

# The Georgia Conference AAUP SUMMARY

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## 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](mailto: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](mailto:hhudson@gsu.edu)

## LOST OPPORTUNITY

### Hugh Hudson - Executive Secretary, GA Conference AAUP

The Chancellor and the Board of Regents of the University System of Georgia lost an opportunity at the beginning of May to take a national lead in addressing the increasing de-professionalization of the professoriate. The University System faces a severe problem with the overuse of Part-Time Instructors (PTIs). Nationwide, 43 percent of all faculty are part-time, and non-tenure-track positions of all types account for more than half of all faculty appointments in American higher education. Within the University System, we have campuses where over 50% of the faculty are part-time, and where almost 50% of the courses are taught by part-timers.

The AAUP has argued consistently that excessive use of, and inadequate compensation and professional support for, such contingent faculty exploits these

cont. page 5

## FINANCIAL EXIGENCY AAUP Policies and Procedures for Worst Case Scenarios

As the state of Georgia continues to wrestle with budget deficits, and the national economy remains unstable, it seems prudent to take a hard look at institutional policies and procedures designed to address worst case scenarios so far as the financing of higher education is concerned.

The AAUP has long recognized that critical financial difficulties can disrupt career paths for faculty, topple programs and curricula, and undermine the very survival of an academic institution as a whole [see AAUP's 2001 (9th) edition of "The Redbook" (i.e., POLICY DOCUMENTS AND REPORTS), pp. 23-25]. AAUP acknowledges, for example, that when institutions experience major threats to their financial well-being,

Termination of an appointment with continuous tenure, or of a probationary or special

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## Annual Fall Meeting • Georgia Conference of the AAUP MARK YOUR CALENDARS

### "Faculty Rights in Hard Times"

October 17-18, 2003

Valdosta State University, Valdosta, GA

Friday evening, October 17th

President's reception/social and Chapter Reports

Saturday, October 18th

Annual Business Meeting / Includes Committee reports, approval of Legislative Agenda for 2003-2004.

Detailed information will arrive in a subsequent mailing regarding the agenda, registration and lodging arrangements.

Please join us in discussion of these important issues.

## WARREN AKIN, IV, AWARD • CALL FOR NOMINATIONS

The Warren Akin, IV, Award was established in 1984 to honor Professor Akin who died in his thirties the previous year. The Conference presents this award when deemed appropriate to persons like Professor Akin who have rendered outstanding service to the cause of academic freedom and serve as exemplars of the qualities we seek to promote and sustain in the higher education community.

Nominees may be AAUP members and other professors; college and university administrators; legislators; lawyers; judges; former Regents, Trustees, Chancellors; and any other such persons who are not currently elected Conference officers or Georgia officials. If you know of someone you believe is deserving of the recognition associated with this award, please submit a nomination following the format indicated on page 3. Nomination deadline is September 15, 2003. ■

## President's Column

Dorothy Graham

Kennesaw State University

First, since this is my last President's column, I would like to say I have truly enjoyed my time as your Conference President. Though I came to the presidency unexpectedly, and there is a real learning curve for all such positions, I have tried to represent you clearly and effectively whenever I spoke for AAUP over the last two years. Certainly, I have learned a great deal from the experience, and I thank you for that opportunity.

In March, I wrote to Dr. Daniel Papp, Senior Vice Chancellor for Academics and Fiscal Affairs at the Board of Regents concerning the lecturer policy the BOR continues to pursue. Unfortunately, his April response did not allay my misgivings about this new policy. Dr. Papp, perhaps rightly, observes that full-time Lecturers are preferable to the use of part-time faculty and further notes that "the grim reality is . . . state funding for higher education on a per-student basis is declining," thus necessitating "innovative solutions so that the quality of higher education is minimally impacted."

However, the Board's unwillingness to implement an appropriate due process, system-wide dismissal policy for Lecturers serving six or more years of full-time service will ultimately create a situation that violates AAUP guidelines on academic freedom and tenure. Given the many unresolved issues regarding re-appointment and dismissal of these Lecturers, I cannot stress too strongly how important it is for AAUP chapters to be active on their campuses in shaping policies and procedures for Lecturers who, in fact, may be hired in the fall. The BEST course of action, however, would be NOT to hire Lecturers until policies have been fully shaped and implemented by the BOR and the policy-making bodies in each institution. The Conference leadership continues to consult with the Board of Regents and with national AAUP staff in this matter.

The other major issue concerning faculty is the budget crisis affecting the state of Georgia and thus the University System of Georgia. In this issue you will find the letter I sent to several members of the state legislative and executive leadership: Governor Sonny Perdue; Lt. Governor Mark Taylor; Senator Eric Johnson, President Pro Tem; Senator Bill Hamrick, Chair of Senate Higher Education Committee; Senator Michael Meyer von Bremen, Minority Leader; Senator Jack Hill; Representative Terry Coleman, Speaker of the House; Representative Dubose Porter; Representative Tom Buck, and Representative Louise McBee. In this letter I urged these elected officials to act in the interests of higher education in Georgia by not making further cuts to an already-decimated University System budget and by supporting a modest tax increase to balance the state's budget.

To date, I have heard back from only Rep. Louise McBee, who notes that, despite her best efforts to introduce a large tobacco tax that would have raised "over five hundred and fifty million dollars a year" and "saved lives," she found no Democratic or Republican support for the measure. Though a smaller tobacco tax did pass at the end of this legislative session, as Rep. McBee observes in her letter, "it is too little too late."

Consequently, the coming years will be challenging ones fiscally for higher education and the entire state. I think the main role of AAUP and our lobbyist, Steve Anthony, will be to prevent further erosion of the state's educational structures and academic freedom. AAUP members must decide on courses of action we collectively want Mr. Anthony and others to pursue on our behalf and then support those efforts actively. Conference leadership can do its part, but grass-roots efforts play a vital role also.

Again, thank you for giving me the opportunity to work with you these past two years and for supporting the American Association of University Professors which honors academic freedom as the cornerstone of a great American system of higher education. ■

LETTER SENT TO ELECTED OFFICIALS FROM GA CONF/  
AAUP PRESIDENT  
(April, 2003)

I am writing you on behalf of the members of the Georgia Conference of the American Association of University Professors and the faculty of the University System of Georgia. While we understand that the earlier budget cuts may have been necessary, we are most concerned about the prospects of additional cuts to the state support for higher education in Georgia. We are aware that the state is experiencing what may be a long-term budget crisis. **However, we are distressed by calls within certain quarters of the legislature for additional budget cuts rather than measured increases in taxes.**

Our concerns are for the welfare of our students and for the economic development and prosperity of our state. The University System and its 34 units have contributed significantly to meeting the budget necessities of the state by assuming reductions in budget during FY 2003 of almost 11%. Teaching positions have been left unfilled; class sizes have been significantly increased; the use of part-time instructors, who do not have a means to mentor students after class hours and who most often have access to no facilities to use to remain in contact with students for individualized instruction, has increased unconscionably; means for faculty professional development in order to strengthen instruction have been eliminated. If the colleges and universities of our state system are forced to undergo further budget cuts, higher education in Georgia will suffer a setback from which it will take decades to recover.

**Further cuts will result in a significant reduction in the number of freshmen that the University System will be able to admit.** In short, new students will not be able to attend college, and funding will fall even further. Given that Georgia has one of the lowest college participation rates in the country, this result would be an assault on the intellectual capital of our state that cannot be justified. Further increases in class size for those students who are allowed to enroll will mean that the quality of their learning will be compromised. Students will be graduating without genuine preparation to enter into the workforce and to provide Georgia with the economic development necessary for the state to move forward into the ranks of the true economic leaders of our nation.

While the budgetary crisis is genuine and must be addressed, destruction of the gains made in higher education in our state will result in a long-term economic and cultural crisis that will have repercussions beyond any impact that modest tax increases could produce for any of our citizens or for businesses in Georgia.

The members of the state conference of the American Association of University Professors write to request your support in protecting the long-term interests of our state and the future of our children. We recognize that the budget crisis is an issue we are going to have to face, and we pledge our support for enhancement of revenues through modest tax increases to balance the state's budget and prevent further budget cuts to its higher education system.

Sincerely,  
Dorothy H. Graham, President,  
Georgia Conference of American Association of University  
Professors,  
3818 Harts Mill Lane,  
Atlanta, GA 30319.

**FINANCIAL EXIGENCY, cont.**

appointment before the end of the specified term, may occur under extraordinary circumstances because of a demonstrably bona fide financial exigency, i.e., an imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means. (p. 23)

In such unhappy circumstances, AAUP policy highlights the importance of institutions adopting regulations on financial exigency which address “how to share and allocate the hard judgments and decisions that are necessary in such a crisis” (p. 23). AAUP recommends “as a first step,” that a faculty

body participate in determining whether “a condition of financial exigency exists or is imminent, and that all feasible alternatives to termination of appointments have been pursued.” It further recommends that the faculty or an appropriate faculty body should exercise primary responsibility in determining where within the overall academic program cuts should be made and what criteria should govern identification of persons whose appointments are to be terminated (pp. 23-24).

AAUP policy also takes issue with institutions which declare financial exigency and terminate the appointment of some faculty but at the same time

make new appointments. It has established the following policy in this regard.

\*The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.

\* Before terminating an appointment because of financial exigency, the institution, with faculty participation, will make every effort to place the faculty member concerned in another suitable position within the institution.

\*In all cases of termination of appointment because of financial exigency, the place of the faculty

*cont. page 4*

**Nomination Form • Georgia AAUP  
Warren Akin, IV Award**

Name and title of nominee	Name of nominating group
Address	Address
Phone	Phone
E-Mail	E-Mail

1. If the nominee is on a campus that has a chapter of the AAUP, has the chapter endorsed the nomination? Yes / No
2. On a separate attached sheet, provide a brief resume of nominee’s career as it pertains to higher education.
3. On a separate attached sheet, provide a summary of the ways in which the nominee promoted the cause of academic freedom. (Refer to the AAUP statement on academic freedom found at: <http://www.aaup.org/statements/Redbook/1940stat.htm>).
4. Please provide the names and contact information of two persons who can attest to the Nominee’s contribution to academic freedom.

Send nomination to:  
Dr. Rob Page, Associate Professor of History  
Division of Social and Cultural Studies  
Floyd College, PO Box 1864  
Rome, GA 30162-1864  
W 706-295-6300 rpage@floyd.edu



## LOST OPPORTUNITY, *cont.*

colleagues and undermines academic freedom, academic quality, and professional standards. According to a study by AAUP senior consultant and special projects director Ernst Benjamin published in PEER REVIEW (Fall, 2002),

First, such over-reliance particularly disadvantages the less-well-prepared entering and lower-division students in the non-elite institutions who most need more substantial faculty attention. Second, the diminished learning opportunities are not confined to extension programs, distance education, or other such marginal outsourcing of instructional responsibilities. Rather, the affected programs are the core under-graduate programs - regardless of whether these are defined as general education courses that provide basic college-level skills such as literacy, numeracy, critical thinking, and communication or the liberal education that contributes the information and knowledge fundamental to effective participation in contemporary society.

In what could have been, and might yet be part of a not-perfect but nonetheless significant approach to addressing this problem, last August the Board changed its policy on Lecturers to allow universities (and not solely research universities) to hire full-time lecturers and to increase the percentage of such positions from 3% of an institution's FTE corps of primarily undergraduate instruction to 10%. In addition, the new policy allowed the creation of the rank of Senior Lecturer for lecturers who are retained after six years. Discussions between members of the AAUP and the Chancellor's staff have centered on the problem of due process rights for any lecturer retained after six years. The retention of faculty after a probationary period of seven years without the awarding of tenure is a violation of the most basic principle of the Association, as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure. As we move toward the Fiftieth Anniversary of the McCarthy/Army hearings, no one should question why tenure is absolutely essential to the preservation of a democratic society. Liberty demands the right of dissent.

The AAUP and the University System of Georgia exist, however, in a fiscal reality. With the tremendous growth in enrollments within the System, and without a corresponding increase in revenues, meeting the demand for CORE-level instruction at System universities has become all but impossible. Far too often the "answer" has been the hiring of PTIs, most often

"academic gypsies" rushing from one class or campus to another, usually with no office at an institution, no means to meet with students outside of class, no institutional connection, no benefits, and few to no means to advance professionally. Student learning clearly suffers from such an exploitative system.

Having faculty whose primary responsibility in our universities is for CORE-level instruction, who are rewarded through a merit system for excellence in instruction, and who are not held responsible for meeting university-level publication standards that are impossible for those teaching more courses than tenure-track faculty, could permit the phasing out of the egregious PTI system. But such an approach demands that such "teaching faculty" at the universities have basic due process rights against arbitrary and capricious dismissal. Although Aesop was a slave and a good teacher, few would desire that faculty be left to suffer the whim of whatever politically or socially "correct" thinking or teaching is dominant on a particular campus or in the mind of a particular administrator. That might be appropriate for Baghdad University under Saddam Hussein; it is not appropriate for a free people.

Initial discussions about due process rights for lecturers centered on the "radical" (i.e., that which goes to the root) idea of granting tenure rights to Senior Lecturers. The chances that after six years of employing a lecturer to meet its CORE instructional demands a department would face such a significant change in its teaching responsibilities as to necessitate a reduction in teaching staff are slim. But given that such could occur, did it follow that faculty retained after six years should have no due process rights? The AAUP's answer has consistently been "No."

In subsequent discussions with the Chancellor's staff a compromise was proposed. The word "tenure" would not have to be used, but due process protection, that nonetheless recognized that responsibilities in the CORE do sometimes change, remained absolutely essential. The suggested wording read: "Lecturers or Senior Lecturers who have served for six or more years of full-time service at an institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution and approved by the Chancellor. Non-reappointments shall be for adequate cause related, directly and substantially, to the fitness of the lecturer or senior lecturer in his

or her capacity as a teacher or to major programmatic modifications or significant budgetary constraints on the department, college, or university."

Clearly, such a policy would not offer full rights of tenure. But it could offer lecturers at least some protection from arbitrary and capricious dismissal orchestrated either by faculty members pushing a particular party line, or administrators frustrated by lecturers who were willing to speak their minds in ways not appreciated by those holding temporary authority. In short, it offered some protection for the university and its students from Baghdadization. It would have allowed the University System to address the reality of insufficient budgets and changing demands on the CORE, while demonstrating an appreciation for the basic principles that have allowed American universities to be the envy of the world.

The University System elected not to do that. Although those in the Office of the Chancellor maintain, and I believe that the staff are sincere in their statements, that they are concerned that full-time lecturers and senior lecturers who serve for more than six years be afforded safeguards of due process, what is now set forth offers too little to meet that goal. The text calls for institutions to develop procedures under which a "review of the decision [not to renew a lecturer]" is to take place, but nothing is stated about who shall conduct such a review and according to what standards. The door remains wide open for a review that is not only perfunctory, but also offers no safeguards of academic due process at all for long-serving lecturers and senior lecturers.

Unless campuses successfully address these issues of due process in the required promotion criteria that must be presented to the Chancellor for a campus to adopt the rank of Senior Lecturer, no faculty should support their schools in employment of the title. Responsible faculty and administrators must also address the necessity to prevent the retention of lecturers beyond six years without due process rights. We must further rejoin the discussion of the use of lecturers with the absolute necessity to eliminate over-reliance on PTIs. As professors we owe nothing less to our students, to the citizens of the state of Georgia, and to all who instruct students on our campuses.

As always, the AAUP stands for joint effort with administration to address such problems. We hope that the Office of the Chancellor and the Board will revisit this issue. In the meantime, faculty have a responsibility to protect the best interests of students, the professoriate, and the university. ■

## REVIEW

### The Journal of Academic Leadership Lemoine Pierce - Associate Professor of Legal Studies, Morris Brown College

The Journal of Academic Leadership is a fairly new, free online subscription journal designed to promote discovery and examination of academic leadership issues. It is published quarterly by an unpaid staff, and can be accessed at [www.academicleadership.org](http://www.academicleadership.org). The JAL focuses on all aspects of academic leadership, and publishes research reports and interpretive articles refereed by a panel of peers, as well as essays and critical reviews of books and teaching materials that have been evaluated by the editors Deryl Learning and Christopher R. Harris.

The JAL aims to serve as a forum for scholars working in any subspecialty of the profession. Contributions from areas of inquiry that add new knowledge, challenge current opinion or inform a larger readership about scholarship and research than would otherwise be known only to academic specialists are welcomed. The JAL is also interested in articles that explore objectives and outcomes of teaching philosophy and methods, and the role of faculty and administrators in academic leadership. Articles submitted for publication must include critical evaluation and demonstrate awareness of current research in the field. Manuscripts may be submitted electronically.

Articles published in the JAL since Fall, 2000 are available from their online archives. Their web page has a growing list of links designed to aid those involved in academic leadership, and an extensive list of books and journal articles. The editors invite those working in government, foundations and granting agencies, as well as the public sector to add to the information that has been gathered from the academic arena. I am a new subscriber to this publication, and especially enjoyed "Some Tips to Help You Become A Better Writer," by Skip Boyer, Director of Executive Communications for Best Western International that was published in the Summer, 2002 issue. This most recent issue also includes brief articles on "The Fictive Characteristics of Effective Educational Leaders," by Jeff Erschler, and "Adjuncts in the Academy: Ethical Issues," by doctoral student Rhonda Smith. ■

## 2001-2002 OFFICERS AAUP GEORGIA CONFERENCE

### President

Dorothy Graham, Dept. of English,  
Kennesaw State University  
1000 Chastain Road  
Kennesaw, GA 30144-5591  
W 770-423-6112 H 770-458-9342  
[dgraham@kennesaw.edu](mailto:dgraham@kennesaw.edu)

### Vice President

Jane Elza, Political Science Department  
Valdosta State University  
Valdosta, GA 31698  
W 229-333-5721 H 229-347-1943  
[jelza@valdosta.edu](mailto:jelza@valdosta.edu)

### Treasurer

Lemoine D. Pierce, Legal Studies Dept.  
Morris Brown College  
Box 2372  
Decatur, GA 30031  
W 404-739-1531 H 404-373-4457  
[lemoinepierce@aol.com](mailto:lemoinepierce@aol.com)

### At Large/Private Institution

Edward Weintraut, Language Department  
College of Liberal Arts  
Mercer University  
Macon, GA 31207  
W 478-301-2894 [weintraut\\_ej@mercer.edu](mailto:weintraut_ej@mercer.edu)

### At Large/Public Institution

Paul Schuette, Department of Math  
Georgia College and State University  
At Large/Neither Public/Private

Frances Patterson, Educational Leadership Dpt  
Valdosta State University Valdosta, GA 31698  
W 229-333-5924 [fpateroso@valdosta.edu](mailto:fpateroso@valdosta.edu)

### Past President

Pat Pinka, Department of English  
Agnes Scott College  
Decatur, GA 30030  
W 404-471-6204 H 678-380-6392  
[ppinka@agnesscott.edu](mailto:ppinka@agnesscott.edu)

### Committee A: Academic Freedom

Hugh Hudson, Department of History  
Georgia State University  
Atlanta, GA 30303  
W 404-651-3255 H 404-351-2398  
[bhudson@gsu.edu](mailto:bhudson@gsu.edu)

### Committee F: Membership

Pat Pinka, Department of English  
Agnes Scott College  
Decatur, GA 30030  
W 404-471-6204 H 678-380-6392  
[ppinka@agnesscott.edu](mailto:ppinka@agnesscott.edu)

### Committee R: Gov't Relations

Steve Anthony, Lobbyist  
Department of Political Science  
Georgia State University  
Atlanta, GA 30303  
678-237-9556 [scanthony@mindspring.com](mailto:scanthony@mindspring.com)

### Committee T: Governance

Ed Gorsuch, Department of History  
Georgia State University  
Atlanta, GA 30303  
H 404-252-8742 [hiseng@gsu.edu](mailto:hiseng@gsu.edu)

### Committee W: Status of Women

Sandra Peacock, Department of History  
Georgia Southern University, Box 8054  
Statesboro, GA 30460  
W 912-681-0549 [speacock@gasou.edu](mailto:speacock@gasou.edu)

### Committee on Gay, Lesbian & Bisexual Issues in Higher Education

Susan Talburt, Educational Policy Studies  
Georgia State University  
Atlanta, GA 30303  
W 404-651-2582 [stalburt@gsu.edu](mailto:stalburt@gsu.edu)

### Newsletter

Belinda Peters, Department of Art  
Clark Atlanta University  
Atlanta, GA 30314  
W 404-880-8121 [bpeters@cau.edu](mailto:bpeters@cau.edu)

Anne C. Richards, Professor Emerita  
Department of Psychology  
State University of West Georgia  
Carrollton, GA 30118

H 770-834-8143 [arichard@westga.edu](mailto:arichard@westga.edu)

### Warren Akin Award

Rob Page, Social & Cultural Studies  
Floyd College, PO Box 1864  
Rome, GA 30162-1864  
W 706-295-6300  
[rpage@floyd.edu](mailto:rpage@floyd.edu)

Georgia Conference of the AAUP  
1393 Arnold Avenue, NE  
Atlanta, GA 30324-4619 U S A

ADDRESS CORRECTION REQUESTED