President's Report
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 plus 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 FY02 and will increase slightly for FY07.

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 FY02. 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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What the bosses make.
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Cary Nelson
The new AAUP president gives his views on increasing membership.
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Books
A variety of new books about higher education.
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Giles Case continued on page 4

American Association of University Professors of Illinois
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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 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.”

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G I LES C ASE
Promoting Higher Education in Illinois

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 purporting 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.

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 solution 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 bachelor 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 education. The critique ignores that the public good also is produced by higher education has historically provided to the United States and the world.

One initiative to reestablish the concept of “public good” that 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 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 Manning. 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 various surveys that have been commissioned by these critics, faculty in 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 lobbying 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.

President’s Report continued from page 1

spending for higher education in the elections this month.

Presidential Pay in Illinois

2004-05 total compensation at private institutions in Illinois:

Northwestern University
Henry S. Bienen
$735,004

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

Midwestern University
Kathleen H. Goepfening
$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. Broksi
$357,463

Roosevelt University
Charles R. Middleton
$346,475

Saint Xavier University
Judith A. Dwyer
$322,178

John Marshall Law School
Patricia Mell, dean
$308,000

Lake Forest College
Stephen D. Schutt
$306,130

Illinois Institute of Technology
Lewis M. Collins
$305,050

Aurora University
Rebecca L. Sherrick
$293,752

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
$253,659

Elmhurst College
Bryant L. Carten
$249,225

Monmouth College
Richard F. Giese
$235,921

North Park University
David G. Homer
$233,873

Augustana College
Steven Bahls
$232,218

University of St. Francis
Michael Vinciguerra
$230,600

Illinois College
Axel D. Steuer
$230,710

Trinity International University
Gregory L. Waybright
$206,054

Olivet Nazarene University
John C. Bowling
$196,377

Millikin University
Douglas E. Zemke
$191,975

Rockford College
Paul C. Pribbenow
$180,039

Lewis University
Brother James Gaffney
$180,197

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. Garanzu
$0

Northern Illinois U.
John G. Peters
$302,265

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

Illinois State U.
C. Alvin Bowman
$286,792

University of St. Francis
Bryan L. Bowman
$260,000

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

source: Chronicle of Higher Education

Chronicle of Higher Education
By Cary Nelson
cary@cary-nelson.org

AAUP President Cary Nelson on Membership

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 past 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.

Throughout 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 many members know any of that? 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 AAUP Committee 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 members have ever been aware of our reports on workplace 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 organized. It is no surprise, then, that most of our members have no idea who we are or what we do. They do not know about the link between our constituency, the professional organizations we represent, and our national offices. They do not know that the American Association of University Professors is a democratically affirmed and legal choice of union representation to negotiate a contract with the graduate assistants’ union. They do not know that the AAUP has a Research and Education Foundation to help educate faculty about the AAUP and its history. They do not know that the AAUP has a campus chapter as an essential unit in our system of representation and mobilization. They do not know that we are a union with dues and dues structure.

The great advantage of a DVD is that people just have to watch it in order to get a message across. The aim, after all, is to conduct a fairly high-tech campaign in which many members could name major staff members and elected leaders in their campus chapter. In many cases a visit or call from a local member would strengthen an appeal, but we cannot rely on that technique alone to rebuild our membership. Many of our current members have no idea who we are or what we do. 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.


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, he said, “that graduate assistants, like other campus employees, should have the right to bargain collectively. Under no circumstances should they be without the right to retaliation for their collective bargaining activity.”

Cary Nelson, addressing a group of students and labor leaders at Hudson Memorial Chapel, called today’s action “a watershed day in the struggle for employee rights.” He further noted: “The NYU administration has recklessly maximized the tension with its gradate employees. Their actions this week have left us with no other alternative but to mobilize and fight. We cannot allow NYU to 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, “not just now, but as soon as possible. Until then, we will continue our struggle.”

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

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Politics, Palestinians, and Roosevelt

Michael Berube, What’s Liberal About Michael Berube?

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 it is to teach in a 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 remains very specific about his 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 beneficent teaching. Berube is certainly an above-average writer in this work, but he never hits the extraordinary heights he is capable of when he fires himself from the conventions of politeness.

One suspects that this tone is also how Berube teaches, and that raises questions about his pedagogy. For example, how can Berube tone himself down in the classroom (or in a book) in order to avoid alienating students? 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 relented.

The controversy surrounds the logical fallacy in this statement: “Crime in the streets, especially crime committed by gangs of non-logic students (most likely World Religions).” (12) But why can’t good teaching also include the professor’s true voice, especially when it is as smart as Berube’s?

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. Perhaps another professor was already scheduled to teach the Logic class at the downtown campus. That means Giles must have been fired from his position as a logic teacher 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 less important than how he expressed it.

Unlike most adjuncts who are fired and upset that so many people hear about this case and say “that’s typical” and aren’t surprised that a university has acted this way. That is truly tragic.

What’s Liberal about Michael Berube?

BOOK REVIEWS

What’s Liberal about Michael Berube?


Reviewed by John K. Wilson

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 procedure of due process with me. I never heard the issue again and then immediately fired him again (or “permanently not re-hired” him, as Roosevelt prefers to call it).

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“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.”

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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 "Recessions, 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 we've got the report before the next recession." (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 presidents, 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." (190) 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.

The Problem of the Presidents


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 stuck here?" (113)

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By John K. Wilson

The problem 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.” According 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.isu.edu/eaddept/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. This plan was set forth in the May 2006 OVP AA document “The University of Illinois Global Campus Initiative: Final Report.” We thank you for listening to this presentation and the following 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 and should indeed play a leading role in this 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 that they may result in the recommendation that if the start-up phase of experimentation at the Global Campus fails, the entire University will be put in jeopardy. Even if the 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 undergraduate and the graduate programs contemplated. Such an academic plan should clearly establish the kinds of faculty guidance and academic-administrative oversight that are part of the fabric of our existing campuses, 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 any new ventures that might 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, and even after the start-up phase begins, to the other three senates and the University Senates Conference to provide structurally for the kinds of faculty guidance and academic-administrative oversight that are part of the fabric of the University’s existing campuses, and that have played a central role in ensuring the University’s reputation for quality and integrity to date.

We recognize that this “Global Campus” is not likely to receive significant faculty support, the students, and the materials over time.

The proposal contemplates courses that will be developed by the University itself using the term "campus" in the sense in which this term is used in the Statutes. The Statutes state:

"The proposal is adopted, the University Senates Conference shall serve as an advisory body for 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 fully-fledged “campus” in the sense in which this term is used in the Statutes. The Statutes state:

"The creation of a new campus by a proposal made to the Board of Trustees, or by the University Senates Conference. The president shall submit the proposal for the new campus together with the advice of the senate(s) and chancellor(s) 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."

If the proposed “Campus” is not actu-

ally 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 the Global Campus. If that is indeed the case, then we wonder about contingency plans in case the University itself using the term “campus” to name and characterize the entity.

Even in that event, however, we expect that the advice of the senates, the chancellor(s) and the USC will be respected, and that the “advice” of the senate(s) may indeed be inapplicable in the Global Campus.

The article lists some of the risks in “...creating a spin-off for-profit online venture separate from the universities, and involving non-faculty members in the entrepren-
Online education has largely been treated like a stepchild in the world of higher education, at least in terms of funding 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.

The University of Illinois, 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 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 planned to be different than it has had before.

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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 premartial sex and homosexuality from the national organization’s conservative Christian perspective.

SIU Chancellorial Fired
Southern Illinois University at Carbondale Chancellor Walter Wender was removed from his position by president Glenn Poshard in November 2006. Poshard cited the need “to build my own team,” but Wender 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 Students unionized with the IEA/NEA in September in a 248-112 vote. Political Science Teaching Assistant Marinus van Kuitenbrou noted, “Through this campaign we found that students 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 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 F. 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 cosmology 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 textbook. She then filed a complaint against the campus train-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 Carl Sandburg Cubs game, or the price of gasoline, the college was entitled to insist on a professional relationship between the students and the instructor.”

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 colleyfreedom@yahoo.com

Ken Anderson, 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 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.

Pam 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, Southwestern Illinois College, and past president, IL AAUP:
1) Legislation and academia; 2) Collective bargaining issues in academia.

IL AAUP speakers bureau

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 proper 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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