

# SPOTLIGHT

## Annual Faculty Survey Results

### Concerns Over Salary and Scholarship Support Top The List; Perceptions of Technology Infrastructure Improving

Salaries and benefits continue as primary concerns of Truman faculty, as they have been for the previous two years, according to the local AAUP annual faculty survey.

The mean faculty response on a 9-point scale (with "1" expressing greatest dissatisfaction) was a 3.43. This represents a slight increase in dissatisfaction from the previous year.

The text of the survey statement was: "Salaries and benefits at Truman are commensurate with comparable institutions and reflective of the teaching, service and scholarship loads undertaken by faculty."

The three other issues that averaged furthest below the scale's midpoint were faculty morale (4.27), time and resources available for scholarship (4.50) and the assessment program (4.78).

The averaged response to the question regarding implementation of the Liberal Studies Program also fell below the midpoint, but saw significant improvement from last year.

Faculty perceptions of technology infrastructure improved from about 5.9 to 6.6 (see website for question).

Five new questions were added to the survey this year, including questions regarding allocation of faculty research grants and summer school pay. Responses indicated some dissatisfaction

with the former (4.57) and relatively strong support for the ten-percent proposal concerning summer pay (6.99)

A total of 148 surveys were returned in early April, for a fairly typical response rate of approximately 35%.

Complete results, faculty comments, and a copy of survey questions are available on the Truman AAUP website (see page 8 for URL).

## State Auditor Plans Increased Oversight

### More Resources Being Dedicated to Institutions of Higher Education

The office of the Missouri state auditor is dedicating increased resources to auditing higher education and is planning more frequent scheduled audits in future budget cycles.

The shift in policy, representing a small but significant change in the allocation of limited state resources, is one result of an office self-assessment which included a re-examination of mission and an analysis of audit priorities.

"Prior to [State Auditor] Claire McCaskill, this office only audited a university campus when severe problems

*(Continued on page 2)*

Truman State University  
Mar/Apr 2001

*L e t t e r s*

<i>Marc Becker</i>	<i>Michael Kelrick</i>
<i>David Gruber</i>	<i>John Ramsbottom</i>

# TSU Salaries Against Comparison Schools

## Truman Averages Slip In Rank Against 11 Comparison Schools

SALARY	TRUMAN'S RANK		Dollars (2001)
	2000	2001	
By Professor	7	9	\$64.4
By Associate Professor	6	7	\$52.5
By Assistant Professor	10	11	\$40.2
By All-Faculty Average	9	11	\$49.4
By Percent Increase (All)	-	9	3.78%

For further details and a listing of comparison schools, see TSU AAUP Website



## Looking At Oversight

### Education Chief Promises to Cut Waste

Quoted from GREG TOPPO, Associated Press

WASHINGTON (April 20, 2001) - Education Secretary Rod Paige said he will appoint an eight-person "strike team" to address waste, fraud and errors in the Education Department after a recent report suggested a massive misuse of funds.

In the final three years of the Clinton administration, the Education Department lost track of \$450 million, the department's chief inspector said earlier this month, prompting one Republican lawmaker to liken the agency's financial practices to those of "a Third World republic."

### Closer to Home

From the Web Page of the Missouri State Auditor

Separation and Retention Contracts Entered Into By Public Institutions Of Higher Education (2000): Improperities were identified with separation and retention contracts for college and university officials who occupied the position of president, chancellor, vice president, or head coach of major sports (between 1995-1999) at Central Missouri State, UM-Columbia and Southeast Missouri State.

Harris-Stowe (1999): Improperities were identified regarding consulting services contracts, tax penalties related to improperly reported fringe benefits associated with the president's compensation package; bid procedures for construction management services; insurance premium payments; and controls over bank accounts—among other findings.

## State Auditor

(Continued from page 1)

were apparent," said Glenn Campbell, director of public affairs, in a May 1st telephone interview with *Spotlight*.

Under former scheduling procedures, state institutions of higher education rarely experienced a visit from state auditors. Some universities, including Truman/Northeast, have never had a state audit.

"We will improve time spent on audits of higher education. We have committed 1500 hours each year to the auditing of university campuses, and we will also take on some issues on an ad hoc basis," said Campbell.

Campbell cited last year's audit of Missouri Southern University, the recent examination of personnel separation contracts at public universities, next year's scheduled audit of Southeast Missouri, and the new commitment to annually examine selected community colleges as examples of Auditor McCaskill's more proactive approach to state oversight of higher education.

Campbell explained that in the past the office audited all of state government in a "single audit" in accordance with state and federal government requirements (to qualify for federal funds). But after an internal

assessment the office determined that 70% of time and resources were dedicated to county audits.

"We felt we needed to do more... Look at agency expenditures, program costs, performance standards; what we are trying to do is a little catch-up," Campbell said.

Campbell stated that the charge of the state auditor's office is the auditing of counties, courts and other entities of state government.

Regarding the audit of public universities, which he termed quasi-governmental bodies, Campbell drew a distinction between annual financial audits and state audits.

"It is true that annual financial audits do not tend to analyze or look at day-to-day operations of the university. [Nor do they] look at best business practices, or questions of competitive bidding or questions regarding construction contracts. They tend not to examine questions of procedure when establishing budgets, or how open the process is in terms of meetings."

All public universities undergo annual financial audits, which are required by law.

Campbell noted that unlike the private accounting firm that performs the annual financial audit, state auditors "are not working for the Board; in fact sometimes quite the opposite."

# The Buck Stops Where?

## The Balance Sheet of Organizational Trust Involves A Second Entry

Commentary by Gary Jones

Recently the public learned that an employee at the Bank of Kirksville embezzled \$470,000 of Truman State University's funds, and in total abused over 2 million dollars—most of it public money. The FBI is investigating; all money is reported to have been recovered.

This incident serves as a reminder of the importance of outside oversight—especially audits.

Considering public universities, there are two fundamental types. One is a pro forma annual financial audit contracted by the board of governors with a recognized accounting firm. The other type is a performance audit conducted by the office of the state auditor. In addition to financial condition this audit typically examines managerial efficiency and procedural fidelity based upon state guidelines.

The purpose of the annual pro forma audits, which are required by law, is to determine if the university is following standard accounting practices. The audits of the contracted firm generally accept figures as presented by the university, are itemized only in broad financial categories, are technical in nature, and reveal little or nothing to the citizen not well trained in accounting. Invariably these audits conclude that fund balances are "fairly presented" and that changes in fund balances are reported "in conformity with generally accepted accounting practices."

In contrast, audits conducted by the state are very illuminating. The state of Illinois, for example, audits hundreds of state agencies every year—including aspects of every public university and every public university foundation. And every year, at most every university, discrepancies are found between the way public money was handled and the way it

was supposed to have been handled ([http://www.state.il.us/auditor/.](http://www.state.il.us/auditor/))

The discrepancies found are rarely shocking. Public universities are large and complex organizations responsible for administering hundreds of millions of dollars. Some minor misapplication of funds and procedural irregularities are perhaps inevitable. The point is that in Illinois and many other states there is substantive administrative oversight of procedures.

In Missouri, the limited resources of the office of the state auditor have in the past allowed for audits of only a few universities *per decade*. (This is now changing; see related story, page 1.) According to the Missouri state auditor's office, Truman State University (and "Northeast" before it) has never had a state audit.

This is not to say that Jefferson City is not busy. State Auditor Clair McCaskill and her staff have recently accomplished a number of noteworthy achievements. These include a vastly improved web page, other means of more clearly communicating audit results with the public, two state sunshine law performance audits, and occasional forays into the realm of higher education to scrutinize corners that the annual pro forma audits miss (see Audit Reports, <http://www.auditor.state.mo.us/saohome.htm>).

At Truman, faculty are assured they are meaningfully participating in governance; but glimpses into the inner sanctum—where money is allocated and itemized and funds dispersed—are seen as if through a glass darkly.

Inadequate heating/cooling units, poor roof construction, substandard concrete, some pricey chairs, an uneven practice field, a weight room snafu, a condemned gymnasium, inadequate network wiring, an inap-

## AAUP Newsletter

Editor: Gary Jones

EDITORIAL CONTENT REFLECTS THE OPINION OF THE EDITOR, NOT NECESSARILY THE AAUP CHAPTER.

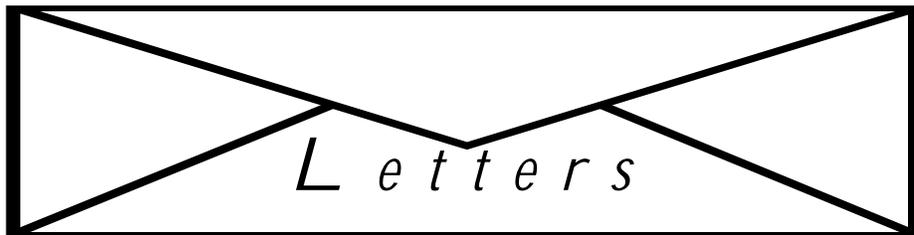
propriate network firewall—these are relatively minor faux pas in the larger scheme of things. Of greater significance are matters such as the planned student information system gone awry (mid-90s), gender equity shortcomings (late 90s), and 40 million dollars worth of major construction projects (Violette Hall, the Science Hall tunnel enclosure, the Ophelia Parish project) that have been described as on budget despite construction running a year or more behind schedule. And Magruder Hall is next.

City governments, county governments, court systems, correctional facilities and many other state agencies and political subunits are audited regularly by the office of the state auditor. That office should be provided the resources to assist the auditor's planned increase of regular checkups on public institutions of higher education. As bearers of substantial fiduciary responsibility for these institutions, members of the various boards of governors statewide should support this initiative.

As an institution it is well-established that Truman welcomes external assessment. The University administration speaks often of trust, and to its credit places a great deal of trust in its faculty. That trust goes both ways, as faculty recognize that the individuals who manage the mechanics of this institution are dedicated, honorable men and women.

But faculty are regularly evaluated by higher authority.

It is likely that until last week the Truman Board of Governors placed undiluted trust in the Bank of Kirksville—good people work there. But trust without meaningful oversight is only half the balance sheet.



## Revolving Debt

[On Faculty Attrition]

Spring on this campus brings warm weather and rituals of success but also the glum hallway conversations about which of our valued colleagues are departing for “better” positions. Some faculty change is built into retirements, our non-tenure-track positions, and leave replacements, but this year we cannot ignore the number and quality of Truman faculty who are departing tenured positions just at the point of maturity in their careers that the university would depend on them not only for knowledge and teaching acumen in their disciplines but also for their wisdom and to fill the leadership roles of an academic community. As an institution striving to attain the challenge of the call of our liberal arts mission we cannot afford these losses.

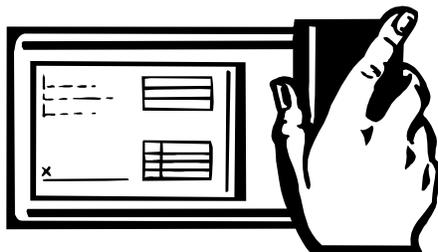
The qualitative losses are immeasurable, but let us consider simply some of the more quantifiable costs. It is no secret that our resources, financial and human, are not up to our aspirations; what is perplexing is how much we accomplish toward sustaining a liberal arts environment within the limitations that we do have. Compare our student/faculty ratio to those of the exemplar liberal arts colleges; compare the ratio with those of the regional colleges and universities in Missouri.

Most of us probably were not affluent during our graduate school days; perhaps more often than we would care to admit we were

trapped by the lure or the necessity of taking on credit card debt and the subsequent frustration of paying interest, so that our resources could not then go to important purposes. This university is paying interest that we can ill afford. Ignore for a moment the fact that our staffing levels do not allow us to absorb the leaves that are essential for a vibrant faculty. The costs of job ads and interview trips are more obvious but less important: the concrete costs of faculty and administrative time in conducting searches when we fail to hold tenure-track and tenured faculty are exhausting. Every hour spent reading files, discussing candidates, interviewing is an hour not spent on teaching, scholarship, or undergraduate research.

Again, these are only some of the more fiscally visible aspects of the costs of departing faculty; attrition in the faculty generation poised to lead us toward a liberal arts culture is far more troubling, particularly if we wear down the core of faculty who do remain. The administration has been assuring us that faculty retention is consistent with planning documents. Perhaps it is time to rethink the plan.

*David Gruber*  
*professor of philosophy*



## Administrative Overload Contributes to Faculty Fatigue

Truman State University is a good place to work. My former division head told me that it would be, and he repeated it to other faculty whenever the opportunity (or need) arose. In my case, he was right. I know that he was right even as I prepare to leave after thirteen years.

The fundamental traits that make it a good place have not changed over that time. The students are of high caliber generally, and the best are the equal of any I expect to encounter. There is considerable freedom in the classroom and positive encouragement to experiment with teaching. Restraints on faculty freedom are largely self-imposed. If we choose to offer some courses instead of others, it is largely out of the belief that our students will be better prepared as a result. It is a particularly attractive place for young academics. The classes are often much smaller than they were used to teaching as graduate students. There is built-in support for travel and research. An atmosphere of questioning our progress prevails. The answers are not uniformly reassuring, but the question is always on the table. Many faculty members find this situation preferable to complacency and stasis. They believe, rightly, that they can make a valuable contribution to the institution's culture and success.

Is there nevertheless some-

thing wrong with this picture? The recent loss of several faculty members from the tenured ranks has caused alarm about "faculty attrition." These departures could of course be viewed as the predictable "turnover" among a cohort of faculty initially hired within a fairly short span of time. Turnover of this sort is at some level an insoluble problem – or perhaps not a problem at all. But the marked response to it suggests a more substantive cause for concern--an ongoing "attrition" among those who continue to work and teach at Truman. In short, the morale of the faculty, veteran and incoming alike, is becoming the central issue.

The very fact that the phenomenon has been characterized as "attrition" rather than "rejuvenation" is worrying. There is the sense that the foreseeable outflow of experienced faculty could turn into a flood, depleting the essence of liberal arts culture. Last year's AAUP study revealed no more than average turnover at Truman, but individual instances of it are seen in the worst light. Likewise, the recent inquiries into salary levels, spousal privileges, day-care, health coverage are worthwhile efforts to address real concerns, but they are also symptoms of an underlying discouragement.

There may, in fact, be a conflict between the way faculty are hired and the expectations the University wishes to place on them. For many years, Truman has benefited from a job market that brought energetic, talented scholars to campus – people who could reasonably aspire to a position at any institution in the country. Tru-

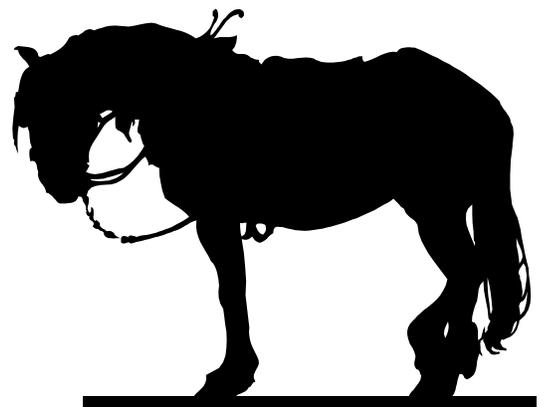
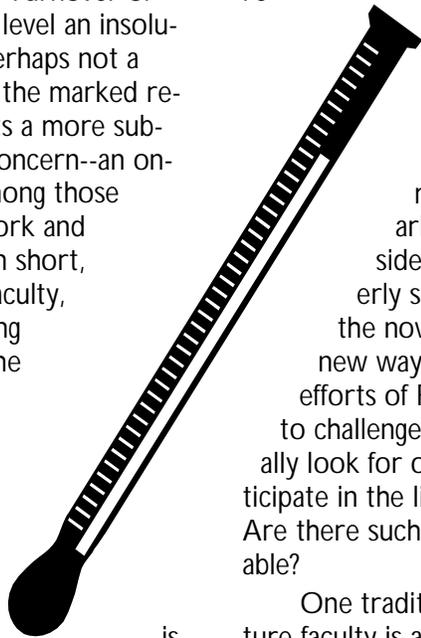
man's faculty is "youthful" in more than simple chronological terms; half have arrived in the past five years. A youthful faculty, whether truly young or not, does age and mature, however. Few of them are planning to spend their entire careers at one institution, regardless of its quality. These people are independent-minded. They regard themselves as members of a scholarly community outside Truman, and properly so. They outgrow the novelty of teaching in new ways, despite the best efforts of Faculty Development to challenge them, and eventually look for other avenues to participate in the life of the University. Are there such opportunities available?

One traditional option for mature faculty is administrative service (historians in particular seem to take over the running of colleges). But because administrative posts at Truman have no stated term and do not typically allow the incumbent to return to the classroom, they are attractive only to those contemplating a permanent change of career. Most liberal arts colleges deliberately avoid this predicament by rotating faculty through decanal and department head positions. Whether this can work at Truman is unknown; it has never been tried. In any case, the number of such positions is notoriously limited.

The result is two-fold. The existing administrators are badly overworked, and the faculty (or more precisely, a minority of faculty) perform an immense number of essentially administrative tasks without significant recognition. Re-

treats occur, committees are staffed, task forces write reports. This is the "dark side" of continuous assessment and exclusive faculty control over the curriculum. Campus-wide events – the Undergraduate Research Symposium, Portfolio reading, and yes, Planning Day, to name a few – bring together professors and students for productive interaction. Along with the administrators and their (underpaid) staff, faculty members play a key role on these occasions. Finally, many of these same faculty, often on the point of losing their own sense of scholarly and professional direction, are called upon to "orient" their new colleagues. It might be said that this service to the university mission is voluntary, and to be sure those who feel most strongly about the mission are most likely to accept it. But the larger issue is whether such service brings with it any incentive to *remain* at Truman rather than moving elsewhere.

In short, the University appears to be in the position of expecting faculty to undertake what they are *not* trained to do at the expense of what they *are* trained to do. Initiatives such as merit pay and release time might make the situation more palatable, but it's not clear that 'rewards' can or should be used to compensate for this unbalanced workload. Having embraced "lean administration" as a guiding principle of the institution



rather than as a strategy that is subject to periodic review, Truman implicitly requires its faculty to take up the inevitable slack. Much of this time-consuming work cannot be quantified, and there appear to be no guidelines for apportioning it beyond asking for volunteers. Add to this the (laudable) peculiarities of Truman's mission and the vagaries of Missouri politics, and you have a recipe for systemic confusion and exhaustion.

Truman is a good place to work, and so far it is a good place *to have worked*. Those who leave will have been well served by their time here, having refined both their teaching and their scholarship. Some will even find their administrative service interesting enough to consider a career change. But they might well choose to do it elsewhere, because the positions available at Truman make demands that are beyond the capacity of even the most dedicated workaholic. Perhaps it is time to seriously reconsider the role of administration at Truman. Instead of being seen as antithetical to the University's academic mission, a numerous corps of skilled and sensitive administrators should be viewed as essential to its continued evolution. Whether recruited internally or from outside, committed professionals need to be found to provide practical guidance, logistical support, and informed praise for the efforts of the faculty. Having such a group is worth the investment, and it is a logical, even crucial next step in Truman's development.

**John Ramsbottom**  
*professor of history*

*[For full text of this letter, as well as varying perspectives regarding the seriousness of faculty attrition, please see Truman's AAUP website – ed.]*

## Faculty Research Grant Procedure Under the Microscope

This spring, the process by which we administer our Faculty Research/Scholarship Grants at Truman State University has come under serious scrutiny. A failure to award these grants in a manner consistent with the mission of a liberal arts and sciences institution threatens to undermine faculty morale and effectiveness.

The 2001 Faculty Research Grant allocations resulted in 36 of 60 applicants receiving funding, as follows [see table; figures from previous years which show similar trends are linked from Truman's AAUP website].

The distribution figures from this and previous years indicate that a few disciplines are receiving most of these research grants, while many people in most other disciplines are appar-

Business & Accountancy	0 of 1 funded = 00 percent
Education	None requested NA
Fine Arts	1 of 3 funded = 33 percent
Human Potential & Performance	1 of 2 funded = 50 percent
Language & Literature	4 of 9 funded = 44 percent
Math & Computer Science	1 of 3 funded = 33 percent
Science	23 of 25 funded = 92 percent
Social Science	6 of 17 funded = 35 percent

ently no longer bothering to apply. We need to consider seriously why this program has resulted in such skewed funding results. A report from a Social Science Faculty Grant Review Committee suggests that it is partially due to the fact that "the published review criteria are frequently not applied, while unpublished review criteria frequently are applied" [full report available on AAUP website].

The problem is not only that one part of the university is awarded grants largely to the exclusion of the rest, but the fact

that this occurs in a way that undermines the perceived value of underfunded disciplines raises additional issues. At the same time that we are bringing a JINS requirement on line that is designed to give students appreciation for various disciplines across the institution we are facing a situation where our administration of the research grants demonstrates a lack of understanding of, or appreciation for, the diversity of ideas, approaches, and forms of expression inherent in research in different disciplines. How can we expect to see demonstrated in our students' work that which we fail to model as an institution?

Even more disturbing is the administration's failure to acknowledge that there are deep, systemic and structural problems in how these grants are administered, or to engage these issues in any sort

of honest, transparent, or constructive fashion. This failure potentially translates into a loss

of faculty morale, growing faculty retention problems, and, ultimately, fundamental harm to our reputation as Missouri's premier liberal arts and sciences university.

We need a thorough and honest assessment of the grant process by the administration with participation of all faculty interested in the process. Serious attention to this issue is critical to the realization and enhancement of our liberal arts and sciences mission.

**Marc Becker**  
*assistant professor of history*

## The Campus Green

Just over two weeks ago, another Earth Day came and went, and our community barely noticed. On that same weekend, my first-year-college-student daughter traveled to Ithaca, NY, to accompany her boyfriend's participation in an occupation and sit-in, aimed at forcing Cornell University to uphold the targets of the Kyoto agreement on reduction of global CO<sub>2</sub> emissions. The starkness of the contrast between local apathy, and activism elsewhere, often enervates me.

This is not to say that there aren't people within our campus community who care about environmental issues, and who act on their convictions. Many students are brimming with such awareness and energy. I've had the good fortune to be involved with a substantial group of them in two different recent endeavors that illustrate both the vitality, and the despair, of environmental activism at Truman.

One effort is the student-run course entitled "**Expanding Environmental Consciousness.**" At our university, it's a unique entity in many ways – perhaps most notably, because it is a course that has become established as a self-perpetuating culture: some students who attend the course eventually become the preceptors responsible for conducting it in a future semester. To my mind, this is such a hopeful, fruitful and responsible model for education... and yet the course has repeatedly been threatened with extinction for bureaucratic/administrative/infrastructural "reasons" that have seemed to me more like excuses for inaction than real difficulties. In short, this course – the only course on campus that is un-

equivocally devoted to environmental awareness – hasn't consistently enjoyed even the small bit of administrative support it needs to persist, and certainly hasn't received the sort of acclaim it might deserve.

A second undertaking in which I collaborated was the student-initiated "**Applications in Campus Ecology**" course (fall, 1999), an effort focused on students generating environmental audits of selected campus operations. This too was a novelty at Truman, and students dove headlong and happily into projects that were remarkable in their scope and depth. Among the participants there was a shared sense of having taken on something truly worthwhile that made more "conventional" course experiences seem pale. Students were truly invested in this work. We connected with many staff members and administrators in the process, presented a formal proposal for an Environmental Council and a student environmental internship to the Board of Governors, and created a University Paper Procurement and Use Policy that was approved unanimously by both the Student and Faculty Senates. We have submitted bound versions of our edited reports to "the powers that be." And, despite our best and persistent efforts (for over 2 years) to be pro-active and clear about our expectations regarding larger institutional initiatives to capitalize on our work, the effort has gone substantially unrewarded by any overt administrative action.

In a recent meeting with Jack Magruder, students affiliated with these endeavors and I asked that

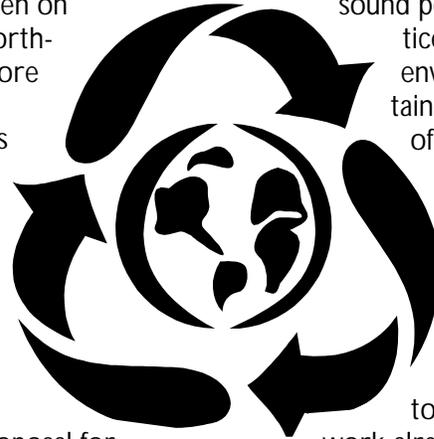
"the University" use the occasion of Earth Day to make some sort of statement of commitment to environmental values. After all, as we had stated last year in our presentation to the Board of Governors, the internal "accountability" we tout so stridently – extended *beyond* the boundaries of our campus – is environmental responsibility by definition.

We provided President Magruder with information regarding endorsement of the Talloires Declaration, a statement drafted by the University Leaders for a Sustainable Future ([www.ulsf.org](http://www.ulsf.org)) that advocates for educational institutions to lead in developing ecologically sound policies and practices, and to make environmental sustainability a firm part of the curriculum.

We asked about the possibility of committing to the establishment of a student environmental internship, to carry forward the work already "donated" to the university by the members of the environmental audit class. We have yet to receive even an acknowledgement that our "follow-up" e-mail messages had arrived at the in-box. And no Earth Day commitment.

In the April 6, 2001 issue of *The Chronicle of Higher Education*, N. Perrin (professor emeritus of English at Dartmouth and adjunct professor of environmental studies) offered an "idiosyncratic guide," ranking colleges and universities according to their "greenness" (p. B7-B10). As he was quick to assert, this is not the sort of ranking one

*(Continued on page 8)*



(Continued from page 7)

is likely to see any time soon in, say, *U.S. News and World Report*. A crucial observation Perrin made in his survey – and he labeled it Perrin’s Law to mark its potency – was that “No college or university can move far toward sustainability without the active support of two senior administrators” (B9). I couldn’t agree more.

So how does that leave me feeling, regarding my own activist/inertial being, in the Truman context? Well, the metaphor that always comes to my mind is “effervescence.” At Truman, my sense is that it is expected that ideas and energy will bubble up from below (i.e., from faculty and students), increasing in scope/realization (bubble size) as they rise. The unfortunate part of the metaphor – and the enervating part of my experience – is that the

effort-bubbles are prone to dissipation when they reach the surface.

Like Perrin said, no matter how righteous the cause, without active and committed institutional support dissipation of energy is inevitable. As a biologist, I know that undernourishment results in animals consuming their own muscle tissues to survive. At times, my devotion to environmental activism in this community has felt like that – a self-defeating effort in futility. On the other hand, while the institution is much more stagnant than I can endorse, many students who move through it continue to carry the environmentalist sparks we’ve kindled together. That’s what education’s for...

**Michael Kelrick**  
*professor of biology*



## Colleagues Moving On...

- Tom Bultman, Biology
- Griff Freeman, Chemistry
- Gary Jones, Communication
- Michael Kelrick,\* Biology
- Tom Linares, HPP
- Yinfa Ma, Chemistry
- Reuben Peterson,\* German
- John Ramsbottom, History
- Mary Ramsbottom (Administration)
- Laura Tamakoshi, Anthropology
- Norb Tatro, Communication
- Wenying Xu, English

\* Probably

## JOIN AAUP!

### With Apologies to *Harper's Index*

*Years since Truman has had a permanent director of Faculty Development: 5*

*Date of the most recent Truman Faculty Handbook: 1996*

*Number of months elapsed since L&L faculty voted overwhelmingly to change the name of the division to "Language, Communication and Literature": 14*

*Number of months elapsed since faculty learned that the VPAA was contemplating a reorganization of divisional structure: 14*

*Number of faculty directly supervised by the L&L division head: 110*

*Percent of L&L tenure-track and tenured professors (excluding retirees) projected by the division 1997-2002 Master Plan to resign each year: 0*

*Number and percent of tenure-track and tenured Communication professors that have resigned in the past three years: 7 (54%)*

*Years the Communication major has been at least 40% overenrolled: 3*

*Number of academic divisions with master plans, available for the asking, with numerous projections against which performance can be assessed: 10*

### Web Sites Related to This Newsletter

**Truman AAUP (and related documents & links)**

<http://www2.truman.edu/aaup/>

**Missouri State Auditor**

<http://www.auditor.state.mo.us/saohome.htm>

### AAUP AGENDA

2000-2001



SEPT:	WEB PRESENCE
OCT:	FACULTY COMPENSATION
NOV/DEC:	ASSESSMENT PROGRAM
JAN/FEB:	FREEDOM OF INFORMATION
MAR/APR:	UNIVERSITY BUDGETS

### AAUP Newsletter

**Truman AAUP Chapter officers for 2000-2001**

Gary Jones, LL, President

Janice Grow, ED, Vice President

Marc Becker, SS, Secretary

James Harmon, FA, Treasurer

Members-at-large: Judi Misale, SS; John

Ramsbottom, SS; David Gruber, SS, (State)