

ILLINOIS ACADEMIE

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PRESIDENT'S CORNER

The Public Perception of Higher Education

By Leo Welch

President,
AAUP-Illinois



On October 20, 2006, I spoke at the meeting of the Illinois Board of Higher Education Faculty Advisory Council at Southern Illinois University in Edwardsville. The Faculty Advisory Council includes representatives from public universities, public community colleges, and independent colleges and universities who report on faculty perspectives to the Illinois Board of Higher Education at each of the board's meetings. Curtis White, from Illinois State University and Chair of the Faculty Advisory Council, invited me to discuss issues facing higher education in Illinois. Most of these issues are also common throughout the United States.

One issue is the public perception of higher education. Many surveys indicate widespread support for higher education but an increasing concern regarding affordability. Parents and students are facing increasing tuition rates and other costs that impact students' ability to pursue a degree. In the 2006 edition of "Measuring Up: The National Report Card on Higher Education," Illinois is given an F for affordability. Net college costs (tuition, room and board less financial aid) for low and middle income students attending Illinois community colleges consume about 36% of annual family income. For students at Illinois public four-year colleges and universities, net college costs represent 52% of annual family income. These costs have been increasing substantially faster than family income since 1992.

Most news articles report tuition increases at various colleges and universities but fail to report declining support from the Federal and state government. Governmental support for higher education in Illinois has declined since FY 02 and will increase slightly for FY 07.

Of interest to all segments of Illinois higher education is the Monetary Assistance Program (MAP), a need-based program that makes available to students a potential award of up to \$4,968.00. The amount of MAP assistance available to individual students is calculated using a formula that considers costs and tuition charged by the college, state appropriations, Pell grant eligibility and expected family contribution (EFC). Any expenses in excess of the MAP award and the Pell grant must be paid by the student or their family. Although the Illinois General Assembly has the ability via appropriations to increase the maximum MAP award, they have not done so since FY 02. This puts a strain on the ability of many students to afford a college education.

Compounding the problems associated with affordability, voters in three states, Maine, Nebraska and Oregon, faced referendums in the 2006 mid-term elections that would restrict increases in state spending for higher education to the amount of percentage increase in inflation and population growth. Passage of these so-called Taxpayer Bill of Rights (TABOR) would decrease state funding for public colleges and universities in these three states necessitating increases in tuition.

The first proposition of this type was passed in California in 1978. After a similar amendment was passed in Colorado in 1992, state funding for higher education in dropped 31 % per resident student by 2005. Tuition in Colorado has increased by 21 % from 2001 to 2005. Fortunately, voters in Maine, Nebraska and Oregon rejected these limits on state

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Academic Freedom Case Settled at Roosevelt University

By John K. Wilson

"I hear some people say Zionism is racism, how do I respond to that?"

This question from a student in his Spring 2005 World Religions class, says Douglas Giles, ended up costing him his job as an instructor at Roosevelt University (a settlement this fall may return Giles to the classroom, but the details are confidential). The problem wasn't anything Giles said about the state of Israel, but the fact that he allowed students to discuss the issue at all.

It may seem surprising that this dispute over whether instructors can discuss political issues and whether a department chair referred to Palestinians as "animals" is happening at Roosevelt University. Roosevelt, with 7,200 students at its downtown and Schaumburg campuses, was founded with a progressive vision 60 years ago, when Central YMCA College president Edward Sparling was fired for refusing the demands of trustees to impose a quota on minority admissions. He took nearly all of the faculty and students with him to form a new institution.

But the Israeli-Palestinian conflict is the most controversial subject in colleges today, with several Chicago-area faculty claiming they were fired for expressing their views about it.

Giles says that in response to the Zionism question, "I explained the religious dimensions of the belief of many Jews that God has promised the land of Israel to them and will eventually lead them back to the land. I explained that both Jews and Muslims consider Jerusalem a holy city and thus religious belief is a huge factor in the current conflict over Israel. I also explained that the charge that Zionism is racism was anti-Israeli political speech and that there is nothing in Zionism itself that is racist. The class responded very positively and there was discussion about the beliefs about the land of both Jews and Muslims." Jonathan Lowe, a student in the class, reports that Giles "was very careful to remain neutral and diffuse any hot comments."

On the final exam, Giles included an optional question on the topic: "What was the history of Zionism and how does it affect the current conflict between Israelis and Palestinians?" One student who answered the question didn't like the grade he received. A formal grade appeal went to Susan Weininger, the chair of Giles' department.

On Sept. 21, 2005, Weininger rejected the complaint, writing to the student that Giles "persuaded me that his political opinions did not figure in his assessment of your work." However, Weininger added, "I did have a discus-

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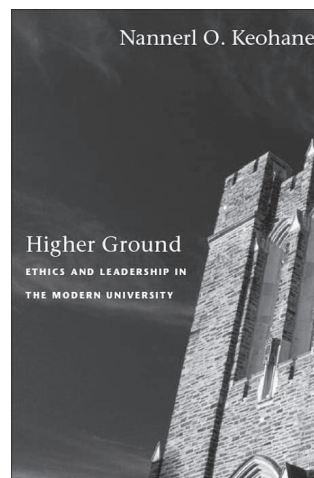
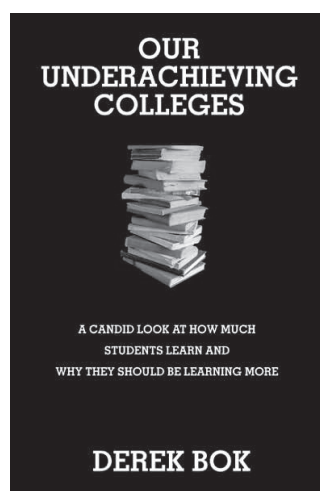
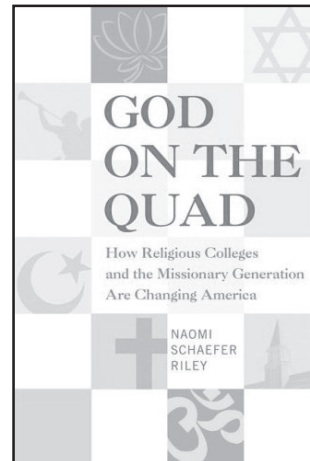
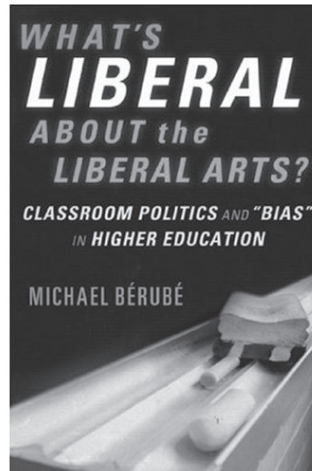
A variety of new books about higher education.

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President's Report

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spending for higher education in the elections this month.

In addition to chronic funding problems, another issue facing higher education is attacks from right-wing conservatives. These attacks are led by David Horowitz, president of the David Horowitz Freedom Center. Horowitz is frequently joined by the American Council of Trustees and Alumni (ACTA) and the National Association of Scholars in these attacks. Although Horowitz is the most visible spokesperson for their collective agenda, these critics all voice the same concerns. According to various surveys that have been commissioned by these critics, faculty in higher education are too liberal. Most of these surveys have focused on faculty in the humanities and social sciences ignoring other departments that traditionally have had more conservative faculty members. These critics continually repeat that liberal faculty are guilty of indoctrinating students with liberal faculty views. The ACTA produced a study in May 2006 called "How Many Ward Churchills?" which states: "Throughout American higher education, professors are using their classrooms to push political agendas in the name of teaching students to think critically. In course after course, department after department, and institution after institution, indoctrination is replacing education."

To further promote this conservative agenda, Horowitz has introduced legislation in 24 states that he terms Academic Bill of Rights. This legislation purports to protect students' academic freedom from indoctrination by liberal faculty. Fortunately, the legislation has failed in every state where it has been introduced. In Pennsylvania, however, Horowitz succeeded in getting a resolution passed that generated a house committee to investigate possible threats to students' academic freedom. This Pennsylvania House Select Committee on Academic Freedom in Higher Education gathered testimony at four public hearings across the state between September 2005 and June of 2006. The committee's recent report did not substantiate Horowitz's claims.

Many see this committee report as a significant defeat for Horowitz and his supporters. For example, Megan Fitzgerald, field director for the Center for Campus Free Speech, stated: "This committee spent a lot of time and a lot of money trying to find some shred of evidence of a real problem and they couldn't find one because there is not one." Horowitz, on the other hand, does not view this as a set back and will most likely continue his campaign against higher education faculty. He is well funded and is expected to appear in other states promoting his agenda.

The higher education community must respond to these attacks on faculty academic freedom and free expression as well as funding issues. We must work to reestablish the concept of "public good" that higher education has historically provided to the United States and the world. Part of our problem is that higher education is, in part, a victim of its own success. It has been clearly established that higher education has generated a "private gain" in regard to life-time earnings for those that achieve a bachelors degree or higher. This success has lead some critics to argue that public support for higher education should diminish because of this private gain. These critics ignore the public good that also is produced by the educated individual.

One initiative to reestablish the concept of "public good" provided by higher education, has been initiated by the American Council on Education. Their program called Solution for Our Futures: A National Project to Demonstrate How American Colleges and Universities Serve the Public plans to create a national campaign that refocuses the public's image on the value of higher education and its role in producing leaders and innovators who are so important to maintaining our country's "prosperity, well-being and competitive edge." The American Council on Education is planning a national television and newspaper advertising campaign together with other media outreach efforts. A nationwide network of participating colleges and universities have united behind this effort to generate support for higher education. It remains to be seen whether the financial support for this ambitious program will be realized.

The Higher Education Funding Coalition has been established in Illinois mainly through the joint efforts of Sue Kaufman, President of the University Professionals for Illinois (Illinois Federation of Teachers), Donna Mannering, Director of Higher Education for the Illinois Education Association, and me. The coalition was founded to generate common talking points concerning support for higher education issues when addressing members of the Illinois General Assembly and the news media.

The coalition seems to be a major success and has quickly attracted other groups to join the effort. The American Federation of State, County, and Municipal Employees and the Service Employees International Union both have representatives on the Coalition. These unions have approximately 400,000 members, many of whom are employed at Illinois colleges and universities. The Coalition has also attracted other segments of the higher education community including members from administrations. At the present time, 30 organizations sponsor representatives as part of the Coalition. The national office of the AAUP has given approval for me to represent the Illinois conference of the AAUP.

Besides promoting higher education to the general public, the Illinois Higher Education Funding Coalition has also focused on developing legislative priorities. To further these priorities, the Coalition sponsors a lobby and rally day during the spring session of the General Assembly. Each of these rally days have been a great success.

The Illinois Higher Education Funding Coalition has generated a common voice and developed a cooperative spirit between organizations to promote higher education in Illinois.

Presidential Pay in Illinois

2004-05 total compensation at private institutions in Illinois:

Northwestern University
Henry S. Bienen
\$774,004

Rosalind Franklin University of Medicine and Science
K. Michael Welch
\$718,579

Midwestern University
Kathleen H. Goepfing
\$647,687

University of Chicago
Don M. Randel
\$630,247

National-Louis University
Curtis L. McCray
\$578,434

Columbia College Chicago
Warrick L. Carter
\$449,125

Bradley University
David C. Broski
\$357,463

Roosevelt University
Charles R. Middleton
\$348,475

Saint Xavier University
Judith A. Dwyer
\$322,178

John Marshall Law School
Patricia Mell, dean
\$308,900

Lake Forest College
Stephen D. Schutt
\$306,130

Illinois Institute of Technology
Lewis M. Collens
\$305,050

Aurora University
Rebecca L. Sherrick
\$293,752

Illinois Wesleyan University
Richard F. Wilson
\$286,335

Wheaton College
A. Duane Litfin
\$286,119

North Central College
Harold R. Wilde
\$285,962

Dominican University
Donna M. Carroll
\$281,513

Lake Forest Graduate School of Management
John N. Popoli
\$275,163

2006 salaries (with bonuses) of presidents at public universities (each public university president has a car provided by the institution, and all except Richard Herman have a house or housing allowance of about \$25,000 per year).

U. of Illinois system
B. Joseph White
\$525,000

U. of Illinois at Urbana-Champaign
Richard H. Herman
\$400,000

U. of Illinois at Chicago
Sylvia Manning
\$321,000

Benedictine University
William J. Carroll
\$252,659

Elmhurst College
Bryant L. Cureton
\$249,225

Monmouth College
Richard F. Giese
\$235,921

North Park University
David G. Horner
\$233,873

Augustana College
Steven Bahls
\$232,218

University of St. Francis
Michael Vinciguerra
\$207,600

Illinois College
Axel D. Steuer
\$207,310

Trinity International University
Gregory L. Waybright
\$206,554

Olivet Nazarene University
John C. Bowling
\$196,377

Millikin University
Douglas E. Zemke
\$191,975

Rockford College
Paul C. Pribbenow
\$189,939

Lewis University
Brother James Gaffney
\$189,197

Knox College
Roger L. Taylor
\$166,106

Principia College
George D. Moffett III
\$113,325

Concordia University
John F. Johnson
\$105,609

VanderCook College of Music
Charles Menghini
\$104,000

Shimer College
William C. Rice
\$93,255

DePaul University
Rev. Dennis H. Holtschneider
\$0

Loyola University Chicago
Rev. Michael J. Garanzini
\$0

Northern Illinois U.
John G. Peters
\$304,255

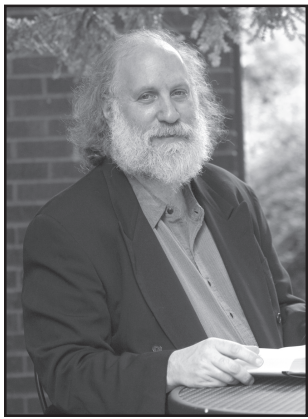
Southern Illinois U.
James E. Walker
\$291,764

Illinois State U.
C. Alvin Bowman
\$260,000

Southern Illinois U. at Carbondale
Walter V. Wendler (resigned, effective Nov. 15)
\$229,476

source: *Chronicle of Higher Education*

AAUP President Cary Nelson on Membership



By Cary Nelson

cary@cary-nelson.org

For those aware of AAUP history, it is no secret that we have less than half the number of members we had in 1970. As a result, we have fewer resources to do the work we need to do and perhaps somewhat less professional and political clout. Our annual dues are also higher than they should be, at least for younger and lower-paid full-time faculty. Reduced membership has been one of the forces driving modest but steady annual dues increases.

Some argue that the decision to help chapters organize for collective bargaining offended some traditional members and led them to let their memberships lapse in the 1970s. A more likely source of membership loss at the time is among members whose campuses affiliated with major national unions; many of those faculty likely dropped their AAUP memberships once they began paying union dues. Over the last quarter century, however, our membership losses have fallen instead in two other categories—retirements and nonrenewals, the latter especially among new members who do not renew in their second year.

Through all this time the quality of our product—our publications, our position papers, our multiple defenses of academic freedom, our organizing drives—has remained very high. Our policy statements remain the gold standard in higher education, and we have impressively responded persuasively and in depth to the new issues that arise continually, from electronic communication to intellectual property rights.

The campuses that use our recommendations to articulate their own policies benefit from them immensely. Yet how widespread is knowledge of our work? One blunt way to begin answering this question is to pose a few blunt questions: How many nonmembers have read any of our recent policy statements? How many nonmembers have ever read a full Committee A report? How many nonmembers have read the 1940 statement on academic freedom and tenure? How many nonmembers have read widely in the Redbook? How many nonmembers have been aware of our recent stands on public issues? How many nonmembers read *Academe* regularly?

I have little doubt that the answers to all these questions would be pretty much the same: depressingly few. The truth is that detailed knowledge of our activities is limited to a subset of our members. And even members often have no idea of how the organization works or how it is structured. How many members understand the committee system and how it is used to develop policy? How many members are familiar with the state conference system? How many members could name major staff members and elected leaders?

We work for the whole profession, yet most faculty have no real idea what we do, beyond vague awareness that we censure a limited number of institutions. There is a simple way of summarizing this: we are very good at everything except communicating with our constituency, the professoriate. The quality of our efforts to communicate—most notably in *Academe* and *Footnotes*—is very high, but their effectiveness at informing nonmember faculty falls far short of what is needed.

The impact that failed communication has on new and potential members is frankly catastrophic. Every time we try to recruit a new member we are approaching someone who most likely has no idea who we are and what we do. If we succeed in getting a person to join, he or she will most likely feel after a year that the enthusiastic experience of recruitment has not been adequately reinforced. Unless the local chapter is very active, when a new member is faced with a private decision to write a renewal check it may not feel like much of a priority. Worse still, other voluntary professional organizations often do a much better job of staying in regular contact with members and providing them with easy ways of participating in activities. The example of *moveon.org* is striking by comparison, as many AAUP members have noted. But even disciplinary organizations frequently communicate with all members by email, something which we still are unable to do.

It does not seem unreasonable to suggest that successfully informing the entire professoriate about who we

are and what we do would go a long way toward building a solid base of potential members. I believe that knowledge would have to be transmitted gradually and regularly supplemented and reinforced. Doing this by mail would be impossibly expensive. As I have suggested before, it could be done by email.

Chapters and state conferences could take responsibility for building email trees, since most faculty can communicate by email with either their department or with the entire campus faculty. It would give both chapters and conferences obvious benefit by reinforcing the value of national membership and giving them a way to communicate with all campus faculty. Most locals already communicate with AAUP members by email, but this would establish a campus-wide network. The national office would thus maintain not the entire network but only the first level of the tree, which might consist of one person on each campus, a potential email list of no more than 3,000. Local chapters would have to maintain the next-to-last level—the people distributing the message. But the final distribution list is typically maintained by college or university staff.

I have in mind sending perhaps two emails per month, not enough to make people feel burdened, but enough over a year and a half to make people far better informed about our history and current projects. Some emails would alert people to pending congressional action—as we already do—and invite their input. Other emails would give people links to classic AAUP Redbook entries and Committee A reports. In all cases the email itself would be limited to a one-screen summary, with a link to a longer document as appropriate. Not everyone would read these emails, but thousands of people would. Some would read them irregularly. Sitting down to read a full issue of a magazine is a more serious commitment than reading a one-screen email. We need to provide both if we are to succeed.

The national office staff would maintain a complete email list for members, who should receive an additional two emails per month, meaning that members would receive a total of 4 emails a month. The new *Academe* editor would like to be in contact with members between issues by email—a great idea—which this would make possible. It is not acceptable for the AAUP to be the only major professional organization that cannot function this way.

My own recommendation is that emails to nonmembers be limited to one clear topic only. That seems the best way to get a message across. The aim, after all, is to conduct a major national educational project. Members, on the other hand, could receive emails with several topics.

Recruiting more members also means being more realistic about what less active chapters are likely to do. I have urged before—and the Executive Committee has endorsed—exploration of the possibility of producing a recruitment film to be distributed on a DVD. The film would have three linked purposes: to help educate faculty about the AAUP by reinforcing, supplementing, and synthesizing the messages sent out on the email network; to prepare faculty to recruit members on their own campus; and to serve as a direct recruitment device when watched by individuals or shown to groups. A good quality home digital DVD camera will now produce first-rate image and sound quality with either natural or indoor lighting. Bulky cameras and professional sound and lighting equipment are no longer necessary. Professional editing is required, and that cost is significant, but I believe the DVD would pay for itself through new member dues. Produced in quantity, a single DVD costs less than a dollar.

The great advantage of a DVD is that people just have to plug it in and watch. We have produced terrific recruitment brochures, but they obviously have to be brief, since an effort to read them is still required. A 40-minute DVD can include interesting visuals, live testimony from faculty and local chapters we have helped—like those we've heard at annual meetings—and special segments designed for different types of campuses—small liberal arts colleges, CB chapters, and large research universities. WMU already has its own recruitment DVD. Surely the national can produce one. We would give the DVD away to new faculty members, but perhaps only after asking each of them whether they would agree to watch it.

In many cases a visit or call from a local member would still be required to close the deal, but the job would be a lot easier if that colleague had been exposed to both the informational emails and the DVD. But membership mailings would also be more effective in the wake of these new techniques. The reality is that recruitment needs to be partially automated. And then the experience of membership needs to be deepened and reinforced. There is no question that an active local chapter can turn membership around on its own, but we cannot rely on that technique alone to rebuild and sustain membership, especially at large campuses.

It is often said that the more careerist and disciplinary oriented professoriate of the last few decades—the very period in which our membership has declined—is less likely to join an organization based on principles and ideals, rather than personal benefit. Yet there are many hundreds of ACLU members in the Champaign-Urbana area where I live. What's more, every membership drive at the campuses I know best—large midwestern universities—has found faculty more than willing to join the AAUP on the basis of an idealistic appeal. While faculty are self-interested, they are also susceptible to appeals based on principle. There is a core of belief and idealism in the professoriate that can be reached. But we must adapt to changing technology and be realistic about attention spans if we are to tap into it.

Time, however, is short. The large number of ongoing faculty retirements is an increasing threat to our numbers. Yet a significant number of new faculty are being hired to replace them. The time to reach out to these new faculty is now, not after they have become set in their ways. The next few years thus presents a real opportunity for membership recruitment. If we do not take advantage of it, we will be weaker than we are. If we do take advantage of it we can grow stronger. I believe we can succeed if the leadership and the staff can reach consensus and move forward.

The Assembly of State Conferences and the Collective Bargaining Congress have already begun to consider this proposal. The national staff has made several suggestions. I welcome additional comments and suggestions from all our members.

Cary Nelson is Jubilee Professor of Liberal Arts and Sciences and Professor of English at the University of Illinois at Urbana-Champaign. He was elected president of the AAUP in 2006. Among his books are *Higher Education Under Fire: Politics, Economics, and the Crisis of the Humanities* (1994), *Will Teach for Food: Academic Labor in Crisis* (1997), *Manifesto of a Tenured Radical* (1997), *Academic Keywords: A Devil's Dictionary for Higher Education* (1999), and *Office Hours: Activism and Change in the Academy* (2004). His web site is www.cary-nelson.org.



AAUP Leaders Arrested in Civil Disobedience Action for Graduate Student Unionization Rights

AAUP president Jane Buck and president-elect Cary Nelson were arrested April 27, 2006, in New York City. Buck and Nelson were detained by police for their participation in an act of civil disobedience. They joined more than 50 other protesters to demonstrate their support for striking graduate assistants at NYU.

Buck stated AAUP's position on the key issue. "It is the policy of the American Association of University Professors," she said, "that graduate assistants, like other campus employees, should have the right to bargain collectively. Under no circumstances should they be subject to retaliation for their collective bargaining activity."

Cary Nelson, addressing a group of students and labor leaders at Judson Memorial Church, called today's action "a watershed moment in the struggle for employee rights." He further noted: "The NYU administration has recklessly maximized the tension with its graduate employees. Those of us who support them must now stand our ground or there will be no ground left on which to stand." He called upon the NYU administration to negotiate a contract with the graduate assistants and to recognize the Graduate Student Organizing Committee/Local 2110 UAW, the graduate students' democratically affirmed and legal choice of union representation.

Nelson and Buck were charged with disorderly conduct for blocking the street in front of the Washington Square Arch before the NYU administration building.

BOOK REVIEWS

What's Liberal about Michael Berube?

Michael Berube, *What's Liberal About the Liberal Arts? Classroom Politics and "Bias" in Higher Education*. W.W. Norton, 2006.

Reviewed by John K. Wilson

In his thoughtful new book, Penn State professor Michael Berube argues that “few critics of academe—and even fewer critics of liberal-left professors—have any idea what kind of work” professors do in the classroom, and Berube tries to show them in this book. (18) Unfortunately, this approach also shows why the archaic institution of the classroom is so essential. Try as he might, Berube can never recreate the intellectual excitement and engagement of what happens in a classroom. Education, it turns out, is a perfect example of “you had to be there.”

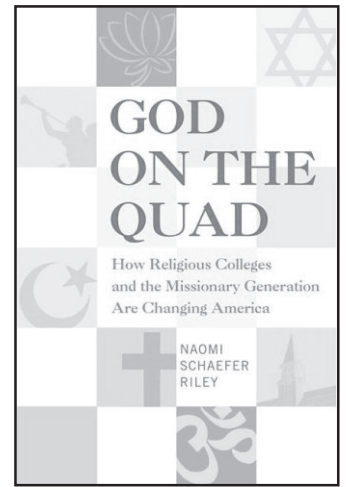
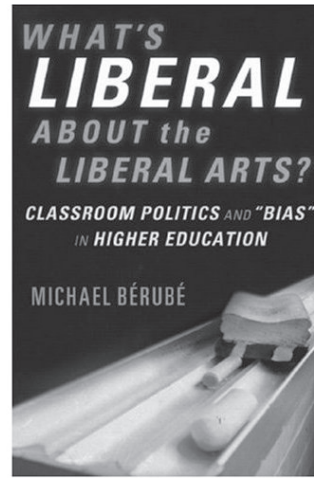
Berube gives us “a look into the classroom dynamics of undergraduate courses in contemporary literature and culture,” (20) and shows us why the conservative handwringing is so overwrought, but he rarely offers us more than his particular approach to pedagogy. No one reading this book can doubt Berube’s talents as a teacher or his thoughtfulness in dealing with dissent. But how can we know if a million other

college teachers have his skill and wisdom?

As a literary work, Berube’s book is also disappointing. Berube’s snarky, witty voice (so evident, and so hilarious, on his blog michaelberube.com) is muted in this book, as he aims for a persuasive earnestness to convince the reader of his beneficial teaching. Berube is certainly an above-average writer in this work, but he never hits the extraordinary heights he is capable of when he frees himself from the conventions of politeness.

One suspects that this tone is also how Berube teaches, and that raises questions about what pedagogy means. Why should Berube tone himself down in the classroom (or in a book) in order to avoid alienating students who disagree with him? Why should his readers and his students be deprived of his unique voice simply because of the fear that those who disagree might not react well to his snarky tone? Why is Berube, at his most brilliant, seen (by himself and others) as somehow less “professional”? Why shouldn’t a professor be witty and sharp and critical?

Berube is right to worry about the problem of dissent and how to encourage it, and as he observes, “Good teaching involves all kinds of ventriloquism.” (12) But why can’t good teaching also include the professor’s true voice, especially when it is as smart as Berube’s?



What Would Jesus Major In?
Naomi Schaefer Riley, *God on the Quad: How Religious Colleges and the Missionary Generation Are Changing America*. New York: St. Martin's Press, 2005

Reviewed by John K. Wilson

In *God on the Quad*, Naomi Schaefer Riley gives a sympathetic (and sometimes uncritical) look at religious colleges in America. Riley visits colleges around the country exploring how religious universities offer students a different environment that supports their faith.

Riley offers a number of amusing (and frightening) anecdotes about the suppression of freedom on campus. At Southern Virginia University, a faculty member had to remove the word “whore” from a student production of *Man of La Mancha*. Bob Jones bans all modern music, including Christian contemporary music. Magdalen College bans “steady company keeping” (dating). Patrick Henry College requires students to get permission from their parents to date. Gordon College bans Catholic professors. Wheaton College in Illinois, which also recently fired a professor for converting to Catholicism, also fired a professor of anthropology for discussing evolution in the incorrect way. At Brigham Young University, the editor of the *Daily Universe* explains the limits on freedom of the press: “We can criticize BYU or the university’s policies but not the Church.”

Riley writes: “As for academic freedom, BYU is well within bounds. Religious colleges—particularly those sponsored directly by a church—have no legal duty to hire or grant tenure to professors who criticize the church or its policies. Nor is there any reason that a religious college should let its students engage in practices that violate the tenets of its sponsoring faith.” While there is no legal obligation for private colleges to follow academic freedom, there is a moral obligation. In fact, the AAUP’s 1970 Interpretive Comments expressed the AAUP’s view that religious colleges should be treated by the same standards as secular colleges. There is a very good reason why a religious college should allow students to violate religious views: because freedom is a necessary part of education.

Politics, Palestinians, and Roosevelt

GILES CASE continued from page 1

sion with Prof. Giles about the political content that was introduced into the course, and I believe that he is aware that it was inappropriate and will not be covering this material in the future.”

Weininger told Giles not to allow any discussions in his class critical of Judaism that might be “disrespectful to any Jews in the class.” According to Giles, Weininger said: “I hear you even allowed a Muslim to speak in class.” Giles says he responded, “Yes, of course, I allowed all students to speak, regardless of their religion!” And Weininger reportedly replied: “You shouldn’t! What disturbs me is that you act like the Palestinians have a side in this. They don’t have a side! They are ANIMALS! They strap bombs to their bodies and blow up women and children! They are NOT CIVILIZED!”

Roosevelt’s Associate Provost, Louise Love, defended Weininger in a statement by proclaiming that “it is within the University’s province to determine its curriculum.” (Weininger and Roosevelt University refused to respond to requests for information.) Love’s memo declared that Weininger’s demand for Giles to limit the content of the course “is not an issue of academic freedom but a pedagogical one.” But pedagogical issues are covered under academic freedom. Roosevelt’s Faculty Constitution explicitly protects “the right to discuss the member’s subject in the classroom with full freedom.”

In March, 2006, Roosevelt finally announced their explanation for why they had fired Giles. Love responded to the adjunct union’s grievance by acknowledging that the university had violated its own procedures. So Roosevelt University reinstated Giles and then immediately fired him again (or “permanently not re-hired” him, as Roosevelt prefers to call it).

Love made a new claim that Giles’ teaching in a Logic class was the cause for his

dismissal: “the decision not to rehire was based, in large part, on Giles’ interpretation of a particular problem he submitted to his class. His interpretation of the problem was submitted for review to the full-time faculty who found his interpretation severely wanting and who, as a result, did not want him rehired.”

The controversy surrounds the logical fallacy in this statement: “Crime in the streets, especially crime committed by gangs of teens, is increasing at an alarming rate. Senator Ess shares your concern about this issue. Therefore, to reduce crime in the streets, vote for Ess.” A student complained about how Giles defined the fallacy.

But it is difficult to believe that a college would fire an instructor because of one student’s complaint about a single response to a logical fallacy without ever bothering to hear the instructor’s side of the story (Giles later denied that the student’s account was accurate, but Roosevelt never investigated the case). As the American Philosophical Association (APA) concluded in an investigation, “the case against Giles’ competence as a logic teacher is, at best, insubstantial. As philosophy teachers ourselves, we know that the labeling of fallacies in informal logic is notoriously imprecise.” The APA added, “the assessment of Giles’ logic teaching was anything but thorough or systematic.”

No one visited Giles’ classes, read his syllabus, or even looked at his student evaluations in the class. Dayna Lambert, a student in his Logic class, calls him a “fantastic Logic professor.”

Perhaps the most troubling fact is that no one discussed the logical dispute with Giles. Giles reports, “Weininger never discussed it with me, I never heard the issue was ever raised until March 14, four months after the termination and three months after we filed our grievance. I was never given an opportunity to speak to the faculty who allegedly spoke about the issue.”

If Roosevelt administrators are to be believed, Giles was fired for making a mistake on a philosophical question without ever having a chance to explain his side of the story. But this explanation is particularly difficult to believe because Warner had told Giles that he would be given two courses to teach in Spring 2006, and another professor was already scheduled to teach the Logic class at the downtown campus. That means Giles must have been fired from teaching a non-logic class (most likely World Religions) because of his response to one question about a logical fallacy. Even if Giles was deemed incompetent to teach logic, that would have nothing to do with his ability to teach World Religions.

But for Weininger (an art history professor), the logic dispute must have seemed like a convenient excuse to get rid of a politically troublesome instructor who had offended a student.

Unlike most adjuncts who are fired and can do nothing about it, Giles has a union on his side and a grievance procedure where the reasons for his dismissal must be explained. The Roosevelt Adjunct Faculty Organization is strongly defending Giles: “We continue to believe that the questioning of the instructor’s competence is a diversionary tactic to shift the argument away from the academic freedom violation. We believe the so-called evidence does not in fact indict the adjunct but rather shows that the university has no commitment to collegiality toward its adjunct instructors and it demonstrates a callous disregard for the evaluation of teaching.” Giles rejected a settlement offer of \$6,150, his pay for teaching two classes, and an arbitration hearing was scheduled for this fall. In November 2006, Giles and Roosevelt reached a settlement that created a new Academic Freedom committee, but it may not repair the chilling effect on faculty who fear offending students by allowing discussions on controversial

issues.

As Giles noted, “I have been amazed and upset that so many people hear about this case and say ‘how typical’ and aren’t surprised that a university has acted this way. That is truly tragic.”

Letter from Douglas Giles

With great pleasure I announce that Roosevelt University and I have reached an agreement that resolves the academic freedom grievance. As part of the settlement, Roosevelt has agreed to create an Academic Freedom Review Committee that will help ensure that any future academic freedom issues at Roosevelt will be dealt with quickly and seriously. This is a significant step forward for Roosevelt that will help students and faculty for years to come. It is something I hope other schools will emulate. Other terms of the settlement are confidential but I can tell you that I am very pleased.

I would like to thank the American Philosophical Association for their valuable assistance. They stood up for academic freedom and never backed down.

The Roosevelt Adjunct Faculty Organization also deserves a great deal of credit. This year-long battle has proven that when adjuncts and their union stand up they can preserve their rights.

It has been a long and difficult struggle that has generated worldwide attention. Thanks to the many many people who supported me. While my personal battle has concluded I look forward to helping others stand up for their academic freedom rights.

BOOK REVIEWS

How Harvard Sees the Presidency

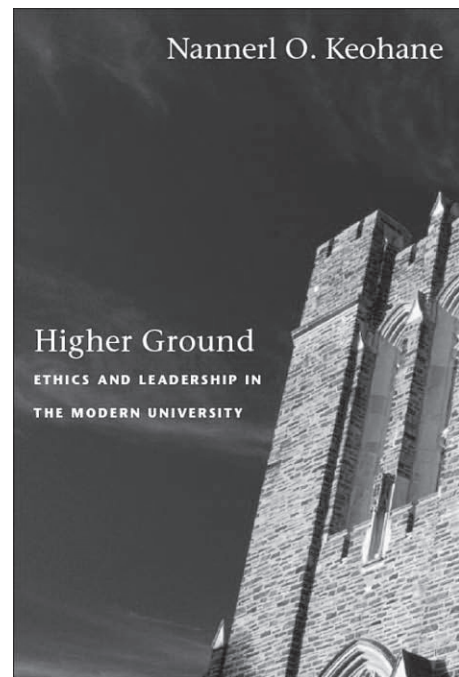
Derek Bok, *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*, Princeton: Princeton University Press, 2006.

Reviewed by John K. Wilson

In this intelligent but flawed book, former (and now current) Harvard president Derek Bok complains that “among the traditional purposes of undergraduate education” the two “most neglected” are moral reasoning and civic education.(38) Bok, unfortunately, is skeptical about academic freedom: “faculties have taken the principle of academic freedom and stretched it well beyond its original meaning to gain immunity from interference with how their courses should be taught.” As a result, “teaching methods have become a personal prerogative of the instructor rather than a subject appropriate for collective deliberation.”(49)

But it's not clear exactly what Bok means by collective deliberation.

Bok worries that “Some faculties may avoid paying explicit attention to civic education because the subject seems so contentious.”(179) Yet Bok himself seems to want to suppress controversy at times. He thinks “using a basic writing course to teach students how language is employed to oppress women, minorities, and the poor” should be banned because “they are taking a required course established for other purposes and deliberately using it to promote their personal political agenda.”(65-66) But there are perfectly legitimate reasons why a writing class should discuss contentious issues. And to claim that studying how language is used would be inappropriate in a writing class seems bizarre. In the end, Bok expresses some thoughtful ideas, but he is never able to explain when universities should use the power of the administration or the collective faculty to overrule the judgments of individual professors.



The Problem of the Presidents

Nannerl Keohane, *Higher Education: Ethics and Leadership in the Modern University*. Durham: Duke University Press, 2006.

Reviewed by John K. Wilson

In her new collection of essays, former Duke University president Nannerl Keohane confronts the key question about today's college presidents: “Why, indeed, are we such wimps?”(113)

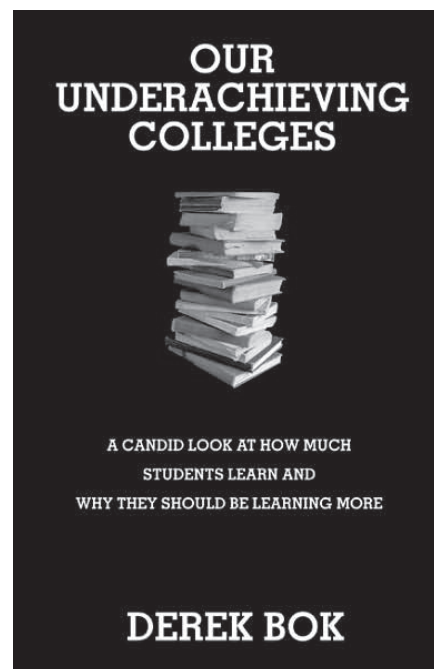
In an essay on “When Should a College President Use the Bully Pulpit?”, Keohane examines the difficulties of presidents who speak out: “Anything a president says about controversial issues while in office can be taken as an official statement.”(187) Keohane also claims, “those on the campus who hold the opposite point of view may be less likely to speak out.”(187) But she provides little evidence for this. Exactly why do we expect silence from critics of the president? And why do we expect presidents to stay silent as a result, rather than creating an environment where dissent is expected?

Keohane is a step ahead of most presi-

dents, since she rejects the idea that college president should “be silent on all controversial public issues”(188) She writes that “silence may be dangerous” when the issues “have significant implications for universities.”(188)

But she is leery of taking a stand on many important issues, such as one example she recounts where the Duke Student Government was asked to recognize “a militantly Christian organization” and refused, claiming that they group engaged in “psychological harassment.” Were they right, or was this censorship? Keohane merely declares, “The discussion of this issue on campus provided excellent opportunity for thoughtful students to reflect on the purposes and limitations of tolerance in an open society.”(109) Keohane doesn't seem to care who is right, or why, merely content to have students reflect. But the best way to spark reflection is by instigating a debate.

Keohane declares, “I have no desire to be a wimp, but also no illusions about becoming widely recognized as a moral arbiter even if I wanted to.”(190-1) Unfortunately, what colleges need today are leaders in the debate of ideas, not presidents who are afraid to say anything controversial.



Write to Illinois Academe

Write us a letter, express your opinion, or submit an article or a book review.

Email editor John K. Wilson at collegefreedom@yahoo.com.

Recessions and Recovery in State Funding of Higher Education

By John K. Wilson

Illinois State University's Center for the Study of Education Policy released a report this fall on “Recession, Retrenchment and Recovery: State Higher Education Funding and Student Financial Aid.” At an October 20 symposium on higher education funding and financial aid, Illinois State education professor Ross Hodel noted, “We're so glad that we've got the report before the next recession.”

Illinois did do well in one comparison ranking, of appropriation per student compared to growth in the state economy, adjusted for inflation. Surprisingly, Illinois ranked among the top eight states in this measure of higher education funding. But this reflected the failure of nearly every state to fund higher education. Surprisingly, Illinois ranked among the top eight states in this measure of higher education funding. But this reflected the failure of nearly every state to fund higher education. Funding in every state by this measure has fallen from 1979-2003, creating a national crisis in access to higher education for poorer students.

Economist Chris Mushrush noted that the nature of the cycle of recession and recovery in higher education funding has

been altered. In the past, recessions that hit higher education funding were followed by an eventual recovery in state funding. Compared to the 1980 and 1990-91 recessions, the 2001 recession was milder nationally. Yet more states cut funding than ever before. The recessions have been getting milder, but the higher education cuts in response to them are getting worse. In today's recessions, recovery only restores the past trend of funding at best, not restoring the lost recession funding levels. Mushrush noted that “appropriations flat-lined from 1979-2003” and because income is steady; “a higher percent of income has to go to pay for higher education.” Since tuition is rising and public need-based financial aid is “starting to decrease,” a wider gap is developing between what the rich and poor can afford in public higher education.

There is some hopeful news. By 2005, 42 states were still below the 2001 funding levels per full-time equivalent student, and only three states had recovered from the budget cuts. By 2006, only 30 states were below the 2001 levels, and 12 had recovered.

The Illinois State study also conducted a survey of state higher education leaders from around the country, which found that

“higher education funds seem to be the most discretionary” in state appropriations, according to professor Paul Vogt. As a result of cuts, workforce preparation has become more important and “the main priority” for many institutions.

Education professor Ed Hines noted that funding of higher education was not a partisan issue, and “governors who were champions of higher education came from both political parties.”

Illinois State professor Ross Hodel noted that for higher education leaders to deal with the funding crisis, “we'd better develop some strategies” in response to structural budget problems in many states, such as new aid financing strategies. Hodel also emphasized the need to balance tuition hikes with need-based aid because “a low tuition strategy is not enough anymore.”

According to ISU Vice-President Steve Bragg, “At Illinois State University, appropriations are half of where they were in the early 1970s in real dollars.” In 1971, 90% of the university's discretionary funds came from state appropriations and only 10% from tuition; now it's 45% appropriations and 55% tuition. And Bragg predicted, “we're going to further lose state support.” Accord-

ing to Bragg, “unlike previous recessions, when we clung to the belief that we would have restoration,” the new system requires universities to seek out their own funding, from private partnerships and outsourcing to tuition hikes.

At Illinois State over the past four years, there have been 49% increases in tuition for which, Bragg reported, they have “yet to receive a single complaint.” In fact, Bragg noted, “I felt like I was in a Kafka novel” when he had to convince student leaders not to support a mid-year tuition increase. Despite this, demand has increased 60% and student quality and selectivity is rising. But one result of this is a tendency for students from lower socio-economic backgrounds to be shut out of public higher education.

There are no easy answers to the affordability gap in higher education. It requires a statewide commitment to funding and financial aid, institutional commitments to maintain access when state funding falls short, and a need for the federal government to step in with greater financial aid.

To read the report, go to:

<http://www.coe.ilstu.edu/eafdept/centerforedpolicy/initiatives/recession.shtml>.

Concerns About the Global Campus Initiative: A Report from the University of Illinois Senates

September 6, 2006

The University Senates Conference (USC) has closely followed the development of a plan for a “Global Campus” of this University, the latest version of which is set forth in the May 2006 OVPAA document “The University of Illinois Global Campus Initiative: Final Report.” We thank you for listening to our comments on the various drafts for the past several months. We write now to express our present sense of the initiative, and to provide our advice with respect to it.

In brief: we are strongly supportive of online education, and of the idea that the University of Illinois can and should be a leader in its development and provision. We are also strongly supportive of your goal of providing affordable, broadly accessible, high quality undergraduate and graduate education via the Global Campus initiative. Nevertheless, we have serious reservations with respect to the proposal under consideration. The assumptions made in the business plan set forth in the “Final Report” seem to us to be very optimistic, and we are concerned about the financial consequences for the rest of the University if commitments are made to the Global Campus that cannot be met out of its separate funding and revenues. Even if the business plan is sound, however, other aspects of the proposal as it stands give us pause.

In particular, we are concerned about the absence of an academic plan – for both the graduate and the undergraduate programs contemplated. Such an academic plan should provide structurally for the kinds of faculty guidance and academic-administrative oversight that are part of the fabric of the three existing campuses of this University, and that have played a central role in ensuring the University’s reputation for quality and integrity to date. It seems evident to us that this guidance and oversight can only come from the faculty and academic affairs offices of the three existing campuses.

The “Final Report” does envision meaningful roles during the research and development or “start-up” phase for UI tenured and tenure-track (or “partner”) faculty and academic affairs offices at the three on-ground campuses, but those roles are severely restricted if not eliminated in the “formative” and “mature” phases of the Global Campus. Much like any new business, during the start-up phase of experimentation and development, quality is guaranteed by the people actually doing the work – in this case, the UI faculty. But according to the “Final Report,” as the Global Campus scales up, moves into the formative and mature phases, and perhaps seeks NCA accreditation, it will increasingly be the LLC itself that oversees development, delivery, assessment, and review of courses and programs. Who, then, guarantees the academic quality of our online UI certificates and degrees? As defined in the “Final Report,” the Global Campus Instructors and Core Faculty will possess neither strong institutional connections nor the customary protections afforded by academic freedom and academic governance structures. Consequently, it is difficult to see how the current business plan guarantees academic quality in the formative and mature phases of development.

In our view, it is clearly the University’s tenured or tenure-track faculty who are best qualified to guide, oversee, and guarantee the continued educational quality of the Global Campus. Therefore, we recommend that the Academic Council as described on pages 25-27 of the “Final Report” be re-envisioned as a campus senate with more fully developed links to the other three senates and the University Senates Conference, and that a more dynamic, engaged role for UI “part-

ner faculty” be developed for the formative and mature phases. We also recommend that there be three faculty members on the Board of Managers, one from each campus, and each with full voting rights, rather than just one non-voting faculty member from the entire University.

If the Global Campus initiative is to receive significant faculty support, the development and articulation of a sound academic model that promotes and sustains the educational quality traditionally associated with the University of Illinois will be essential. If the Global Campus can be developed in an academically responsible manner, without diminishing our quality and mission-related activity in other respects, the USC is supportive of it. In the absence of provision for adequate structural safeguards of the academic integrity and staffing quality of the course and degree offerings of the proposed campus, however, as well as of strong and clear assurance that it will not be allowed to become a financial and staffing burden for the rest of the university, we question the wisdom and appropriateness of its approval and establishment. Specific items of concern are detailed below.

Academic Principles

The Conference believes that any UI “Global Campus” of the sort described in the “Final Report” should be developed in accordance with widely-accepted academic principles such as those defined by Dr. James Perley, the former president of the American Association of University Professors, and drafter of the AAUP’s statement of the Special Committee on Distance Education and Intellectual Property Issues of 1999. These include:

higher education is something more than career preparation and/or a collection of courses;

teaching is something other than the ‘delivery’ of a prescribed set of course materials;

learning is something more than the absorption of material;

teaching includes a three-way interaction among students, teachers, and course material;

learning includes generating the capacity to pursue and create new knowledge; and

the most valuable courses are those that are designed and taught by faculty so that the courses can change with the pace, interests, and understanding of students and can expand as faculty and students develop new insights.

(“Back to the Future of Education: Real Teaching, Real Learning,” by James E. Perley, originally published in *The Technology Source*, September/October 1999. http://technologysource.org/article/back_to_the_future_of_education/)

Marginalization of the Faculty

The USC is deeply concerned about the fundamental absence of a real faculty – meaning full-time, tenure-track faculty with the protection of academic freedom – in the proposed Global Campus, especially in the formative and mature phases. The intended involvement of regular UI faculty in the initial planning and supervision of courses and degree programs notwithstanding, we see a campus staffed mainly by non-faculty staff who are given the responsibilities of delivering courses to students. We have serious concerns about the educational responsibility and probable resulting quality of this approach.

Decoupling Course Development from Teaching

The proposal contemplates courses that would be created and developed by UI faculty, but taught by non-faculty. Decoupling course development from teaching is deeply problematic. Teaching is an iterative process, a complex multidimensional activity that involves interaction between the faculty, the students, and the materials over time. It should be a continuous and unbroke loop. Separating course development from teaching is a hallmark of training, rather than education.

Contingent Instructors

The proposal contemplates hiring a large number of instructors whose pay and benefits will be modest at best, without the possibility of tenure and with no assurance of academic freedom. We think these circumstances, besides being exploitive, will negatively affect the quality of courses at all levels.

We are well aware of the trend of rapid growth in the number of non-tenure-track, part-time faculty in higher education. This is a trend, however, that we lament, and believe to be profoundly detrimental to the quality of higher education in our state and nation. We also note that the increased usage of part time and full time contingent faculty “is associated with a decline in graduation rates at four year institutions, with the largest impact being felt at the public Masters’ institutions,” according to research from the Cornell Higher Education Research Institute. “Trends and Issues, Assessing Public higher Education at the Start of the 21st Century.” Ronald G. Ehrenberg, July 2005. http://www.tiacrefinstitute.org/research/trends/docs/tr_070105b.pdf

We are told that the hiring practices of the Global Campus will be no different from our current practice of making extensive use of Teaching Assistants and contingent faculty to teach students. While this may be the case at UIC and UIUC for lower division students, most upper level undergraduates are taught by program faculty, and master’s and doctoral students are nearly always taught by full time tenure-track faculty. Being taught by TAs and contingent faculty is not the whole or even the greater part of a typical student’s educational experience at any of our three campuses, especially in the major and at the graduate level.

Value of the UI Degree

We are concerned that, with no differentiation between a degree from the “Global Campus” and the traditional degree from our three existing campuses, the value of the traditional UI degrees at our (other) three campuses may be diluted and diminished by association, and by the indistinguishability of academic credentials.

Competition with Existing Online Programs

We are proud of the successful online education programs (including UI on-line) at the three campuses; and we support the appropriate expansion of such programs as a component of a comprehensive University experience. Created and taught mainly by the full time faculty, these online degree programs are indistinguishable from their on-the-ground traditional counterparts. We question the wisdom and efficiency of establishing a separate structure that will undoubtedly compete with existing programs.

Problems of Online Ventures

Online ventures have a significant history of difficulties. The March 2006 closing of AllLearn, the joint not-for-profit online venture of Oxford, Yale and Stanford Universities is the “...latest in a series of failed

online learning university ventures...” according to “What Went Wrong with AllLearn?” in *University Business*, The Magazine for College and University Administrators. The article notes that a “large proportion of the collapsed online ventures ... have had explicitly for-profit motives...,” including NYU Online, Columbia University Fathom, and Virtual Temple. The article lists some of the risks in “...creating a spin-off for-profit online venture separate from the university... include tension with the parent institution over straying away from traditional values and institutional identity, lack of faculty involvement, and concerns over assuring the quality of provision.”

<http://www2.universitybusiness.com/viewarticle.aspx?articleid=57&p=1#0>

We appreciate that the business plan envisions a self-supporting and even revenue-generating enterprise, but we are concerned about possible negative impact on our current operation, especially in light of our continuing budget problems. We also wonder about contingency plans in case revenue projections do not meet expectations.

Lack of Shared Governance and Structural Linkage

In the proposed Global Campus, as a for-profit corporation with a board of business managers, the customary faculty and academic-administrative roles articulated in the Statutes and embedded in long-standing institutional practices are absent. This structure bypasses shared governance and oversight at every level, including the USC. The proposed board includes only one non-voting faculty member. We wonder where the academic expertise to make sound academic decisions resides in this business model. We consider it imperative that an explicit structural role be given to the faculty and the provosts or vice chancellors for academic affairs on our existing campuses in the approval and oversight of any Global Campus programs involving colleges or departments on their campuses.

Statutory Concerns

We recognize that this “Global Campus” may not be intended to be a full-fledged “campus” in the sense in which this term is used in the Statutes. The Statutes state:

“e. Campuses. The formation of a new campus may be proposed by the president, by a senate, or by the University Senates Conference. The president shall submit the proposal for the new campus together with the advice of the senates and chancellors and the University Senates Conference to the Board of Trustees for action. If the proposal is adopted, the University Senates Conference shall serve as an advisory body to the president in developing procedures to implement the action of the board.” (Article VIII, Section 1)

If the proposed “Campus” is not actually to be a “campus” as this term is used in the Statutes, this section and others relating to “campuses” of this University may be deemed inapplicable in regards to the Global Campus. If that is indeed the case, though, we question the appropriateness of the University itself using the term “campus” to name and characterize the entity. Even in that event, however, we expect that the spirit of this section of the Statutes will be respected, and that the “advice” of the senates, the chancellors and the USC be sought, welcomed, and given due consideration by the board before it acts upon the proposal to establish the “Campus” described in the “Final Report.”

GLOBAL continued on page 7

Praising the Global Campus Initiative at the University of Illinois

By George Leef

Online education has largely been treated like a stepchild in the world of higher education. It gets a bit of food and some old clothes, but not much attention in comparison with the university's real children. A new online initiative begun by the University of Illinois, however, may give this Cinderella a more prominent place than it has had before.

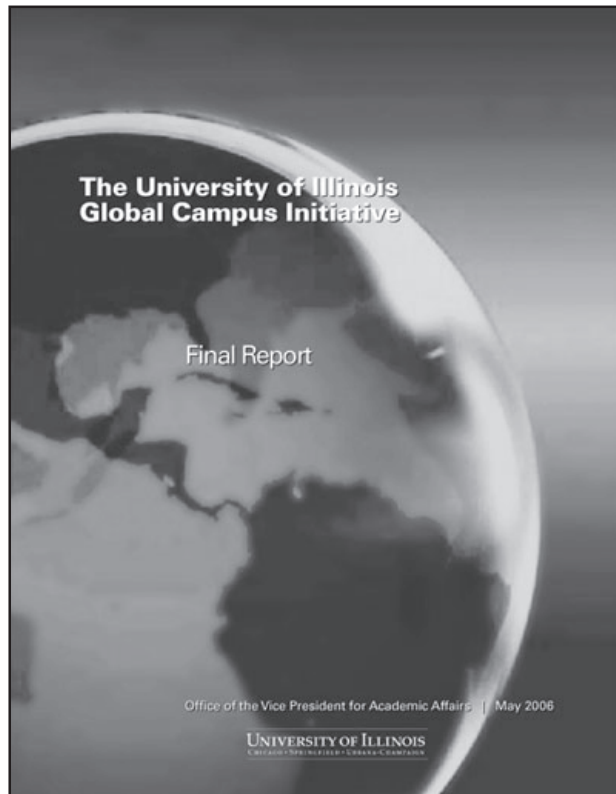
Announced last May, the Global Campus Initiative (GCI) is a remarkable undertaking that should give online education more prominence. What's more the GCI is intended to be a profit-making venture and the startup capital will be raised from private sources. The tuition paid by students – and no breaks for Illinois residents – are expected to cover all costs. Implicitly, Illinois is saying, "We think we have an educational product that will pass the test of the market." Very interesting, especially since several high-profile online education ventures have failed.

Preparations for GCI will take place in 2007 and the first classes are expected to be held in January 2008.

The GCI is primarily aimed at "non-traditional" learners. It will offer accredited baccalaureate, master's and doctoral degrees as well as certificate and professional development programs, mostly aimed at business and technology fields. This will allow GCI to tap into the fast-growing demand for corporate e-learning and other markets where convenience for the student is a key concern.

Is online education really worth the effort, though? It has often been derided as "education lite" by people who maintain that true education requires students and teacher

in the same room, face to face. The GCI Final Report argues, however, that such direct contact is neither necessary nor sufficient for learning. As the Report says, "Online learning is more about connecting people than connecting computers. It is much more a com-



munity experience than a solitary routine." GCI also contends that online courses can be "writing intensive," which is something of a surprise to me, but if true, that would be a strong plus since many college students graduate with woeful writing skills these days.

A further testament to the educational value of online courses is the rapid and sustained growth they have experienced in the

last decade. Online enrollments grew at a 23 percent annual rate between 2002 and 2005. It is hard to believe that so many people (especially people in their twenties and thirties who are in the labor force and carefully value their time) would be signing up for online classes if they didn't think they were getting something of benefit. Moreover, the recently released National Survey of Student Engagement reports that students who take courses online are on the whole more active in their coursework than are students enrolled in traditional classes.

GCI says that it will be "market-driven." Not only will its offerings reflect the desires of students for serious and useful courses (accounting and information technology, yes; women's studies and history of rock music, no), but its personnel policy will also be consistent with the need to operate in a businesslike fashion. Employment will be at will and no one will have tenure. It's nearly impossible to run an organization that is responsive to the market if many of the employees have the closest thing to guaranteed jobs. (Last year, I wrote about an MBA program that has similarly rejected tenure.)

On one page of the GCI Report, a charge shows University of Illinois peer institutions with respect to their involvement in online education. Michigan State has 42 online degree and certification programs. Penn State has 50. The University of Texas has 22; Wisconsin 15. The University of North Carolina (UNC) is on the chart, near the bottom, with zero programs.

That isn't to say that UNC needs to

replicate GCI, which has a big head start and can enroll any student who meets the admission requirements. With online education, location just doesn't matter. If a citizen of North Carolina wants an online course or degree program offered by GCI, there is no reason to lament the fact that he isn't enrolling in "our" university. The point, rather, is that UNC should be looking for new, original ways of using the internet to connect students – wherever they may be – with good learning experiences.

In his book *Shakespeare, Einstein and the Bottom Line*, David Kirp recounts the many flops in online education during the dot.com era. Schools that have been burned include New York University, Cornell, Duke, Harvard, Temple, Penn's Wharton School, and UNC. Then he writes, "Despite all the dot-com failures, the hype about Internet-based learning does contain an essential truth: The Internet is transforming education. The number of students who acquire part of their education online will grow rapidly; and as bandwidth increases, the ways they use the Internet will evolve, with the astonishing speed that Moore's Law ascribes to the semiconductor industry."

Perhaps the University of Illinois will get the formula right. It certainly bears watching.

George Leef is the Director of the John William Pope Center for Higher Education Policy in North Carolina. This article first appeared on campusreportonline.net, the blog of Accuracy in Academia.

www.ILAAUP.ORG

GLOBAL continued from page 6

Conclusion

The University Senates Conference embraces and endorses the general educational aims and aspirations as expressed in the "Final Report." The USC considers the implementation of the proposed "Global Campus Initiative" to be appropriate, however, only to the extent that this can be done in a manner which guarantees long-term academic and educational quality, and with due regard for its impact on the character and quality of the rest of this institution.

We are pleased by your willingness to fully engage the USC in discussion of the Global Campus business plan over the course of this past year. We are also pleased by your clear commitment to developing and delivering a high-quality, broadly accessible online education to students within and beyond the borders of Illinois. As the Statutes make clear, the maintenance of academic quality is the faculty's expertise and responsibility, and ultimately, our reputation is the source of public trust in the quality of our courses, certificates, and degrees. We look forward now to working with you to develop a complementary academic plan that guarantees the long-term quality of our online educational programs.

For more about the debate over the University of Illinois Global Campus Initiative, go to www.vpaa.uillinois.edu and www.senate.uiuc.edu/news.asp.

Senate Resolution on the Global Campus Initiative

WHEREAS a proposal has been presented by the President of the University of Illinois to its Board of Trustees to establish a "University of Illinois Global Campus," described in the document "The University of Illinois Global Campus Initiative: Final Report" (dated May 2006);

WHEREAS the proposed "Global Campus" would evidently be either a "campus" of the University of Illinois (as this term is used in the Statutes of the University) or a "unit organized at the University level" of some other nature;

WHEREAS the Statutes state, with respect to the formation and establishment of new "campuses" of the University:

"e. Campuses. The formation of a new campus may be proposed by the president, by a senate, or by the University Senates Conference. The president shall submit the proposal for the new campus together with the advice of the senates and chancellors and the University Senates Conference to the Board of Trustees for action. If the proposal is adopted, the University Senates Conference shall serve as an advisory body to the president in developing procedures to implement the action of the board." [Article VIII, Section 1.]

WHEREAS the Statutes also state, with respect to the formation and establishment of any other "unit organized at the University level":

"d. Units Organized at the University Level. Units organized at the university level, such as institutes, councils, and divisions, may be formed for the development and operation of teaching, research, extension, and service programs which are statewide or intercampus in their scope and which cannot be developed under a campus administration. Such an organization may be proposed by a senate, a chancellor, the University Senates Conference, or the president. The president

shall submit the proposal for the new organization together with the advice of the senates and chancellors and the University Senates Conference to the Board of Trustees for action." [Article VIII, Section 1]

WHEREAS the "advice of the senates and chancellors and the University Senates Conference" is thus required by the Statutes to be "submitted" by the President to the Board "together with" any such proposal of either sort;

WHEREAS this requirement remains to be satisfied in the present case, with respect to the "advice" in this matter of the senates of the three campuses in particular;

WHEREAS there are significant questions with respect to the "Global Campus" as proposed that warrant close and careful consideration by all parties specified in the cited Statutes, rendering it important that the Board have the benefit of their advice before acting in this matter; and

WHEREAS the senates as well as the chancellors and the University Senates Conference must be given the opportunity to develop and transmit their advice sufficiently in advance of Board action on the matter for it to be given due consideration by the Board, taking due account of senate calendars and processes; therefore

BEITRESOLVED:

THAT the President is called upon to adhere to the Statutes in this matter, and to suspend submission of the "Global Campus" proposal until he can (in accordance with the Statutes) "submit the proposal ... together with the advice of the senates, the chancellors and the University Senates Conference to the Board of Trustees for action";

THAT, in light of the requirements of the Statutes cited above, the Board of Trustees is requested to defer action upon the "Global Campus" proposal set forth in the May 2006 "Final Report" until all parties specified have had the opportunity to develop and provide their advice with respect to it, and the Board has received and considered that advice;

THAT the senates (which do not meet during the summer months) be allowed a reasonable period of time – at least until the end of the 2006 fall semester – to examine and discuss the "Final Report," obtain needed clarifications, engage in relevant consultations, and develop and submit their advice;

THAT adherence to the Statutes in this matter, and the importance of the advice developed through due consideration of the "Global Campus" proposal by those specified in the Statutes, take precedence over any reasons for haste in proceeding with its establishment; and

THAT this Resolution be communicated (together with any related action that the Urbana-Champaign Campus Senate may take at its 25 September 2006 meeting) to the other two senates, the chancellors, the University Senates Conference, the President, and the Board of Trustees.

Submitted by:

The University of Illinois at Urbana-Champaign Campus Senate Executive Committee

(Approved by unanimous vote at its 18 September 2006 meeting.)

Illinois AAUP News

Dispute By Lawsuit

John Lott is suing one of his former University of Chicago colleagues for defamation in a best-selling book. Lott, a former lecturer at the law school there, filed a defamation lawsuit against economist Steven Levitt and HarperCollins, the publisher of the book he co-authored, *Freakonomics*. A short passage in that book criticizes Lott's research asserting that concealed carry laws reduced crime rates in the 1990s and declared, "When other scholars have tried to replicate his results, they found that right-to-carry laws simply don't bring down crime."

Judges Hint SIU Will Lose Suit

Southern Illinois University at Carbondale, which withdrew recognition of the Christian Legal Society as a registered student organization, must continue to recognize the organization while a lawsuit is pending. The ruling by the 7th Circuit Court of Appeals suggests that SIU is likely to lose its lawsuit. The student organization bans its officers from any dissent on issues of premarital sex and homosexuality from the national organization's conservative Christian perspective.

SIU Chancellor Fired

Southern Illinois University at Carbondale Chancellor Walter Wendler was

removed from his position by president Glenn Poshard in November 2006. Poshard cited the need "to build my own team," but Wendler was also accused of plagiarism because his strategic plans for SIUC made use of similar language to plans at Texas A&M, where he previously worked.

Facebook Post Causes Trouble

SIU at Edwardsville sophomore Mike Turk was investigated by campus officials for possible discipline because of sexual comments he wrote about another student on his Facebook social networking page. Turk claimed that he jokingly made the comments about sexual relations with another student. SIUE's speech code prohibits "behavior or

conduct which poses a threat to the mental, emotional or physical well-being of self or others." Several students protested the investigation, holding "Free Turk" signs.

SIUC Graduate Students Union

Carbondale Graduate Assistants unionized with the IEA/NEA in September in a 248-112 vote. Political Science Teaching Assistant Marinus van Kuilenburg noted, "Through this campaign we found that GAs are tired of onerous fee increases, stipends and basic benefits that lag behind peer institutions, and less than desirable working conditions for many. We organized to gain a voice and put to stop to the unilateral decisions that make a hard job even harder."

This Little Piggie Got Fired

The 7th Circuit Court of Appeals ruled in September that postsecondary institutions have the power to fire faculty who express offensive views while proselytizing to students. In the case of *Piggee v. Carl Sandburg College*, Judge Diane P. Wood noted: "The idea of some kind of government-sponsored orthodoxy in the classroom is repugnant to our values." However, the court determined that a public university's "ability to set a curriculum is as much an element of academic freedom as any scholar's right to express a point of view." Martha Louise Piggee was a cosmetology instructor at Carl Sandburg College. In September 2002, a student complained to college administrators that Piggee had put two anti-gay comic-book pamphlets in his smock when he was leaving the campus training beauty salon. Piggee was ordered to cease her activities, and then her contract was not renewed. The court ruled that the beauty salon qualified as a classroom, and universities can limit speech about extracurricular topics: "Whether the customers themselves were chatting about religion, or the latest Chicago Cubs game, or the price of gasoline, the college was entitled to insist on a professional relationship between the students and the instructors."

IL AAUP Speakers Bureau

John K. Wilson, editor of *Illinois Academe*, and the coordinator of the Independent Press Association's Campus Journalism Project, will publish his newest book, *Patriotic Correctness: Academic Freedom and Its Enemies* (Paradigm Publishers) in Spring 2007. All Illinois AAUP members are invited to bring him to your campus as part of his book tour. For more information, email collegefreedom@yahoo.com.

Ken Andersen, Speech Communication, University of Illinois at Urbana-Champaign, past president, ILAAUP:

- 1) Shared Governance and Due Process; 2) Academic Freedom & Tenure.

Joe Berry, Roosevelt University. Author, *Reclaiming the Ivory Tower* (Monthly Review Press, 2005). Visit his website at www.reclaimingtheivorytower.org.

Joseph Felder, Economics Bradley University, Secretary, IL AAUP (member of AAUP National Council):

- 1) Academic challenges of the national AAUP office; 2) Types of services and assistance from the national AAUP office.

Peter Kirstein, History, St. Xavier University.

Jack Leahy, Religious Studies, DePaul University, and past president, IL AAUP:

- 1) Academic issues in religious affiliated institutions; 2.) Contingent faculty.

Pan Papacosta, Columbia College in Chicago, and president, ILAAUP:

- 1) Academic Freedom & Tenure; 2) The significance of the Faculty Handbook.

Lawrence Poston, English, University of Illinois at Chicago:

- 1) Academic freedom and tenure; 2) Academic governance.

Leo Welch, Biology, Southwestern Illinois College, and past president, IL AAUP:

- 1) Legislation and academia; 2) Collective bargaining issues in academia.

IL AAUP speakers are generally available free of charge to AAUP chapters, and the Illinois AAUP can cover most expenses. We invite all our chapters and members to make use of this Speakers Bureau.

Contact IL AAUP President Michael McIntyre at (773) 510-5923, mmcintyr@depaul.edu. We are accepting nominations and proposals from experienced AAUP members who wish to serve on this bureau.

WWW.ILAAUP.ORG

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The American Association of University Professors (AAUP) is the only faculty organization devoted solely to higher education. We address the issues that concern you as a teacher and as a scholar. Our policies ensure that faculty members are afforded academic due process. The AAUP protects and defends your rights. If you are a member of the faculty, you need to be a member of the AAUP.

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