President's Message

Michael Harkins
President, Illinois AAUP

Since our last issue of Academe, the officers and board have been engaged in the work of the Illinois Conference. We have attended local, state, regional and national conferences. A number of the officers have represented faculty at hearings, given presentations on shared governance, tenure and academic freedom to our chapters and interested faculty. On a regular basis we spend time providing direction, guidance and support to our Illinois chapters and faculty at large. One of our goals is to enable faculty to develop and promote position statements that define and protect faculty rights.

Today, higher education is confronted with many challenges such as faculty lay-offs, financial terminations, investigations, suspensions and loss of benefits. The State Conference and National office stand ready to service as resources for local chapters encountering these difficult times.

Collectively, we must continue to support shared governance, academic freedom and our rights as faculty members. To achieve our goals we need strong Illinois chapters as well as increased membership. As we move forward in this academic year, talk with your colleagues about the value of AAUP. Ask them to join and become part of an organization that serves all of us in higher education. AAUP is your voice. Help us be heard.

The Illinois Conference of the AAUP Delegate Nomination Notice

Qualifications to Nominate:
Any AAUP member in Illinois who is current in his or her dues by February 1, 2011, is a member in good standing and eligible to nominate members.

Qualifications for Delegate:
Any AAUP member in Illinois who is current in his or her dues by February 1, 2011, is a member in good standing and eligible to run as a delegate or alternate.

Self nominations are permitted. No seconds are required.

The Illinois Conference of the AAUP seeks nominations from members in good standing to run as delegates and alternates to the Assembly of State Conferences (ASC) and the Annual Conference of the AAUP. These meetings are very important as they help to determine the priorities and future direction of the AAUP.

The Illinois Conference is entitled to send four (4) delegates to the ASC meeting, one of which is the President by virtue of the office. The election is to determine the remaining three (3) delegates to the ASC meeting scheduled June 10, 2011, and two (2) delegates to the Annual Conference scheduled June 11-12, 2011. Individuals may run for both delegate positions.

Two (2) alternate delegates for the ASC and one (1) alternate delegate for the Annual Conference will also be elected. Alternates will attend only if elected delegates are unable to participate. The Illinois Conference has some funding to defray the cost of attending. Elected delegates that attend the ASC meetings, the Annual meeting, and file a written report summarizing the issues discussed at the sessions by July 12, 2011 will be eligible for reimbursement of travel expenses and lodging not to exceed $600.00. The report must be sent to the Conference President. Receipts must be submitted to the Conference Treasurer no later than 30 days after the meeting.

All nominations must be received by midnight February 1, 2011. Nominations should be sent by mail to the Secretary of the Illinois Conference of the AAUP, care of Lee Maltby at St. Augustine College, 1345 W. Argyle Street, Chicago, Illinois 60640 or e-mailed to lmaltby@staugustine.edu.

The election will take place by mail in April, 2011. Please provide the nominee’s contact information in the nomination. The Illinois Conference will contact those who have been nominated to verify their acceptance of the nomination. Election results will be sent to all members via e-mail by mid May, 2011.

By Andrew Yale
Grad student employees at the University of Chicago have access to a wealth of intellectual resources, but financially the U of C has historically been a space of austerity and meritocratic competition, encouraging enterprising individualism rather than solidarity. In the spring of 2010, Graduate Students United (GSU) at the University of Chicago voted overwhelmingly in favor of jointly affiliating with the American Federation of Teachers and the American Association of University Professors. Such a partnership combines the AFT’s organizing resources with the AAUP’s championing of academic freedom and shared governance. Now with their support, GSU will continue its organizing, with the aim of achieving decent working conditions for grad employees at the U of C.

When U of C grad students founded Graduate Students United on May 2, 2007 to advocate for grad employees, TAs were paid $1,500 for eleven weeks of work, had to pay $583 per quarter for their own health care, and had no meaningful say in how their working conditions were defined. President Robert Zimmer (total compensation for 2002 Galen Drive

Graduate Students United continued on page 8

Graduate Students United

M. J. K. Wilson interviews David Horowitz about his new book • page 6
has pursued with 75% of its members in collective bargaining (CB) units at public universities or colleges. Thus, even in the crisis de coeur that embraces the classic, individualized, approach with advocacy chapters that dominate private institutions. Faculty members are being fired who dare oppose the collective bargaining component of AAUP may be its growth industry, its soul has traditional in the face of a deteriorating political landscape. We are caught in an inescapable network of mutuality, tied in a single garment of destiny.” The book’s frequent forays into academic-freedom practices in Canada, Latin America, the Middle East and Europe is a refreshing diversion from liberal American exceptionalism that has so much divided us for more than 20 years, but I would have rejected it as a viewpoint from a different angle.

Cary Nelson’s No University is an Island: Saving Academic Freedom has pursued with 75% of its members in collective bargaining (CB) units at public universities or colleges. Thus, even in the crisis de coeur that embraces the classic, individualized, approach with advocacy chapters that dominate private institutions. Faculty members are being fired who dare oppose the collective bargaining component of AAUP may be its growth industry, its soul has traditional in the face of a deteriorating political landscape. We are caught in an inescapable network of mutuality, tied in a single garment of destiny.” The book’s frequent forays into academic-freedom practices in Canada, Latin America, the Middle East and Europe is a refreshing diversion from liberal American exceptionalism that has so much divided us for more than 20 years, but I would have rejected it as a viewpoint from a different angle.
Get down to basics. “ Illinois: Will It Shoot Itself in the Other Foot?” concluded, “We will shoot our sel-

In a barely concealed reference to Marx and Engels, “You are both right!” by "He is no good!" yields a typical conclusion:

But we can’t ignore the fact that our communication environment is deteriorating. We can’t ignore the fact that our communication environment is deteriorating.

Funding of Political Polarization

Facts Matter! Words matter! Images matter! Motivations matter! Ethics matter!

We cut income taxes for the wealthy, pass the im-

The DePaul cause is rather complex and is currently under appeal within the univer-

We have lost the sense of individual and collective responsibility to provide a zone of privacy for ourselves and others? Individuals ca-

By Ken Andersen

The University of Illinois has yet to receive all the

The state and the culture of corruption lives on.

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Statement of the Faculty Advisory Council of the Illinois Board of Higher Education on Shared Governance in Budget Decision-Making

Endorsed June 11, 2010

Difficult economic conditions have compelled institutions of higher education across Illinois and the United States to consider and/or implement an array of strategies to deal with their budget crises. These strategies have included furloughs, hiring freezes, program reduction and elimination, and reductions in staffing.

While the Faculty Advisory Council recognizes the significant difficulties facing higher education in Illinois, it is concerned that financial stress can be or is being used as a justification by university administration to make decisions without appropriate consultation with campus institutions of shared governance. Since the productivity and morale of a university or college depend on the opportunity for its faculty and staff to express their concerns to the administration and to shape the mission and processes of their institution, actions taken without consultation with appropriate shared governance bodies have grave, long-term implications for the health of our higher education institutions.

Yet even as the Faculty Advisory Council is concerned that financial stress might be used as an excuse for university and college administrators to make decisions without proper consultation with campus institutions of shared governance, it also recognizes that education administration has a responsibility to make decisions in the best interest of the institution.

As a result, the Faculty Advisory Council believes that campus institutions of shared governance must be responsible if they are to be effective.

The council provides all institutions with the following principles as they deal with decisions regarding budgets and policy implementation in these difficult times:

1) University administrators must facilitate early, careful, and meaningful faculty shared governance participation in decision-making and policy implementation. Such participation includes, but is not limited to: a) encouraging faculty to raise issues of concern; b) assisting faculty in gathering and collecting information relevant to an issue; c) working with administrative staff to collect and present information relevant to an issue; d) considering seriously alternative solutions to shared governance bodies before deciding to consider the arrangement between the university and the Newman Foundation, which has survived until this day. The Newman Foundation remained the sole provider of university credit courses taught by its personnel.

The LASC College in the intervening years instituted a number of channels as to course content and instructor. After a lengthy investigation and discussion, the chapter Academic Freedom and Tenure Committee recommended to the Chapter in 1963 that this arrangement be terminated and that the College of Liberal Arts, the Newman Foundation and the University take such courses through a new department of religious studies or through interdisciplinary rubrics between existing interests and departments. The Newman Foundation, the LASC Faculty considered the matter and added its approval and was forwarded to the University Board of Trustees (BOT) with the additional explicit approvals of the UIUC Chancellor and University President. At the same time, all the various Campus Foundations, except the Newman Foundation, indicated that they would cease to participate in the existing arrangement with the religious foundation courses for university credit and, indeed, did so.

After vigorous representations by Father O’Brien of the New- man Foundation to the UI BOT, the trustees in a rare instance overrule a purely faculty and administrative property vested technology and professional judgment in the arrangement between the University and the Newman Foundation, which has survived until today. The Newman Foundation remained the sole provider of university credit courses taught by its personnel.

The UIUC AAUP Chapter now took an active role in the college’s decision regarding the teaching of religious studies for university credit by the campus faculty.

Introduction Remarks for the Illinois AAUP Fall Meeting

By Irving Epstein

On behalf of Illinois Wesleyan University, I want to extend our greetings and best wishes for a productive AAUP State Meeting. As the Fall Meeting gets underway, we, as a state, are appreciative of the opportunity to host this state meeting, not because we view it as a way of derailing an inevitable global professoriate together is the necessary, because the work that you do touches upon all members of the academy, regardless of institutional type, and independent of the circumstances in which we are individually situated. The one thing that we can do as a group, and one that global professorate together is the necessary, is to keep our faculty morale high. It is the reason why we are here and this is the reason why we applaud your presence. We can only undermine the long-term health of our campus institutions of shared governance. Since the protection of the religious studies for university credit by the campus faculty.

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Adjuncts Organizing at East-West University in Chicago

By Joe Berry

Are workers to do what when, after they file a petition for a union election, the employer is allowed to rehire the worker for a few classes or not at all? That's what happened early this summer to adjunct faculty trying to organize at East-West University in downtown Chicago.

A letter to all faculty was accompanied by a demand that every faculty member sign a statement agreeing with the chancellor and he be interviewed before they could be re-hired to teach classes in the summer or fall.

East-West University is a predominantly African-American (both faculty and students) private, not-for-profit institution of 1,100 students located in a neighborhood in Chicago where the median household income is below the national median and access to college for nontraditioal students. It was founded by the present chancellor, Dr. Mohammed Wasiullah Khan, himself a product of the Illinois public school system.

The 50-plus part-time adjuncts teach over 80 percent of the courses, and even the small number of full-time faculty have no tenure rights or job security.

Lead faculty organizer Curtis Keyes of the United College Faculty Association of EWU says, "They call it a university but they run it like a bank."

There was no shortage of issues that led up to the "revolt" with decades of seniority, to finally attempt to organize and file a union petition under the auspices of the Illinois Labor Relations Association (ILRA). May 26. A key issue was the pervasive lack of respect for adjunct faculty as teachers, manifested in a policy that held the faculty were paid for the first half-term's work only after turning in their midterms grades. This meant that teachers would go well over a month without any pay, which is probably illegal in Illinois. The same pattern was repeated at the end of the term.

Faculty were teaching four-unit full-quarter classes (11 weeks) for well under $1,500, which included lecture preparation, grading, student advising, and all other related work.

The history of fear among the adjunct faculty was well-founded, with teachers in the past being fired for talking union or publicly expressing disagreement with administration policies. In 2004, East-West was singled out for a 10-day lockout and at the time of its treatment of faculty by the international COCAL conference in Quebec, with an "open letter" from the national American Federation of Teachers convention in July 2004.

On June 10, in a news release of the Illinois and National Education Associations, adjunct faculty in East-West State, faculty affiliates also began to speak up. A delegation met with Congressman Danny Davis of Chicago, a member of the East-West board of trustees. It promised to speak to the administration.

Finally, on August 31 the National Labor Relations Board issued a complaint demanding hearings, giving East-West the administration to negotiate for the right to the "threat of unionization," according to Keyes.

Weeding Out Organizers

Not surprisingly, the interviews with the chancellor were used to weed out core organizers, including Keyes, and deny them previously assigned classes for both the summer and the fall.

An unfair practice charge was filed, but more important, the teachers counterattacked. Press releases were written, public picket lines were held, and support was garnered from the chapter of COCAL and from sister adjunct unions at Columbia College and Roosevelt, both within two blocks of East-West.

Students stood up for themselves and joined the picket lines, as well as some recent alumni who were sympathetic of the behavior of this supposedly progressive institution and administration. While this very public struggle was going on, East-West had the temerity to challenge the unemployment applications of those it had denied work.

Demonstrations continued throughout the summer. A film was made, "Labor Beat. Articles appeared in the academic press, and publicity and resolutions were passed in the international COCAL conference in Quebec, with an "open letter" from the national American Federation of Teachers, professors of Illinois, it was a tremendous victory for the IEA and National Education Associations, East-West State and faculty affiliates, also began to speak up. A delegation met with Congressman Danny Davis of Chicago, a member of the East-West board of trustees. It promised to speak to the administration.

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Interview with David Horowitz on Reforming Our Universities

Illinois Academic, Fall 2010 • Page 6

David Horowitz, editor John K. Wilson interviewed au-
thor David Horowitz via email about his new book, “Re-
forming Our Universities: How I came to oppose the pro-
posed Academic Bill of Rights — and why I think it’s the only 
way to stop the liberal hoax that threatens to silence uni-
versity free speech and academic professionalism.”

I: You called for the Academic Bill of Rights in your 
newspaper and it was never my intention to seek government management 
of universities. It was merely instrumental—a way of getting universities to 
recognize that education is not just a business. Obviously it’s not good PR 
for them to be labeled as the campus “gestapo.”

II: The handbook you mention was not written by me and does not list me as one of the authors. I did write a guide for our students which is listed on our website as “MIS-

sion and Strategy” and can be found here: http://www.stu-

dentsforacademicfreedom.org/documents/1917/pamphlet. 

I: It’s clear from your book that you think the docu-
mentary “An Inconvenient Truth” should be banned in all public schools and colleges. You have not, however, been 
seen at the protests. How do you feel about those who are doing so?

II: I have never called for the banning of any book or film or material from any public school or college. I believe that the teachers and administrators at such institutions should be given the right to determine what is suitable for their students. I have written and said in the seven years of my campaign that I believe universities themselves should establish academic principles for students university policy. I have never said that the wording of the Academic Bill of Rights is the only way to make academic freedom for students acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptable to me. I have said yes on each and every occasion where university officials have asked us to withdraw our support for government management of universities. It is an idea that I find both acceptabl...
Tenure in Illinois Public Community Colleges

By Leo Welch

The Public Act that established public community colleges in Illinois had an effec-
tive date of July 15, 1965. It was not until 1968 that faculty members first won the protection of tenure that had long been established for faculty in both private and public institutions of higher learning.

The major difference for community colleges is that tenure is now state law! The bill was initiated by the Illinois Federa-
tion of Teachers, with Senator Art Berman (D-Chicago) and House sponsor Representative Michael Getty (D-Delton). There was intense lobbying by college administrations, faculty in public and private colleges and university profes-
sors, and a multitude of other organizations that support tenure. The bill would not have been passed by the General Assembly without the support of the Republican leadership led by George Ryan (R-Kankakee), the minority leader. Tremendous support was also provided by the State AFL-CIO and other labor organiza-
tions.

On October 31, 1979, the Illinois House of Representatives overrides Republican Governor Thompson and sign the Public Act 81-1100. The vote was 122 to 40 in fa-
vor of tenure. Since this was a veto override, the bill was called a “landmark legislation” and is one of the most significant acts dealing with faculty rights both in Illinois and the nation.

Community College Tenure Act

The Public Act 81-1100 that established tenure for full-time faculty went into effect January 1, 1980. This act established the rights of tenure for faculty members. Previously, a faculty member who was not satisfied with some aspect of the teaching or service program might be dismissed at the discretion of the faculty member. This act guarantees that the faculty member has a contract that he or she will be allowed to engage in the process of tenure. If the faculty member is not satisfied with the outcome of the tenure process, there is an appeal process that can be used.

Tenure for any full-time faculty mem-
ber can be established if the faculty mem-
ber has been employed for a period of three consecutive academic years. Employment during a summer term is excluded. How-
ever, a local board of trustees, may at its option, extend such a probationary period for one additional academic year. The fac-
culty member must then be dismissed no later than 60 days prior to the end of the academic year if the probationary term is to be extended. Failure to notify faculty in time, or minimum extensions should result in the faculty member not being allowed to teach.

The specific reasons for the optional one-year extension are that the faculty member has shown a valid interest in teaching, a valid interest in academic research, and a valid interest in academic administration.

Faculty terms are 4-year terms and a faculty member would not have been able to remain a member of the faculty for a period of time if he or she had not been reinstated every 4 years. Tenure is not automatic. Faculty members must request to be considered for tenure early in their academic career. This is particularly important if the faculty member is up for tenure after 10 years of service. If the faculty member is not eligible, the faculty member may not be reta-
ined.

The Board is also required to provide a rule or contract for a procedure to evalu-
ate the performance and qualifications for a non-tenured faculty member. There is no statement in this Act that requires post-
tenure review of faculty by the Board. An

Honorable discharge can take place

if there is a reduction in force to decrease the faculty numbers. The Board, or a pa-
oi tice of teaching service or program is discontinued, no-

tice shall be given to the affected faculty member no later than 60 days before the end of an academic year. But, no tenured faculty member can be terminated while a probationary faculty member or any other employee is employed with the same assignment. The Board shall render a service which the tenure faculty member is competent to render.

The Board’s role is “competent to render.” Since the Board has the legal right to determine employee qualifications, without specific contract language there is no guarantee that a tenured faculty member is competent to render a service. This Act also requires a Board to establish a seniority list, categorized by positions, showing the seniority list of each faculty member for each position entailing servic-

ing such a faculty member is competent to render. Copies of this list shall be distribut-
ed to the appropriate collective bargaining unit. The AAUP in Illinois, public community colleges have collective bargaining for all full-time faculty.

Tenure Under Attack in Illinois – Again!

It appears to be the season to attack ten-
ure. As the economic recession continues to affect the public colleges and uni-

versities, and the public sector of higher education sees funding reduction, we see increases on faculty. From furloughs, layoffs, forced retirements, and furloughs, the onslaught continues. In some cases, the financial situation is so drastic that trustees and administrators are forced to take these severe measures. In other cases this may be simply an opportunistic effort to impact faculty rights.


Monique Davis (D-Chicago) introduced HB 4073 which would create a “Higher Education Commission” which would establish a “term of tenure” for public tenure professors. The Commission would be comprised of 9 members to govern public colleges which would establish criteria for tenure at the public universities. Each of the public university Board of Trustees would be expected to abide by these criteria in making tenure decisions. If a faculty member is recommended for tenure, the name would then be submitted to the Com-
mission for final approval.

This dramatic attack on the tenure pro-
cess was due to a single constituent who contacted the Rep. It was the same con-
stituent. This resulted in the introduc-

ion of HB 4073 to completely politicize the tenure process. This threat to tenure for the Illinois Federation of Teachers, the Illinois Federation of Col-

lege Professors, the Illinois Association of University Professors, the Illinois Federation of Teachers and the Illinois Education Association to oppose the bill. Private ne-
gotiations took place with Davis and the hearing held by the Illinois House Commi-

nittee on Higher Education on February 25, 2004 did not hear the bill. Davis withdrew the bill on February 24 with the promise that the committee meeting took place.

Since then, it has been relatively quiet on the tenure front in Illinois until 2010, with Governor Pat Quinn signing into law the Adj-

uate Chief Academic Officers. They pro-

pose that the probationary period for full-time faculty be extended to five years. If maximum, they believe, should be at least an additional year. Their argument is that in order to more properly evaluate probation-

ary faculty, it would be necessary to extend the probationary period beyond four years. The exact probationary period has yet to be established.

They further argue that the extended pro-

bationary period is needed to help faculty. They base this argument on what could be potentially poor evaluations of faculty by a tenure committee. If there are no evalua-
tions they, the faculty member, would be given extra time to improve performance before the current statutory time-limits go into effect. The AAUP supports the theory of tenure, but it is not feasible. There is no need for such an extended period for tenure would not be any help on this regard. It is imperative that the AAUP, the Illinois Federation of Teachers, Illinois Co-

ommunity College Faculty Associa-
tion, and the Illinois Education Association as well as other organizations that support tenure have joined together to oppose any diminution of faculty rights.

This article originally appeared in the newsletter of the Illinois Community Col-

lege Faculty Association.
Join the AAUP!
The Greater Our Numbers, the Stronger Our Voice

If you care enough about the future of higher education to be an AAUP member, we hope you’ll now take the next step and encourage your colleagues to join at www.aaup.org.

The AAUP is introducing a new simplified dues structure based on income:

- $30,000 and less: $45
- $30,001-$40,000: $60
- $40,001-$50,000: $80
- $50,001-$60,000: $100
- $60,001-$70,000: $140
- $70,001-$80,000: $165
- $80,001-$100,000: $185
- $100,001-$120,000: $205
- More than $120,000: $225

The most effective way to get new members is to go door to door to your colleagues’ offices, because people are more likely to join if asked directly and offered the chance to talk with you in person about the work of the AAUP on behalf of the profession, at the local, state, and national level. Give them the new dues schedule; ask them what their key concerns about higher education are, and try to show them what AAUP is doing to help. See if they will join while you are there.

To Join the AAUP, Visit www.AAUP.org