of the scholarly profession should include reasonable scholarly options within the areas of discipline; and

WHEREAS, the value of the life of the mind was articulated by Thomas Jefferson when he stated, "We are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it;" and

WHEREAS, the education of the next generation of leaders should contain rigorous and balanced exposure to significant theories and thoughtful viewpoints, and students should be given the knowledge and background that empower them to think for themselves;

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE that to secure the intellectual independence of faculty and students and to protect the principles of academic freedom, this body strongly recommends that the following principles and procedures be observed at all public colleges and universities within the State of Georgia:

1. All faculty members shall be hired, fired, promoted, or granted tenure on the basis of their competence and appropriate knowledge in the field of their expertise. No faculty member shall be hired, fired, or denied promotion or tenure solely on the basis of his or her political or ideological beliefs;

2. No faculty member shall be excluded from a tenure search or hiring committee on the basis of his or her political or ideological beliefs;

3. Students shall not be graded on the basis of their political or ideological beliefs. Each college and university should have well known and publicly accessible policies and procedures available to students who believe they have been penalized for their social, political, or ideological beliefs;

4. While teachers are and should be free to pursue their own findings and perspectives in presenting their viewpoints, they should consider and make their students aware of other viewpoints. Academic disciplines should welcome exploration of unsettled questions;

5. Faculty members should not use their courses for the purpose of political or ideological indoctrination;

6. An environment conducive to the civil exchange of ideas being an essential component of a free university, the obstruction of invited campus speakers, destruction of campus literature, or other efforts to obstruct this exchange shall not be tolerated; and

7. Knowledge advances when individual scholars are left free to reach their own conclusions about which methods, facts, and theories have been validated by research. Academic institutions formed to advance knowledge within an area of research, maintain the integrity the research process, and organize the professional lives of related researchers serve as indispensable venues within which scholars circulate research findings and debate their interpretations.

BE IT FURTHER RESOLVED that the Secretary of the Senate is authorized and directed by transmit appropriate copies of this resolution to the Board of Regents of the University System of Georgia and to the rresident of every college and university in this state.

LEGISLATIVE REPORT /2004 SESSION

BY STEVE ANTHONY

Edmund Burke once said, "Those things beautiful have properties of smoothness, elegance, delicacy of movement and softness of color." This past session was definitely NOT beautiful. In fact it was just the opposite. A confluence of events created chaos in our state government. First, a new party took over the reins of the Executive Branch, but in an environment of a divided legislative body. with the defeat of the long-time Speaker of the House, new leadership in the House has been on a learning curve, despite being controlled by the same party. Then, we have had a long-running downturn in the economy. Lastly, or maybe because of all of the above, rank partisanship is out of control, on both sides. Any wonder very little was accomplished. The budget, a must-do every year, was even jeopardized.

In this environment, AAUP had an agenda that produced some results.

Probably the most discussed and emotional issue before the General Assembly that affected academia was SR 66I. You all know what it purported to do and why, but there was some success in the development of the final version [see pg. 4 of this newsletter]. Many people worked on this from yours truly to members of AAUP, to the Board of Regents, and finally, but most importantly, members of the legislature who agreed with us. I must caution you, however, and many of you know this; there will be suits on this issue and it will stay stirred up for some time on campuses around the state.

As for the budget, that is where the "sausage making" was at its worst. At 11:00 pm on the 40th and last day, a budget was passed and sent to the Governor. It is not balanced, however, and that must be addressed. The only reason is because a companion bill on indigent defense did not pass. The Governor could have made additional cuts before signing, but chose to call a special session. In any event, as you know, any and all of these issues could be addressed in the '05 session through the amended budget process. As of this writing (4-12-04), there do not appear to be any further changes to the Board of Regents budget from what was put into conference committee.

As you know, most of the various retirement bills that affect the membership had a cost to the state. Given these economic times, they were DOA. We did make some progress with committee members - getting them to acknowledge the need, so that in better times we might have some success. HB 289 passed, which allows for the buy-back of sick leave when re-entering employment. HB 267 reduced the amount of deductions for retirement from 5.6% to "between 3.5%." Finally, HB 917 allows for a lump sum payment option for retirement monies IF the actuarial study shows it can be funded (paid out).

Two other bills that we were following were HB 1434, which prevented new textbooks being used earlier than every three years and HB 712, which was the electronic textbook bill. Both of these bills failed. Finally, Dr. McBee introduced a resolution urging the Board of Rebents to look at the feasibility of adding an additional member on the Board, chosen from the ranks of professors. This is HR 1816. Hopefully, during the interim, we can get a meeting or two on this for discussion purposes.

**GA CONFERENCE
AAUP FALLMEETING
OCTOBER 9, 2004
10:00AM - 3:00PM
MERCER UNIVERSITY
MACON, GA**

**AAUP RELEASES 2001
FIGURES ON FACULTY
COMPOSITION**

In November of 2003, the US Department of Education released a new set of tabulations regarding the number and types of faculty positions in 2001. John Curtis, Director of Research for AAUP, pulled together the following figures from these data:

For Fall 2001 (latest available data from US Department of Education)

Full-time Tenured Faculty	278,825 (25.0%)
Full-Time Tenure-Track (probationary)	125,811 (11.3%)
Full-Time Non-tenure-track	213,232 (19.2%)
Part-time	495,315 (44.5%)
Total	1,113,183

Thus the percentage of contingent faculty was 63.7% in 2001, up from 58.7% in 1998.

Highlights: The absolute number of full-time, tenured faculty actually declined between 1998 and 2001, from 297,360 to 278,825. In percentage terms, this group represented 30.%% in 1998 and 25.0% in 2001.

The most rapid growth between 1998 and 2001 came among full-time non-tenure-track faculty, increasing from 157,360 to 213,232, an increase of 35.5%. By contrast, the number of probationary faculty increased by 19.5%; parttime faculty increased 19.1%; and full-time tenured faculty declined by 6.2%.

NOTE: The figure for part-time faculty probably includes a small number who have tenure; these would likely be faculty members in a phased retirement. Even these "tenured" faculty, however, might have teaching assignments withdrawn on short notice if they do not attract sufficient enrollment.

The percentages are of faculty "headcount"; the percentage of actual courses or credit hours taught by part-time faculty would likely be lower, since many part-time faculty teach only one course.

The figures for part-time and full-time non-tenure-track faculty are probably underestimates; these numbers are often incomplete at the institutional level.

For more information, contact John Curtis at the national office of the AAUP.