The DePaul Dismissals

A major symposium on academic freedom at the University of Chicago on October 12 drew a crowd of nearly 2,000 people to an event which lasted over four hours (audio of the speakers is available at academicfreedomchicago.org).

Moderator Tarig Ali began by noting that the event was inspired by the denial of tenure to Norman Finkelstein, and declared that the event was meant to say, “There is where we stand, and this is what is going to defend.”

Noam Chomsky called Finkelstein a scholar “whose work has received the highest praise by some of the most distinguished scholars in the field where he has worked.” Chomsky argued that “truth poses a serious barrier to the policies carried out by state power.” For that reason, “The assault on academic freedom has deep roots and ominous portents.”

Akeel Bilgrami, philosophy professor at Columbia, noted that Finkelstein’s “academic career has been completely ruined...unless some university decides to make its reputation in the most honorable way” by hiring him. He declared that Finkelstein “has produced brilliant and pain-taking research.”

Tony Judd of NYU noted that for Norman Finkelstein, without tenure, “the act of speaking out...took very significant courage and has exacted a very significant price.” Judd said he is so alarmed by “the nature of university cowardice in our time.”

John Mearshimer of the University of Chicago expressed alarm that “outside forces have intervened in academia in hiring and tenure decisions,” cancelled speeches, and “they have put pressure on university presses not to publish controversial books.” According to Mearshimer, “the case for his tenure was open-and-shut.”

Evan Lorenzo, a DePaul student, called the student protests a “transformatory experience.” Lorenzo noted, “We run the risk of a self-censoring faculty who are not publishing or saying what they believe...What kind of environment is this?” He said a faculty member came up to him and said, “After seeing what they did to Mehrene, the fear is rising.”

Mehrene Larudee said, “Those of us who care most about academic freedom are those who believe there is some specific truth that will be snuffed out. Most often, it is some kind of truth about injustice.” She added, “If the truth about the Israel/Palestine conflict is lost, there will never be peace and justice.” Larudee said, “If we only defend the academic freedom of those with whom we agree, it may not be there for us.”

Norman Finkelstein argued that in “the search for truth, a fundamental prerequisite is liberty” and “Outside the university, outside the classroom, you should be free to speak your mind like any other citizen in our society.” Finkelstein asked, “What are the proper limits of civility, which society.” He declared, “Inside the classroom, as my students know, I am quite conservative and old-fashioned. It is not a soapbox, it is not a lecture for indoctrination and toeing the party line. In the classroom, your responsibility as a professor is to stimulate. At a public lecture, it’s quite different. It’s to convince.” He observed, “In my personal case, the issue of the classroom never arose.”

Finkelstein added, “there is a time honored tradition for shouting the soapbox, it is not a lecturn for indoctrination and toeing the party line. In the classroom, your responsibility as a professor is to stimulate. At a public lecture, it’s quite different. It’s to convince.” He observed, “In my personal case, the issue of the classroom never arose.”

Finkelstein concluded, “Emily Post’s rules of etiquette, however real the question, is a meaningless sideshow, or a transparent pretext for denying a professor the right the teach on the basis of his/her political beliefs.”

For the complete summary of the academic freedom symposium, go to collegefreedom.blogspot.com.

Inside This Issue

The Mental Health Crisis on Campus
How faculty can help students. article on page 2

Scary Student Debt
Ken Andersen looks at the price of college, and paying for it. column on page 3

Dissent on Israel
Matthew Abraham’s speech on the hazards of free speech in academia. article on page 5

The Firing of Finkelstein
Peter Kirsten on DePaul’s threat to academic freedom. article on page 6

American Association of University Professors of Illinois
P.O. Box 477
Chicago, IL 60614

www.ilaaup.org

PRESORTED STANDARD US POSTAGE
ASTORIA, IL
PERMIT NO.9
The Campus Mental Health Crisis

By Keith Burton

Most college faculty members are aware of the growing problem of mental illness on our campuses, but in my experience, there is a relative lack of interest in the topic. Many faculty members may feel that the issue involves the attention of faculty, administrators, or even students for long. Indeed, it seems that this long-neglected concern tends to receive serious attention primarily when tragic events involving mental illness occur (such as the Virginia Tech earlier this year). It is my view that this concern must not be allowed to fall to the “back-burner” again, and must be coupled with the increasing emphasis on state policy makers, the IBHE, college and university administrators, facul- ty, and students. I have recently had the opportunity to help promote this discussion in Illinois, and wish to share my experiences with you. I think we can play an important role in furthering this discussion and in helping those students with men- tal illness.

But first, I’d like to provide some background on how I came to be involved with the campus mental health crisis and to summarize what I have learned so far. Earlier this year I volunteered to help author a position paper regarding the campus mental health crisis by the Illinois Board of Higher Education’s Faculty Advisory Council (FAC, on which I serve). That document, coauthored with the IBHE’s Student Advisory Committee, was intended to describe the ex- tent of the crisis, and to provide policy recommendations for the IBHE (it can be found at http://oei.uhs.illinois.edu/facfac/). In addition, I have been serving as the FAC representative to the Illinois Task Force on Mental Health on Campus. So regarding the Task Force I am helping to assess the gaps in mental health service offerings on our college campuses. Below I will share with you what I have learned while working on these projects, and I’d like to also share what faculty can help.

The Magnitude of the Crisis

If you are skeptical of the existence of a mental health crisis, please consider the following. Several sources have suggested that severe mental health problems among college students is growing. Women are particularly vulnerable to experiencing stress and anxiety, and that distress is growing. Take, for example, the American College Health Association’s (ACHA) survey of college students, which features questions on mental and emotional health. Their most recently published data, based on over 94,000 students surveyed in the spring semester of 2006, indicate that 67% of women and 54% of men report feeling so depressed on at least one occasion that they could not function, and that 10% of women and 8% of men seriously considered suicide. Stress was cited as the single greatest impediment to academic progress by both men and women. One of the difficulties students encounter when transitioning to college is a massive shift in their social land- scape, and that these shifts can be traumatic. One of the difficulties students encounter when transitioning to college is a massive shift in their social land- scape, and that these shifts can be traumatic. It seems that this long-neglected concern tends to receive serious attention primarily when tragic events involving mental illness occur (such as the Virginia Tech earlier this year). It is my view that this concern must not be allowed to fall to the “back-burner” again, and must be coupled with the increasing emphasis on state policy makers, the IBHE, college and university administrators, faculty, and students. I have recently had the opportunity to help promote this discussion in Illinois, and wish to share my experiences with you. I think we can play an important role in furthering this discussion and in helping those students with mental illness.

But first, I’d like to provide some background on how I came to be involved with the campus mental health crisis and to summarize what I have learned so far. Earlier this year I volunteered to help author a position paper regarding the campus mental health crisis by the Illinois Board of Higher Education’s Faculty Advisory Council (FAC, on which I serve). That document, coauthored with the IBHE’s Student Advisory Committee, was intended to describe the extent of the crisis, and to provide policy recommendations for the IBHE (it can be found at http://oei.uhs.illinois.edu/facfac/). In addition, I have been serving as the FAC representative to the Illinois Task Force on Mental Health on Campus. So regarding the Task Force I am helping to assess the gaps in mental health service offerings on our college campuses. Below I will share with you what I have learned while working on these projects, and I’d like to also share what faculty can help.

The Magnitude of the Crisis

If you are skeptical of the existence of a mental health crisis, please consider the following. Several sources have suggested that severe mental health problems among college students is growing. Women are particularly vulnerable to experiencing stress and anxiety, and that distress is growing. Take, for example, the American College Health Association’s (ACHA) survey of college students, which features questions on mental and emotional health. Their most recently published data, based on over 94,000 students surveyed in the spring semester of 2006, indicate that 67% of women and 54% of men report feeling so depressed on at least one occasion that they could not function, and that 10% of women and 8% of men seriously considered suicide. Stress was cited as the single greatest impediment to academic progress by both men and women. One of the difficulties students encounter when transitioning to college is a massive shift in their social land- scape, and that these shifts can be traumatic. One of the difficulties students encounter when transitioning to college is a massive shift in their social land- scape, and that these shifts can be traumatic. It seems that this long-neglected concern tends to receive serious attention primarily when tragic events involving mental illness occur (such as the Virginia Tech earlier this year). It is my view that this concern must not be allowed to fall to the “back-burner” again, and must be coupled with the increasing emphasis on state policy makers, the IBHE, college and university administrators, faculty, and students. I have recently had the opportunity to help promote this discussion in Illinois, and wish to share my experiences with you. I think we can play an important role in furthering this discussion and in helping those students with mental illness.

But first, I’d like to provide some background on how I came to be involved with the campus mental health crisis and to summarize what I have learned so far. Earlier this year I volunteered to help author a position paper regarding the campus mental health crisis by the Illinois Board of Higher Education’s Faculty Advisory Council (FAC, on which I serve). That document, coauthored with the IBHE’s Student Advisory Committee, was intended to describe the extent of the crisis, and to provide policy recommendations for the IBHE (it can be found at http://oei.uhs.illinois.edu/facfac/). In addition, I have been serving as the FAC representative to the Illinois Task Force on Mental Health on Campus. So regarding the Task Force I am helping to assess the gaps in mental health service offerings on our college campuses. Below I will share with you what I have learned while working on these projects, and I’d like to also share what faculty can help.

The Magnitude of the Crisis

If you are skeptical of the existence of a mental health crisis, please consider the following. Several sources have suggested that severe mental health problems among college students is growing. Women are particularly vulnerable to experiencing stress and anxiety, and that distress is growing. Take, for example, the American College Health Association’s (ACHA) survey of college students, which features questions on mental and emotional health. Their most recently published data, based on over 94,000 students surveyed in the spring semester of 2006, indicate that 67% of women and 54% of men report feeling so depressed on at least one occasion that they could not function, and that 10% of women and 8% of men seriously considered suicide. Stress was cited as the single greatest impediment to academic progress by both men and women. One of the difficulties students encounter when transitioning to college is a massive shift in their social land- scape, and that these shifts can be traumatic. One of the difficulties students encounter when transitioning to college is a massive shift in their social land- scape, and that these shifts can be traumatic. It seems that this long-neglected concern tends to receive serious attention primarily when tragic events involving mental illness occur (such as the Virginia Tech earlier this year). It is my view that this concern must not be allowed to fall to the “back-burner” again, and must be coupled with the increasing emphasis on state policy makers, the IBHE, college and university administrators, faculty, and students. I have recently had the opportunity to help promote this discussion in Illinois, and wish to share my experiences with you. I think we can play an important role in furthering this discussion and in helping those students with mental illness.
Illegitimi non corborundum!

Halleck is over. But Illinois faces both the short and long term impact of high tuition and student debt. While these are national problems, they are a greater problem in Illinois with great significance for the state’s future.

Student debt: A personal and legislative concern

Last year the Faculty Advisory Council to the Illinois Board of Higher Education provided a useful examination of the impact of student debt. Nationally, debt levels for graduating seniors in 2006 (2005 data) is $11,170 for those graduating in 2005, $13,570 in 2004, and $15,270 in 2003. In Illinois, the Illinois state program (3.7% increase) to date has not kept pace with the increases in tuition. The Illinois Board of Higher Education indicated in its October 31, 2006 report serving in the legislative leadership. State and its citizens suffer. IBHE Executive Director Hightman cited these three facts in her October 22 speech at Loyola University:

- A person holding a bachelor’s degree will earn 73% more than a person with a high school diploma.
- A person holding a master’s degree will earn twice what a high school graduate will.
- A doctorate or professional degree magnifies earning power two or three times.

Completion of one or more degrees means:

- Increased tax revenues
- A higher home ownership rate
- More civic involvement
- Lower social costs for prisons, welfare, rehabilitation

Enhanced community cultural activities and participation.

These are social goods where the entire society benefits rather than such personal goods as better health and enhanced career opportunities. The unplanned social experiment, the GI Bill, revolutionized the life of many, many individuals, thus significantly enhancing the quality of life in the nation. Individuals who never thought of going to college did so resulting in tremendous societal and personal benefits. We should ensure the opportunity for our citizenry—young and not so young—to have access to higher education for the benefit of all.

A Personal Addendum: In 1951, at age 17, against my father’s wishes, I set out for college with a little over $200 saved from a summer job and a partial tuition scholarship, that meaning my tuition was $100 a year. (It was $105 a semester for my doctorate.) With a job in the food service, later a graduate assistantship, and no financial aid from my family, four years later in August, 1955, I had an M.A., $200 saved, and a job as an instructor at the University of Colorado. I could not do that in today’s college environment. That would be Ken Andersen’s loss, but not just my loss!

Two Hobgoblins: High Tuition and Student Debt

An Advice Column by Ken Andersen

A rough English translation of the possibly misspelled Latin would be, “get thee behind me, Satan!” I invoke this thought almost daily about actions in Springfield and in DC. I commend the advice to you, Springfield! Every legislator I have heard comment on the current legislative session—yes it is still going on has used such terms as “dysfunctional, a travesty, unbelievable, a disaster, a clash of egos,” and those are the words used when not present. The Chicago Tribune, Sunday, October 28, called for a constitutional amendment permitting the recall of the governor. The public response recorded by the Tribune on October 30 showed a majority in favor of such a recall with some nor. The public response recorded by the Tribune was positive. I commend the advice to you. The ability to continue to raise tuition is limited and universities increasingly will be targets of public and legislative dissatisfaction. A potent analogy: although the Romans made every payment required by them while the state did not. The public tends to blame the legislators for the pension shortfall, not the legislators. The public/legalistic backlash against high tuition is growing and colleges, I predict, will pay a penalty.

The state and its citizens: When potential students do not enroll, students delay completion or drop out, the state system works better when people participate.” Barack Obama calls for debating partisanship and rancor and finding practical solutions. Others call for a better government, not less government.

Our citizenry needs to return to the civic arena as active participants, not pundits, with a healthy skepticism, not cynicism. Our educational system once stressed the goal of participants, not pundits, with a healthy skepticism, not cynicism. Our educational system once stressed the goal of participants, not pundits, with a healthy skepticism, not cynicism. Our educational system once stressed the goal of participants, not pundits, with a healthy skepticism, not cynicism.

Illegitimi non Corborundum

For more information about the Hosty v. Carter case, go to www.collegefreedom.org

Illinois Academic • Fall 2007 • Page 3
In the last two years, I have learned more about academic freedom, and the threats that real dissent, and critical thought pose to academic freedom. Having read hundreds of books about the subject. Let me explain: In December of 2005, I wrote a positive review of Norman Finkelstein’s Beyond Chutzpah in the New York Times, praising his book, which scaled the heights of the New York Times Best Seller list, receiving praise from the likes of Henry Louis Gates Jr, Ariel Shahrokh, Elie Wiesel, and even President Bollinger. Dershowitz wrote a complaint letter to the journal editors about my review, dated November 29, 2005. The first few lines of that letter read as follows:

"It is difficult to write a rebuttal to a writer whose own article so readily discredits the writer. As a Jewish studies professor, uses such outlandish and intemperate language, makes such wild historical references, and parrots so many very faulty arguments, I could not but suspect that he has written his review of Norman Finkelstein’s Beyond Chutzpah as an example for his students on how not to write well. His article reads like a cheap anti-Semitic propaedeutic. Before I begin, then, I will let Abraham, the Rachel Corrie Courage in Teaching award recipient, speak for himself.

On December 6th, 2005 I was sitting in the office of my department chair at the University of Tennessee at Knoxville, where I was employed until last year. My chair had been alerted to the fact that I had written the review of Beyond Chutzpah through an e-mail he had received from the university’s grants coach, who had sent the link of my review to him with no subject line or message.

Given that my chair mentioned this to me during my retention meeting when we were talking about my teaching, publications, service, and progress toward tenure, signified— in my mind—that the chair’s concern was more about my academic and personal character, would my chair have bothered mentioning it to me? After telling me that he found the tone of my review excessively polemical, “he pronounced that my publication would prevent me from being a candidate for tenure.”

Finkelstein-Dershowitz controversy. The conversation that ensued was intense, and I was absolutely sympoliticated with the kind of work I was trying to do, he cautioned me, mentioning that if I persisted in “engaging in controversy,” I’d “activate the university’s immune system, triggering the production of the system’s antibodies, and be carried away like a forlorn idiot.”

I am talking here about candidates for academic freedom is detrimental to my career and my academic freedom, and make decisions that, I am further chilled in this regard by the appointment of the Associate Dean of academic personnel, a letter protesting the Dean’s decision to not uphold our colleague’s grievance committee found no basis for any allegations against Massad by the David Project. As Massad claimed, “the world is a better place because one would in effect be arguing that one from receiving a Ford Foundation grant because one would in effect be arguing that Massad does not, has not, and never will engage in research that will benefi
tially impact the country. The AAUP 1940 Statement of Principles on Academic Freedom and Tenure: “The rights and privileges of academic freedom are not

Freedom continued on next page
While the tenure-denial case of Norman Finkelstein has seemingly ended with the September 5, 2007 settlement between the professor and DePaul University, this dis- puted tenure case has been a powerful teaching moment throughout the academy for the foreseeable future. From the day I first published on April 1, 2007 the revelation that Dr. Finkelstein had written a scathing attack of his university to resist the unwarranted intrusion into his academic freedom and the failure of a university to resist the unwarranted intrusion into his academic freedom and the failure of a university to respect the rights of a scholar, I have been engaged in efforts to keep open my own mind and to keep open the mind of the American public to the importance of the Finkelstein case. In a sense, the Finkelstein case represents an important moment in U.S. intellectual life, and one that provides a powerful teaching moment for the academy and for American society.

For more than thirty years, the study of the Israel-Palestine conflict has been the subject of intense debate, scholarship, and controversy. Many of the scholars who have contributed to this field have been scholars of Middle Eastern and African Jewish history, and their work has been the subject of intense scrutiny and criticism. The case of Norman Finkelstein is just one example of the intense debate and scrutiny that has been directed at scholars who have contributed to our understanding of the Israel-Palestine conflict.

The Firing of Finkelstein

The Firing of Finkelstein has been a powerful teaching moment for the academy and for American society. The case has provided a powerful reminder of the importance of academic freedom, the importance of open discussion, and the importance of the role of the university in the development of scholarship. The Finkelstein case has also provided a powerful reminder of the importance of the role of the academy in the development of scholarship, and the importance of the role of the university in the development of scholarship.

The Finkelstein case has also provided a powerful reminder of the importance of the role of the academy in the development of scholarship, and the importance of the role of the university in the development of scholarship. The Finkelstein case has also provided a powerful reminder of the importance of the role of the academy in the development of scholarship, and the importance of the role of the university in the development of scholarship.
The June 2006 report of DePaul University’s Promotion and Tenure Policy Committee affirms the above assertion, in Section W, “The Role of Collegiality.” “The Faculty Handbook defines collegiality as a criterion for promotion and tenure.” In “Recommendation,” “Collegiality should not be a factor in a candidate’s promotion and tenure review or report.”

You wrote to Professor Finkelstein “as the American Association of University Professors—AAUP—has recognized, all professors have basic obligations, as colleagues in the community of scholars: (1) to ‘not discriminate against or harass colleagues,’ (2) to ‘respect and defend academic freedom’ and (3) to ‘not serve’ in any decision that is due this year.

In the area of academic freedom, the most significant support for the College under- takes to deny tenure to Drs. Finkelstein and Larudee. The U.B.P.T. which you quote in your June 8, 2007 letter to Dr. Finkelstein. The U.B.P.T.--which we believe–has recommended to our university to deny tenure to a professor out of fear that his published research, including those that appear under the University of California Press, might hurt a college's reputation. Tenure affirms “teachers are entitled to full freedom in research and the publication of its results.”

In the period from 1999 to 2007, the BOT has been associated with ensuring homogeneity, and hence with practices that exclude persons that appear under the University of California Press, might hurt a college's reputation. Tenure affirms “teachers are entitled to full freedom in research and the publication of its results.”

The Illinois AAUP Letter to DePaul University on Tenure Denials

Dear Rev. Holtschneider:

I respectfully disagree with the assertions in your letter. I personally reviewed both Dr. Finkelstein's and Dr. Larudee's tenure files at the conclusion of the faculty review process. I am confident that the only criteria considered by DePaul in deciding these cases were the applicants' scholarship, service, and teaching. The record reflects that DePaul honored all the standards and processes set forth in DePaul's Faculty Handbook, as well as the standards established by the AAUP. There is no evidence in the record that either applicant's academic freedom was compromised by the tenure review process, or that outside influences played any role in the outcome of these cases.

Because our decisions on tenure are personnel matters, I cannot discuss these decisions in any detail. You previously reviewed my letter to Dr. Finkelstein, which he posted on his website. I will let that letter speak for itself. But as you can see, my letter and the decision of the University Board on Promotion and Tenure neither mention collegiality nor rely on it as a basis for denying tenure.

I respect the seriousness of your letter and appreciate the hard work that you and the AAUP do on behalf of your faculty colleagues. However, we will have to agree to disagree on this matter. I will not reverse the faculty recommendation, through the University Board on Promotion and Tenure, to deny tenure to Drs. Finkelstein and Larudee.

Sincerely,

Leo Welch
President
AAUP-Illinois Conference

Response from DePaul University on Tenure Denials

July 12, 2007

Dr. Leo Welch
President

I respectfully disagree with the assertions in your letter. I personally reviewed both Dr. Finkelstein's and Dr. Larudee's tenure files at the conclusion of the faculty review process. I am confident that the only criteria considered by DePaul in deciding these cases were the applicants' scholarship, service, and teaching. The record reflects that DePaul honored all the standards and processes set forth in DePaul's Faculty Handbook, as well as the standards established by the AAUP. There is no evidence in the record that either applicant's academic freedom was compromised by the tenure review process, or that outside influences played any role in the outcome of these cases.

Because our decisions on tenure are personnel matters, I cannot discuss these decisions in any detail. You previously reviewed my letter to Dr. Finkelstein, which he posted on his website. I will let that letter speak for itself. But as you can see, my letter and the decision of the University Board on Promotion and Tenure neither mention collegiality nor rely on it as a basis for denying tenure.

I respect the seriousness of your letter and appreciate the hard work that you and the AAUP do on behalf of your faculty colleagues. However, we will have to agree to disagree on this matter. I will not reverse the faculty recommendation, through the University Board on Promotion and Tenure, to deny tenure to Drs. Finkelstein and Larudee.

Sincerely,

Rev. Dennis H. Holtschneider, C.M.
Response to David Horowitz

By Matt Machowski

The last issue of Academic printed my article about free speech at DePaul and right-wing activist David Horowitz’s response. I would like this letter to respond to my article about free speech at DePaul. I thought he would be too busy as I had heard he might be involved with a burning at the stake happening in Colorado and had heard he might be involved with a burn-mob on the border with Mexico.

His response was typical of those used to get their way through sheer force in...
Legislative Report

The 95th General Assembly has been noted for interminable warfare between Gov-
ernor Rod Blagojevich, Senate President Emil Jones and Speaker Mattie Hunter, all Democrats. In spite of this hostile legisla-
tive environment there were some legisla-
tive initiatives that were approved. These in-
clude:

Creating Future Higher Ed Policy
House Joint Resolution 69, sponsored by Repre-
sentative Kevin McCarthy and Senator Edward Maloney, will develop a long-term, comprehensive master plan for higher education in Illinois. The resolution directs the Council to undertake the master plan through creation of the Task Force on Higher Education and the Economy, chaired by BBHE Chairwoman Carrie Hightman. The master plan will help ensure that the state’s higher education system is preparing an ever-more diverse student population for the increasingly competitive job market. The plan will also highlight successful policies that the state could adopt or expand on and provide more effective use of state funds. The joint resolution has been adopted by both houses.

Fostering a Coordinated Education System from Preschool to Graduate School
House Bill 588 (representative Charles Hines) requires the Illinois State Board of Education to develop a plan to ensure a coordinated education system from preschool to graduate school that better integrates all levels of learning in Illinois. The bill was sponsored by Representative Jerry Mitchell and Sena-
tor Deanna Demuzio. The Council will recom-
 mend best practices, focusing on opportuni-
ties for Pre-K educators and postsecondary educators to work more closely together and better prepare students for success. The bill has been sent to the Governor. In addition, House Resolution 491, sponsored by Representative Sandra Phoabs, provides that the Council’s duties shall in-
 clude proposing recommendations concern-
ing accountability in education. The resolu-
tion has passed the House.

Increasing College Readiness
Research shows that lack of academic preparation—not affordability—is the single biggest barrier to college enrollment. Many students graduate high school without the skills needed to do college-level work. Sen-
ate Bill 858, the College and Career Readi-
 ness Pilot Program sponsored by Senator Maloney and Representative David Miller, creates teams of advisers from high schools and community colleges who will assess ACT scores and help students select classes that meet college admissions requirements or the demands of the modern workplace. Teams will also work to better match high school curriculums with the expectations for college-level work. This pilot program will better prepare students for the rigors of col-
lege and the workplace. Senate Bill 858 has passed both houses.

Developing Strong School Leaders
Quality teachers significantly improve stu-
dents’ chances of success and need to be well-prepared. The resolution has been adopted in each house.

Reining in Textbook Costs
Many students struggle to pay for in-
course, expensive college textbooks. Senate Resolution 298, sponsored by Sena-
tor Mattie Hunter, resolves that each pub-
lic university and community college must undertake measures to reduce textbook costs. Institutions must document mea-
sures taken to curb textbook expenses and report progress to the Illinois Board of Higher Education and the Illinois Commu-
nity College Board, which in turn will brief the General Assembly. A package of bills, based on an BBHE study of textbook costs, that would have created textbook advisory committees at community colleges and public universities, provided a tax break for purchase of required course materials, and disclosed information to help students be more savvy consumers, passed the Sen-
ate but was not acted on in the House. SR 298 resolution has been adopted by the Senate.

John K. Wilson, editor of Illinois Academe and author of the new book Barack Obama: This Improvable Quest (www.obamapolitics.com), will publish his new-
est book, Patriotic Correctness: Academic Freedom and Its Enemies (Paradigm Publishers) in December 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. Read his blog at collegefreedom.blogspot.com.

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

Joe Berry, Roosevelt University. Author, Reclaim-

Joseph Fedler, Economics Bradley University, Secre-
tary, IL AAUP (member of AAUP National Council): 1) Academic challenges of the national AAUP Office; 2) Use of services and assistance from the national AAUP office.

Peter Kirstein, History, St. Xavier University: 1) Aca-

Pan Papacosta, Columbia College in Chicago, and presi-
dent, IL AAUP: 1) Academic Freedom & Tenure; 2) The Faculty Handbook.

Leo Welch, Biology, Northwestern 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 many expenses. We invite all our chapters and members to make use of this Speakers Bureau.

Email collegefreedom@yahoo.com for more information on contacting a speaker or nominating some-
one to be a part of the IL-AAUP speakers’ bureau.