Reclaiming the Ivory Tower

Roosevelt University Adjunct Joe Berry Writes a Guide for a Contingent World

By John K. Wilson

Of all the dramatic changes in higher education in the past three decades, perhaps none is as important as the growing dependence on contingent faculty. In the next few years, the number of contingent faculty in higher education will exceed all of the tenured and tenure-track faculty. So it is a fitting time for Chicagoan Joe Berry’s new book, Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education (Monthly Review Press).

The subtitle is significant: organizing adjuncts is essential to changing higher education. Unless we confront the problems caused by a faculty dominated by temps, the major problems facing us (corporatization of campuses, loss of shared governance, attacks on academic freedom, declining economic value of faculty work) will only be exacerbated. As Berry notes, “A generation or more ago, most college faculty were salaried, but pretty independent professionals, with the protection of tenure after a few years.” That reality has dramatically changed, but all too often academics (including the AAUP) try to pretend that nothing is different.

Berry’s short but useful book provides a quick analysis of the problem posed by exploited contingent faculty. A substantial part of the book is devoted to practical advice on how to go through the steps of organizing adjuncts. Berry is an organizer above all else.

As a longterm adjunct himself, Berry understands that contingent faculty are not the problem; they are an essential component of higher education. The problem is that adjuncts are so vulnerable to exploitation, and treated as second-class (or third-class) citizens in academe. Berry’s book is full of anecdotes, beginning with the adjunct who had to win a MacArthur “Genius” award before getting a permanent position.

Berry also understands the barriers to organizing. He recounts the adjuncts who lose their jobs for daring to start a union. He reports the many difficulties of bringing together adjuncts.

Berry has a bigger vision than simply organizing individual campuses. He promotes the intriguing idea of “regional” union organizing, such as bringing all the colleges in the Chicago area under unions that could set minimal standards for all faculty. It is unfortunate, but accurate, that Berry doubts if the AAUP could ever undertake such a project, since it lacks organizational strength and has no bargaining units in the Chicago area.

The adjunct, Berry argues, is a bridge between different worlds, the worlds of working-class students and the tenured professoriate. He believes students are sympathetic to the plight of adjunct faculty if they are made aware of the circumstances under which they work and how it negatively affects the quality of their education: “It does not seem as strange to many students to support a struggle of campus workers as it did ten or fifteen years ago.”

He also sees the adjunct as a bridge between the often elitist professors and the service and clerical workers on campus. Berry is more skeptical, though, about graduate assistants: “Many of them resist recognizing the likelihood of their future as contingents.” However, the increasingly difficult job market is beginning to make clear a terrible reality identified by Berry: “College teaching is one of the few places where people sometimes take a pay cut upon completing their training.”

Berry sees tenure and organizing as the solutions for the adjunct crisis. For just as long, AAUP and the faculty at large have protested loudly that treating the university as one business more will degrade our main tasks of scholarship and teaching. But, since our high-minded sentiments appear to be getting us nowhere fast, let me suggest that we abandon the high ground and engage the battle where it will be lost and won, on the terrain of the political economy of the university.

The university may not be a business, but it does have to pay the bills. For most private universities, that means tuition dollars are overwhelmingly important. As state spending on higher education stagnates or even drops, public universities, too, come to generate an increasing share of revenues out of tuition dollars. As a result, the student becomes a producer of marginal revenue. Even though the university may not run a profit, adding one extra student generates more revenue than costs. It may be an oversimplification to say that the student is a customer – after all, parents and the government may kick in a significant portion of the price – but it’s not fundamentally wrong.

If students are quasi-customers, what are they showing up to buy? We know from the UCLA surveys of entering students that they’re buying the promise of future higher incomes. We also know that to secure those higher incomes, students need to complete the degree. Students with some college make somewhat higher incomes than students without, but the real break in incomes in the U.S. is between workers with undergraduate degrees and those without. So, students come to the university to buy a credential that certifies them as having certain general skills (literacy, numeracy, and perhaps, dare we say, compliance), and in some cases specific skills relevant to the labor market (accountancy, public relations, hotel management, etc.). That puts us in a very strange business, for it makes students both the customer and the product.

That peculiarity manifests itself in the fact that students must labor for their credential as well as purchase it. And they themselves are the material upon which they labor. That credential certifies a degree of self-transformation, but it contains little information about how the student was transformed while obtaining the credential. For the economi- cally rational student, the best strategy is to obtain this credential at the lowest cost. Not for nothing does raterprofessor.com tell you which professors are easy and which aren’t.

Please don’t mistake this as a moralistic attack on lazy students. Students are caught in a collective action problem. If all students at a particular university work hard, an efficient labor market will recognize that the credential from that university is worth more, and will reward the students accordingly. However, an individual student’s effort will not
Midtermers are graded and we are getting ready for the end of the term, and the holidays. The spring term will be on us before we know it. Maybe it is time to think about our news coverage? Is there a new story we should be describing as taking too much time and engaging in too much deliberation before they make a decision, if they do.

We could focus on national/international issues. The name implies the connection. We are often described as taking too much time. But this focus on Illinois as our state offers much to contemplate for those of us concerned about the role of higher education in shaping the state and nation’s future. As former American Education Council President Stanley Kramer pointed out at the October 18 meeting of the IBHE, we have done a good job of convincing the public of the great value of an education.

President Al Otter. One of the governor’s aides told me last year, “No one fears an angry faculty,” and “No one will support a tax increase to pay for pensions.” But the reality is tax increase is needed to support education among other state needs. We need to need the program. The threats caused by past and continued disasters do not fund the pension systems. That burden grows every year. One estimate is the shortfall is equal to two years of the budget deficit.

What can an individual do? Maybe the recent national accolades for Rosa Parks tell us something. First, individuals can make a difference. Perhaps even more important, they remind us of the importance of narratives, of telling a story that captures attention and motivates change. The current emphasis on getting control of the “story” and “framing,” by both the administration and the opposition suggests the importance of controlling the narrative.

What does all of this suggest about our New Year’s resolutions?

We will tell the story of the impact on our students, our institutions, and ultimately the citizens of Illinois of the cuts imposed on higher education. Every institute of higher education has been negatively impacted. The pattern of declining state support for higher education is reversed, the state faces a significantly darker future. We are destroying the seed corn needed for tomorrow’s growth. If the cuts continue, private and public universities need the greatest political legacy any people have ever received. Our government is not the one we deserve. We are the heirs to our government, we can do what we want it to when we put in the energy it takes to work with other people, organize, campaign, and vote—we can still make the whole clunky money-driven system work for us. And it’s high time we did so. (Molly Ivins. “Offering a host of examples identifying Bush’s many problems,” Chicago Tribune, September 8, 2003.)

We need to support the pension systems. That burden grows every year. One estimate is the shortfall is equal to two years of the budget deficit. If not addressed, that burden will grow even faster. We need to fund the pension systems.

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Although the appropriations for higher education were bleak, there were some bright spots that came out of the Illinois General Assembly. Some of the bills that have become Public Acts were as follows:

HB 521 Group Insurance

Allows state employees and annuitants to purchase supplemental life insurance under the age of 60 up to 8 times their basic life insurance benefit.

HB 715 Elections – College Address

Requires each public university and college, at the beginning of each academic year, to provide the opportunity to change the ballot address or phone number on their registration records. This also requires public colleges and universities to provide mechanisms for voter registration.

HB 908 Fair Share

Provides that if a collective bargaining agreement that includes a fair share clause expires the employer will continue to abide by the fair share clause until a successor agreement is reached.

HB 1384 Medicare

Allows employees continually employed by the same employer since March 31, 1986 to irrevocably elect to participate in Medicare.

HB 281 Transferable Courses

Requires colleges and universities to post on the World Wide Web information regarding transfer courses and their applicability towards degree requirements.

ICCB Health Education Grants

Provides that the Illinois Board of Higher Education will distribute funds to non-profit health service educational institutions a priority basis.

SB 2112 ICIB Social Security Number

Prohibits the use of social security numbers by entities except for specific uses.

SB 2112 ICIB Faculty Member

Provides that one of the 11 members appointed to the Illinois Community College Board by the Governor must be a faculty member at an Illinois public community college.

Note: Bill Naegele of South Suburban College of Cook County has not supported.

The bill descriptions are highly edited and for more details consult the Illinois General Assembly web site at www.ilga.gov.

In short, AAUP’s fight is as important today as it was during the 1960’s. The struggle for tenure and academic freedom continues and is as critical to the academic quality of higher education today as it was then. To ignore the importance of tenure is to ignore the quality of our public higher education system.

What are the morals of the story? Two of them will be:

1. Faculty governance is your friend. At the University of Illinois, the faculty is the decision-making body and is therefore in a position to determine the quality of the education that our students receive.

2. Since the University of Illinois is a public institution, the decisions of the faculty have an impact on the public good. This is the essence of democracy. The University of Illinois serves the people of Illinois, and it is the faculty who are the representatives of the public that is served.

Although many of the speakers provided detailed analysis of a variety of issues many of the spontaneous comments were revealing. A few of the comments as were follows.

“Why should there be no light at the end of the tunnel?” — Senator Miguel delValle

“Due to revenue constraints, do not expect any help from the General Assembly” — Representative Rich Maday

“You must do a better job in explaining the role of higher education to the general public” — Representative Kirkland of Carlyle

“Why should the next state dollar be spent on higher education when there are other competing needs?” — Illinois State Senator Robert Curry

“We will look for educated employees elsewhere if the U.S. cannot provide them.” — Richard Stephens, Senior Vice President, The Boeing Company

“Public higher education should explore other sources of revenue” — Senator Rack Winkel

The last panel of the day was entitled “Where Do We Go From Here?” which raised the question of an action plan. Although this summit did not develop specific criteria for an action plan, one of the speakers, Stanley Ikernbery, President Emeritus of the University of Illinois, part of a national coalition of higher education associations and institutions called Solutions for the Future. They are preparing to launch a national dialogue in 2006 about the challenges faced by society and the role of higher education.

The focus of the coalition will be on the “public good” provided by higher education and the attempt to return higher education to a priority, not only in Illinois, but to a nation as a whole.

The challenge to us all was stated by the President of Roosevelt University, Charles Middleton. He said: “If this summit is held again next year, I predict we will report back that nothing significant will have happened.” Will the public be convinced that higher education needs more support or will we be in this same place next year? A coordinated and effective message must be generated, or his prediction will indeed come true.

Consequences of Closure

By Lesley Kordecki

The 2001 merger of Chicago’s DePaul University with Lake Forest’s 100-year-old Barat College ended with the closure of Barat College in June 2005. This is a brief accounting of what happened to the people of Barat.

Of the administration and staff, a few were transferred to other campuses of DePaul. The majority (around 50) received buy-out packages from the University and left its employ during the final years. Of the faculty, several resigned at the time of the merger. Ten were incorporated into the colleges of Theatre, Music, and Dance. Twenty-two were not replaced by the merger. Subsequently, five of these have resigned or retired.

Twenty-six remaining tenured or tenure-track faculty, those who revamped all curricula for the new Barat College of DePaul, were then required to interview for faculty positions in the other colleges if they wished to continue at the University. Twenty were accepted into various departments of DePaul. Those who were not hired were granted one year off by the Administration. Although most of these had not filed a resignation until after the merger, subsequently, five of these have resigned or retired.

At closure, the University reimbursed all non-tenured faculty for the costs of moving out of the dormitories and into their own homes. The University paid the moving expenses of the five remaining tenured faculty.

Although the people of Barat have not been compensated financially for the closure of their college, they have been compensated in other ways. The focus of the coalition will be on the “public good” provided by higher education and the attempt to return higher education to a priority, not only in Illinois, but to a nation as a whole.

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Examples of faculty being marginalized and represented in determined strategic-decision making within an institution of higher learning clearly exceed those rare moments when faculty are allowed to usurp control that unfairly intrudes upon the rights of an administration or governing board. AAUP does not constitute governance as a faculty mechanism, mission statements and as overseers of the intellectual life of an institution. Examples of faculty being marginalized and represented in determined strategic-decision making within an institution of higher learning clearly exceed those rare moments when faculty are allowed to usurp control that unfairly intrudes upon the rights of an administration or governing board. AAUP does not constitute governance as a faculty mechanism, mission statements and as overseers of the intellectual life of an institution.

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The controversy began in Bean's 20th year. He faced no danger of disciplinary action. The administration, far from attacking Bean, come to his defense. Dean Shirley Clay Scott publicly criticized Bean. Rachel Stocking, former oppressed becoming the oppressor."

A professor who publicly exposed the professor's allegedly smeared."

Too frequently, graduate assistants are stigmatized as "bureaucrats." They spend a major portion of their time and energy working, grading papers and monitoring online classes. They have the right to make an honest mistake, but no one, not even the best authors, should be punished for as-

Dean Albert Bean, a philosophy professor at DePaul University, has faced two decades of academic freedom controversies, with mixed results. When the case involved a tenure-track professor, DePaul University has stood up for its right to academic freedom, albeit qui-

Instead of averting a strike by bargain-

The DePaul administration accuses Klocke of "threatening and unprofessional behavior," although it has never specified any threats made by Klocke. AUPP guidelines protect the extramural speech of all aca-

Although some critics point to Klocek's political agenda, it primarily reflects the powerlessness of adjunct faculty and the corporatization of colleges where students are seen as customers, and those who offend them will be removed.

Professor Bean and the Zebras

By John K. Wilson

The NYU administration claims that the decision to break ties with the union, a United Auto Workers local, was based on part on the true nature of the NYU-union relationship. The incendiary character of the NYU-union relationship is that it is primarily a face-saving device, a way of helping themselves politically and to clarify the nature of decision-

Jane Adams, an anthropology professor who was a primary active participant in a series of critical articles with civil rights by teaching about a former oppressed becoming the oppressor."

The oldest story known to man is that of the newsmen criticized Bean,杨幂, "if this case is any indication, con-

"Our college acted immediately by removing the instructor from the class, DePaul quickly got rid of the teacher, and firing him is even worse. Extramural com-

The DePaul administration accuses Klocke of "threatening and unprofessional behavior," although it has never specified any threats made by Klocke. AUPP guidelines protect the extramural speech of all aca-

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Jane Buck is the president of the American Association of University Professors.
Education: B.A. 1976, University of Oklahoma; J.D. 1979, Southern Methodist University.

Professional Service: University of Oklahoma: Visiting Professor of English, 1994-95; Associate Professor of English, 1995-2002; Professor of English, 2002-present; Chair, English Department, 2002-present; Member, Faculty Senate, 1999-2001; Chair, Faculty Governance Committee, 2000-present; Outstanding Teacher Award, College of Liberal Arts, 1987; Distinguished Researcher Award, College of Business, 1993; and AAUP-UCD Distinguished Service Award, 1994 and 2001.


National: Al Sumberg Award, Outstanding Service in Furthering the Interests of Higher Education in Oklahoma, 1999; Member, Council 1998-2000; Chair, Assembly of State Conferences, 2002-2005; Vice Chair, Assembly of State Conferences, 1999-2002; Member, Collective Bargaining Congress Executive Committee, ex officio as ASC Chair 2002-2005; Member, Membership Committee, ex officio as ASC Chair 2002-2005; Member, Con- tingent Faculty Fund-Governing Board 2002-2005; Faculty, Summer Institute, 1999, 2002, 2003, 2004; Delegate, Assembly of State Conferences and Annual Meeting, 1994-1995, 1997-2005; Member, Committee on Government Relations, 1996-2005; Member, Special Committee on Membership, 2000-2005; Pan- elist, Annual Meetings, 1997-99; Testified before Texas House Education Committee on Post-Tenure Review, 1997; AAUP Member 1991-2006.

Candidate Statement for Thomas E. Guild

AAUP will need strong, positive leadership - at every level - during the next two years. Dynamic and constructive leadership is essential now, since the union must confront inadequate financial support, large classroom sizes, threats to academic freedom and tenure, and attacks on shared governance. Professors need to be asked to do more with fewer resources. Therefore, the AAUP must stand ready to respond quickly and effectively to new attempts to assist and serve our members.

Accurate membership lists must be available upon request, and applications for membership and membership renewals must be processed in a timely manner. We must continue to develop meaningful programs, better inform our membership on crucial issues, and mobilize to defeat harmful legislative proposals. We must encourage significant membership growth by limiting increases in Association dues, and by providing quality service to our members.

Our challenge is especially great today. Since administrations tend to be relatively conservative and since only a limited number of union institutions have the benefits of collective bargaining, the Association must develop and implement policies that convince faculty of its continuing relevance and importance. We need to promote collective action in both union and in traditional advocacy environments. Membership growth and effectiveness depend upon the credibility of strong local chapters and state conferences, effective communication, and the implementation of relevant programs.

It is vitally important to have strong and dedicated professionals serving as AAUP chapter and state conference leaders. It is imperative that strong local chapters and effective state conferences serve as the first two lines of defense against violations of our cherished principles.

My involvement in the Association began as chapter treasurer. During my three terms as chapter president, we realigned several attempts to abolish tenure in Oklahoma, worked to pass a first and a 26-year AAUP censure of our university, fought post-tenure review (PTR), and subsequently helped write a faculty-by-faculty version of PTR. We also successfully fought to adopt a pro-faculty intellectual property policy.

During my four terms as Oklahoma Conference President, we twice passed faculty due process legislation in the Oklahoma Senate, and defeated two proposals to end faculty tenure in Oklahoma. We took significant efforts leading to the largest higher education funding increase in state history. We successfully increased our membership and became and remain an effective voice for college faculty.

As the only full-time national president who has served as a chapter president or executive director, I am prepared to assist and serve local and state leaders across the country in starting, revitalizing and developing their chapters and state conferences.

If elected AAUP President, I will visit as many chapters and state conferences as possible during my term as President. As Chair of the Assembly of State Conferences, I promoted our Association’s principles in visits to more than 30 states. This work resulted in new or expanded chapters for dozens of new chapters. These efforts strengthen the tie between our grassroots membership and the elected leadership, a relationship essential to our success.

I would be honored to serve as your president.

Education: B.A., 1967, Antioch College; PhD, 1970, University of Rochester. Appointments: University of Illinois at Urbana Champaign, Assistant Professor of English to Jubilee Professor of Liberal Arts and Sciences, 1970-present; Campus Tenure Committee 1987-88, College Executive Committee 1989-91.


Election email: cary@cary-nelson.org

Web site with vita, biography, essays on academic freedom and corporatization; endorsements: www.cary-nelson.org

Candidate Statement for Cary Nelson

Every faculty member—even the most vulnerable part-time teacher—benefits each day from the work the AAUP has done for decades. Imagine a world without the 1940 statement on academic freedom and tenure, without decades of censuring rogue institu- tions, without thousands of violations for which our organization has quietly gained reversal or redress. Academic freedom at best would be defined randomly and inconsist- ently at the whim of sympathetic and unsympathetic administrators alike.

Yet each new generation needs to be educated about our values, and we must constantly apply these values to a chang- ing world. Many administrators are far from convinced that academic freedom applies to what people say on college or university email or on university web sites. Few ad- ministrators acknowledge faculty rights to control the content of online courses. Our policy statements on such emerging is- sues—contingent labor, intellectual prop- erty rights, the impact of 9/11 on the academy—are detailed, well reasoned, and with- out bite.

Yet most faculty across the country have little idea of what the organization has accomplished. It is likely that only a small percentage of the professorate has ever read one of our major policy statements, let alone a full committee A report or the Redbook. Although our work is of the highest importance, we do a very poor job of communicating about it.

Part of the problem is a certain stodginess about the organization. We need to communicate regularly and concisely about our work to our members by email. We need to educate the professorate as a whole about our his- tory and our current projects. Informing fac- ulty and graduate students about what we do is the first step in rebuilding our member- ship, which must be a top priority for the next president.

Thousands of faculty have spent the last two decades hiding from the changing reali- ties of higher education—ignoring the in- creased reliance on contingent labor, ignor- ing the gradual shift of power to central ad- ministrations. Yet AAUP members are well informed about the latest trends and the seri- ous threat they constitute. We may differ about what strategies to use in dealing with them, but we are in consensus about the nature of the problem. Our members are thus a wonderful resource; we must involve more of them in our activities. We must organize national email and letter campaigns to sup- port helpful legislation and challenge admin- istrations violating academic freedom.

As president, I would continue writing and speaking passionately about higher education on AAUP’s behalf. Working with our talented and devoted staff, I would dedicate the best years of my career to the public service to the public phase of our endowment campaign.

Despite decades of carping in the acad- emic press—a certain brand of internal criticism is a vital core of ideology in the professoriate. It is evident in city-wide living wage campaigns, in renewed and more activist strikes, in public demands for dr- ives among both faculty and graduate stu- dents. Such actions demonstrate that new driving forces among both faculty and graduate stu- dents. Such actions demonstrate that new drives among both faculty and graduate stu- dents. Such actions demonstrate that new drives among both faculty and graduate stu- dents. Such actions demonstrate that new drives among both faculty and graduate stu- dents. Such actions demonstrate that new drives among both faculty and graduate stu- dents. Such actions demonstrate that new drives among both faculty and graduate stu-
By Lee Malaby, St. Augustine College

"Live free or die. We don't use air conditions. Those are moral statements and they are the only non-contingent educational institutions. We need a welcoming (and humorous) remark, approximately 150 members of the AAUP began their week of meetings at the Summer Institute in Durham, New Hampshire, home of the University of New Hampshire. Thursday night's banquet was the kick-off for two days of meetings that were designed to promote the professorate for the benefit of society, in which today's hyper-connected accounts for the continued. Around eighty percent of the attendees at the Institute were first-timers. From Illinois, our delegation consisted of John Wilson, Cumberlands (Ky), and Levy. In addition to handing out an Academic Freedom, you may be less. Nevertheless, challenges are ongoing, and thereby for the most productive exercise of essential faculty freedoms. Correspondingly, the protection of the academic freedom of faculty is at risk for axing assaults on the freedom of essential faculty freedoms. And, we will be at the AAUP and as stated in the work of each group must be at the top of their agenda. This is a manual that was distributed state-ments supporting freedom of inquiry in the institution. A third line addresses "creating an environment that supports those pro-cesses are essential for the success of a na-tion that is globalizing (and we are number 1)! Even as academic freedom takes on different shades and colors in different disci-plines and institutions of higher learning, the need for new knowledge and skills is essential for the well-being of all people. The AAUP has a very important role in ensuring that the academy, in service to all people (i.e., the common good), continues to be at the forefront of all development and con-versations about where our society and world are going. AAUP members who are interested in attending the Summer Institute next year should visit the AAUP website at www.aaup.org for information on joining the AAUP can likewise visit the national office electronically, and become a member with a few quick clicks.

Write to Illinois

Write us a letter, express your opinion, or submit an article or a book review. Email editor John K. Wilson at collegefreedom@yahoo.com.

Illinois Academe Wins Again

At the AAUP Annual Meeting, the Illinois AAUP won its second straight award for the best tabloid confer-ence newspaper in the country.

Shimer to Chicago

Shimer College in Winkegan is currently in the process of the Illinois Academe (IIT) to lease space in Chicago and move most of its operations there. IIT made the offer in order to strengthen the liberal arts curriculum and to attract students to take Shimer’s Great Books courses.

Report from 2005 AAUP Summer Institute in New Hampshire

April 2005.

The Summer Institute also included pre-sentations on a wide variety of topics, in-cluding an introduction to AAUP, Rebuild-ing Your Chapter, Contract Negotiations, Governing Administration, Newsletters, Ar-bitration, Faculty Compensation, Gender Equity, Issues in bargaining, Institutional Finance, Rights of Contingent Faculty, Trends in Faculty Status, Communications, Recruitment and Development, Diversity, Student Organizing, Legal Representation, Benefits, and Public Hearings.

While many faculty may see little ben-eit in attending the Summer Institute, or any AAUP meeting for that matter, it is impor-tant to understand that education is being attacked from many sides, even as its importance continues to grow. In his book The Lexus and the Olive Tree (2000), Thom-
Illinois AAUP News

Arbitrator Sides with City Colleges Administration

City Colleges of Chicago won a November ruling by an arbitrator supporting the firing of 35 adjunct emeritus professors who had boycotted a picket line of striking full-time professors in fall 2004. The arbitrator ruled that the retired professors did not have a valid complaint because they were not part of the bargaining unit, even though the new contract prohibits reprisals against anyone for strike. City Colleges chancellor Wayne Watson received a vote of no confidence from faculty because of the City Colleges’ retaliation.

Judy Erwin New IBHE Head

Former state legislator Judy Erwin was named in October as Executive Director of the Illinois Board of Higher Education (IBHE). Erwin chaired the House Higher Education Committee during her legislative career, and also taught political science as a graduate assistant at UIC. Erwin said, “We live in a time when postsecondary education is increasingly an essential experience for the modern workplace.”

Future State Pensions Reviewed

In a November report, the Advisory Commission on Pension Benefits recommended any specific reductions in benefi cies for new state hires, rejecting the two-tier system of higher retirement ages and lower cost-of-living increases proposed by Gov. Rod Blagojevich to help resolve the state’s underfunded pension system.

Campus Equity Week

Campus Equity Week was held nationally on October 30-November 5. Sponsored jointly by the AAUP, the American Federation of Teachers, and the National Education Association, Campus Equity Week raised awareness about the status of adjunct faculty at colleges. At Green River Community College in Washington, organizers held a bake sale with “full-time” and “part-time” cookies to highlight the economic difference, except that the part-time cookies cost half as much. At Triton College, Adrian Fisher reported, “Triton College Adjunct Faculty Association (IEA-NEA), River Grove, IL, ran its first CEW information table. We distributed CEW/FEW buttons, which were very popular. The top administration got some, too! We spent most of our time educating students, I hope to good effect. We are in the midst of negotiating our first contract, and CEW/FEW was a low-key way to get our message to the campus at large. Next year we plan to do more.”

Joe Berry, author of Reclaiming the Ivory Tower, spoke during Campus Equity Week at his home institution of Roosevelt University along with a speech at St. Xavier University sponsored by the AAUP chapter there.

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IL AAUP Speakers Bureau

John K. Wilson, editor of Illinois Academic, 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 2006. All Illinois AAUP members are invited to bring him to your campus as part of his book tour. For more information, contact collegefreedom@yahoo.com.

Ken Andersen, Speech Communication, University of Illinois at Urbana-Champaign, past president, IL AAUP:
1) Shared Governance and Due Process; 2) Academic Freedom & Tenure.


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 Kirschen, History, St. Xavier University:
1) Academic freedom and tenure.

Jack Leathy, 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, IL AAUP:
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, Southeastern 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 IL 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.

The Illinois AAUP is a 501(c) 3 organization.

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