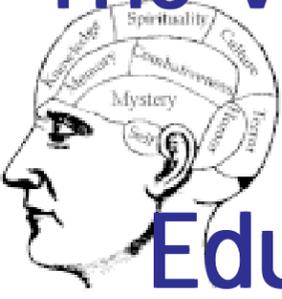


ILLINOIS ACADEMIE

www.ilaaup.org • The newsletter of the Illinois Conference of the American Association of University Professors • Spring/Summer 2003

The Value of Liberal Education



By Jim Perley

An address to the Illinois AAUP Annual Meeting, April 26, 2003 by Dr. Jim Perley, Professor of Biology, AAUP National President (1994-1998) and Dean Emeritus of Arts and Sciences at Millikin University.

I first want to say a big thanks for the invitation to speak to you. It feels really good to be in the company of right thinking people after a side trip into the world inhabited by administrators. To have made that trip was to have been controlled for the briefest of moments by what I now realize was "momentary insanity." But that is another story for another day.

Second, a disclaimer. I am now officially retired – both from toils in the academic area but also from official duties in the AAUP – save from serving as a consultant to the Committee on Accreditation, formerly known as Committee D. That status brings with it a certain freedom – the ability to speak as an individual and not have my views taken as official AAUP policy. I can be free to express all my views and as frankly as I feel necessary.

Now to the subject of the day – The Value of Liberal Education.

To be asked to speak on this topic is a source of enormous frustration to me in some senses. How did we ever get to the point in our history when we had to talk about the value of liberal learning? What happened to the understanding of the common good that results from liberal learning? Have I been so insulated in a career devoted to liberal learning that I did not really understand the growing concern about the work that has been my life-long work? But talk about the value of liberal learning we must! The skeptics are not only biting at the edges of our enterprise, they want to devour the whole pie.

We need only look around to understand that the Illinois Conference has been insightful in scheduling a meeting devoted to this topic. Others have begun to feel a need to examine liberal learning with a goal to defending its importance. James Freedman, retired President of Dartmouth published a book this year entitled "Liberal Education and the Public Interest" this year. In the January-February issue of *Academe* this year, the AAUP devoted the entire issue to "Liberal Learning". Our annual meeting theme in Washington this coming June is "Liberal Education and Social Responsibility". Clearly the time is ripe for a defense of liberal learning.

What do I mean by liberal learning?

I mean a course of study that opens the student to the breadth of academic disciplines, that exposes that student to the history of our culture and shows her or him the fact that there is more to be learned at the cutting edge.

I mean a course of study that not only exposes the student to the great thinking of the social sciences, the humanities, and the natural sciences but that generates the understanding that real synthesis sometimes occurs when the understandings of one area are brought to bear on the problems of another.

I mean an education that provides the essential context for a life of learning and an understanding of extraordinary complexity of the world we live in and of the beauty to be realized when we begin to appreciate the diversities in our world.

I mean an education in breadth and one which exposes the student to depth in at least one area.

I mean an education that empowers the student to gain critical analytical skills and helps them understand how those skills can be used in exploring the unknown.

LIBERAL EDUCATION CONTINUED ON PAGE 7

INSIDE
ILLINOIS
ACADEMIE

Liberal Education and Academic Freedom by Jane Buck • page 2

Special Report: Academic Freedom in America 2002-03

by John K. Wilson • pages 3-6

Legislative Report by Ken Andersen • page 8

PRESIDENT'S CORNER

Pan Papacosta

On the 26th of April we had a successful annual meeting with a strong program and excellent speakers. The meeting was held on the ISU campus in Bloomington-Normal, a venue chosen for its geographic centrality, for easy access to all our members.

Our plenary speaker was Jim Perley, past AAUP national President and emeritus Dean of Arts and Sciences at Millikin University, who spoke on "The Value of Liberal Education." The follow-up panel discussion focused on multiple perspectives of academic freedom: Jane Buck, our current national President, spoke of the relationship between academic freedom and liberal education; Cary Nelson, vice president of AAUP, spoke of academic freedom post-9/11; our third panelist, John Wilson, a graduate student at ISU whose research is on the history of academic freedom in America, spoke of the importance of student academic freedom. A lively discussion followed the panel presentation. My only regret is that despite the quality of the program and its wide publicity, we still had empty seats in the Stevenson auditorium. Those who could not attend the meeting can read the text of these informative and inspirational presentations in our current edition of the *Illinois Academe*. They are also posted at our web site, www.ilaaup.org.

At our annual meeting I announced a few new initiatives for the next academic year. One is the establishment of a Speaker Bureau, a list of experts on AAUP matters who can visit your institution for a presentation **at no cost to you**. The state office will undertake all their travelling expenses. Look for a list of speakers and how to contact them in the fall e-newsletter. The list will also be posted on our web site. Another initiative for next year is to expand our web site and enable us to poll our members periodically on a number of crucial issues. We hope to establish this service by November 2003.

In other news, we are sending four delegates to the AAUP annual meeting in Washington, DC this June. Furthermore, two of our members have also been nominated for scholarships for the AAUP Summer Institute in Albuquerque New Mexico. I was happy to visit the St. Xavier chapter and to be in close communications with numerous other chapters like those at National Louis, Loyola and De Paul Universities. Many members of the Council have also visited or contacted chapters throughout the state. This is an ongoing part of our efforts to enhance direct communications with all our chapters and as many of our members as possible.



Jim Perley (above, left) with IL AAUP president Pan Papacosta; below, Annual Meeting panel with Cary Nelson, Jane Buck, and John Wilson.



Finally, I am happy to welcome John Wilson as the new editor of the *Illinois Academe*. We promise to make it rich and dynamic, and to hold it true to its original mission, to be the voice of academia in the state of Illinois. This completes the commitments that I made for my first year of service as your president. Together with the support and guidance of an energetic Council, we have delivered all that was promised you last year: the creations of our web site and our electronic newsletter, a Chapter Development program which involves the awarding of grants and on-campus visits; an annual meeting in a central location in the state and a re-structure of the *Illinois Academe*.

I wish to thank all the members of the Council, and to wish a fond farewell to those whose term has expired: Jim Johnson (Loyola University), Melba Bauxaum (Blackburn College), and past treasurer Connie Caveny

(University of Illinois at Urbana-Champaign), who now has a grandchild to babysit for. A very special thanks goes to our new Executive Director, Lynne Meyer, who has worked tirelessly to update our technology needs and communications infrastructure.

I welcome on board our new Council members, Anne Draznin (University of Illinois-Springfield) as the new Treasurer, Fred Widlak (National Louis University), Lisa Townsley (Benedictine University) and John Wilson (Illinois State University). Much gratitude goes also to Joe Felder (Bradley University), who agreed to serve a second term as our Secretary. Joe serves also on the national AAUP Council.

The success of any organization depends on the degree to which its members fully participate and commit time and energy for the cause. I assure you that the current members of the Council have proven themselves willing to work in an unselfish way, serving you while promoting and defending the principles of AAUP. But it is up to all of us, not just the Council, to educate our colleagues of the strong heritage and tremendous influence that AAUP had, and continues to have, in shaping academia in this country. It is important to remind all those who work in academia that, whether members of AAUP or not, we are all the beneficiaries of AAUP's enduring spirit. The very principles of our academic lives were shaped years ago by AAUP's unsung heroes, thinkers and martyrs, whose collective and courageous contributions provided the foundations of academic freedom, shared governance, tenure and due process. Be involved. Tell others about these principles and the role of AAUP.

**American Association of
University Professors**

5658 South Meade Ave. #2

Chicago, IL 60638-3504

Academic Freedom & Liberal Education

By Jane Buck



An address to the Illinois AAUP Annual Meeting, April 26, 2003 by Dr. Jane Buck, National President of the AAUP.

I am delighted to be here. It is always a pleasure to participate in forums such as this. Just as I was completing my remarks for this meeting, I received the news that the nontenure-track faculty at Illinois State University voted 131 to 79 on Wednesday to be represented by the Illinois State University Nontenure Track Faculty Association, which is affiliated with the IEA/NEA. We wish them well in their upcoming negotiations.

My assigned topic, "Academic Freedom and Liberal Education," is especially appropriate in that the theme of the AAUP Annual Meeting this year is *Liberal Education and Social Responsibility*.

I begin with an assertion: The phrase "liberal education" is a pleonasm; unless it is liberal, what we provide is not an education, but mere vocational training. In my view, the purpose of an education in a democratic society is to prepare individuals to be discerning, rational citizens capable of evaluating the relative merits of competing claims in order to participate meaningfully in society. This view is neither new nor original. According to one ancient historian, W.R. Connor, the first surviving explicit written reference to liberal education dates to the fifth century B.C. Stesimbrotos of Thasos, referring to a successful military commander, said that he lacked a literary education and any "liberal and distinctively Hellenic accomplishment."

Athenian democracy depended upon the free exchange of ideas among free men; women and slaves were not included. And the free exchange of ideas depended upon rhetorical skill, defined not merely as oratorical ability, but the ability to analyze a problem and propose a solution. A liberal education, designed to allow access to political forums, was afforded free men, and technical skills were provided to slaves.

The medieval liberal arts curriculum included rhetoric, grammar, and logic (the trivium) as well as geometry, arithmetic, astronomy, and music defined as a division of mathematics (the quadrivium). Contemporary notions of a liberal education usually include the humanities and the natural and social sciences. In establishing the National Foundation for the Arts and Humanities, Congress included the following in its definition of the humanities: "Language, both modern and classic; linguistics; literature; history; jurisprudence; philosophy; archeology; the history, criticism, theory, and practice of the arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods."

A common thread for over two thousand years in the definitions of a liberal education is the primacy of language. Isocrates in 380 B.C. argued that a liberal education is manifested above all by skill in speech. To this day, measures of intelligence and scholastic aptitude rely heavily on verbal indicators.

According to the National Center for Education Statistics, the most popular undergraduate major in 1999-2000 was business, with more than double the number of bachelor's degrees—258,000—than the runner-up, social sciences with 127,000. Third was education with 108,000. There were 50,920 English majors. At the master's level, 124,000 degrees were awarded in education, 112,000 in business, and 7,230 in English. At the doctoral level, education again led with 6,800, followed by engineering with 5,400. There were 1,628 in English. Between 1994-95 and

1999-2000, the number of degrees awarded in computer and information sciences increased by 48%.

The results of a study of ten social science and humanities disciplines released in December 2000 by the Coalition on the Academic Workforce pinpointed a major problem: Graduate students and part-time faculty taught more than half of the courses offered in several disciplines. In freestanding composition programs, only 14.6 percent of the faculty were full-time, tenured or tenure-track. Only 36.3% of the faculty in English departments were full-time tenured or tenure-track. Just over a third of foreign language faculty were tenured or tenure-track. Only anthropology, history, and philosophy departments had faculties in which more than half the members were full-time tenured or tenure-track. The balance of the teaching staff were graduate students and full-time and part-time faculty off the tenure-track. Most of the part-time, contingent faculty earned less than \$3,000 per course, and almost a third received less than \$2,000. These figures document the deplorable truth about the overuse of contingent academic labor and the financial exploitation of part-time faculty and graduate students.

What is the connection between these numbers and academic freedom and liberal education? To the extent that academic freedom relies on tenure for its protection, and a liberal education has a strong humanities and social science component, the alarming trend to staff humanities and social science courses with contingent faculty threatens academic freedom and the quality of a liberal education.

It is not uncommon for contingent part-time faculty to teach as many as six courses per semester at several institutions in order to survive financially. They typically do not keep office hours, because they are not paid to do so, and seldom have offices assigned to them. Students who have reasonable access to contingent faculty outside the classroom are exceptionally fortunate. I emphasize that this is not a reflection on the dedication of the faculty but on the character of the institutions that exploit them.

A corollary problem of their inaccessibility and their employment at multiple institutions is the inability of contingent part-time faculty to provide competent academic advisement. It is a difficult, if not impossible, task for contingent part-time faculty members to be well-informed of the curricular requirements of several institutions. They are seldom invited to departmental meetings and are often unfamiliar with broad departmental objectives or the content of courses taught by others. In large universities that rely heavily on contingent part-time faculty to teach large survey courses, there is often little, if any, discussion between regular faculty and their contingent part-time colleagues concerning the articulation of various components of departmental offerings. Typically excluded from governance structures at every level, and economically exploited, contingent part-time faculty have neither the opportunity nor the incentive to contribute their expertise to curriculum development.

It is common practice to hire contingent part-time faculty at the last possible moment based on the latest enrollment figures or a personnel emergency, a practice that can lead to the assignment of faculty, who are otherwise well qualified, to courses for which they are only marginally prepared.

A few years ago, a colleague was severely injured in an automobile accident during the first week of the semester. The faculty member assigned to one of his courses had never taught the course before and had never taken the course at even the undergraduate level. It is not an exaggeration to say that her students were cheated. In this case, the department had little choice, but when such assignments become standard practice, one must question the institution's integrity.

Contingent part-time faculty tend not only to teach multiple courses, but to teach large sections of lower level courses in disciplines that would ordinarily require frequent writing assignments and essay examinations. The mountains of paper that would be generated make it virtually certain that many overburdened contingent part-time faculty eliminate or reduce the number of such assignments. It is impossible for students to learn to write clearly and coherently without practice and without guidance. Although well-designed multiple-choice tests are superior to subjectively scored essay tests for many purposes, they cannot measure a student's ability to write cogently and to synthesize a body of data into a coherent whole. But the time required to score essay tests with any degree of objectivity militates against their use in large classes.

Vulnerable to arbitrary hiring and firing decisions, the temptation to pander to their "customers" is, regrettably, understandable and a probable cause of grade inflation and lowered standards. Contingent part-time faculty are often evaluated only by their students, because their numbers preclude more thorough peer review. That we allow the opinions of adolescent undergraduates, many of whom perceive themselves as aggrieved customers, to substantially affect or even determine a faculty member's chances for promotion, retention, and tenure is outrageous. I do not suggest that we eliminate student evaluation of teaching, but that we use student opinion cautiously, and primarily for the purpose of providing the faculty with feedback. If my livelihood depends on arbitrary hiring decisions, and my competence is judged by anonymous student evaluations, I know how to guarantee my future—give easy assignments and high grades.

I suggest that colleges and universities adopt the following principles adapted from the AAUP's 1993 report, entitled "The Status of Non-Tenure-Track Faculty."

1. All faculty, including contingent faculty, should have a description of the specific professional duties required of them.
2. All faculty should be evaluated on a regular basis using criteria appropriate to their positions. In other words, the criteria for full-time, tenure-track faculty should not be applied to contingent, part-time faculty.
3. Personnel decisions should be based on those criteria, not on criteria appropriate to another position.
4. Compensation for contingent faculty should be a reasonable fraction of a comparable full-time position and should include fringe benefits.
5. Timely notice of nonreappointment should be extended to all faculty. The AAUP's 1980 report on part-time faculty recommends that part-time faculty "who have been employed for six or more terms, or consecutively for three or more terms," should receive at least a full term's notice of nonreappointment. In no case should a faculty member receive notice of

nonreappointment later than four weeks prior to the commencement of the next term.

6. All faculty members should have reasonable advance notice of course assignments to allow adequate preparation.

7. All faculty should receive appropriate support in the form of office space, supplies, equipment, and support staff.

8. All faculty should be included in the governance structures of the department and the institution.

9. Contingent faculty should be given consideration for full-time, tenure-track positions as they become available.

10. Caps should be placed on the percentage of courses taught by contingent faculty and contingent positions converted to full-time tenure-track positions wherever reasonable.

In the words of AAUP's "1940 Statement of Principles on Academic Freedom and Tenure," "Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligation to its students and to society." When more than half the members of the professorate are denied the opportunity to seek tenure, academic freedom is in mortal danger. When faculty are forced to self-censor in order not to offend their "customers," and to lower academic standards in order to survive, the real victims are students, their parents, higher education, and society.

Students should receive an education that, at a minimum, will teach them to think clearly, to participate in the larger society as informed citizens, and provide the means to obtain a satisfying intellectual life. Even those whose primary purpose in attending college is to obtain marketable professional skills will benefit from the rigorous application of reasonable standards. Employers value literacy, numeracy, disciplined thought, and hard work, qualities that are learned in an atmosphere where faculty are not penalized for demanding the best from their students.

If colleges and universities insist on using the market metaphor, let's think about pushing it to its limit. If students are customers, let them demand a high-quality product, truth in advertising, a list of ingredients, and warning labels. Colleges and universities, in order to achieve or maintain accreditation, should be required to disclose the percentage of courses taught by faculty ineligible for tenure, the disparities between the CEO's compensation and that of junior faculty members, the proportion of the operating budget devoted to instruction, and the compensation of support staff. But let us abandon the language of the marketplace, because our choice of metaphor ultimately determines reality. We should refuse to refer to our students as customers, presidents as CEOs, bursars as CFOs, and professors as content providers. Let us liberate the academy from the corporate hucksters. We are not always right when we speak out, but we are always wrong when we do not.

www.ilaaup.org

Send Us the News!

Tell us what's happening on your campus.

Contact Illinois Academe editor John K. Wilson at jkwilso2@ilstu.edu.

To receive the IL-AAUP electronic newsletter and regular updates, go to www.ilaaup.org.

Academic Freedom

2002-03 Report

By John K. Wilson
www.collegefreedom.org

Academic Freedom Under Fire

Academic freedom in America is always under threat, and in the past year too many colleges gave in to the temptation to censor. The “war on terror” provide justification for many of the worst infringements of academic freedom, but beneath the veneer of “patriotic correctness” a deeper assault on academic values was accelerating: the corporatization of higher education. During a time of budget cuts at campuses across the country, whether caused by state deficits or stock market woes, academic freedom sometimes is sacrificed for the bottom line.

The corporate influence on academia is often direct, via corporate sponsorships of athletic programs, buildings, pro-business departments, and scientific research. But the corporate model is equally damaging, imposing a cult of efficiency and authoritarianism upon the collegial ideal of higher education. According to the corporate model profit-making trumps liberty, and appeasing the most powerful economic interests is the duty of every administrator. Following corporate America’s embrace of temp workers, today 43% of college faculty are adjuncts or part-timers, more than double the level two decades ago. Under the corporate model, liberal education is secondary to money-making training.

Academic freedom is endangered by the corporate model because higher education’s values of openness are sacrificed to the popular will, its protections for liberty are eliminated in the quest to duplicate the authoritarian CEO model, and its protection of dissent is dismissed as a threat to the economic survival of the institution. Fighting for academic freedom, and against the corporate domination of higher education, requires an understanding of the principles upon which colleges are founded: the expansion of knowledge, and the teaching of this knowledge through the widest possible freedom of thought and expression.

This special four-page report on academic freedom, written by John K. Wilson, is the most comprehensive summary of intellectual freedom controversies on colleges campuses in America in 2002-03 and the leading threats to academic freedom. The report covers July 2002-June 2003, and examines hundreds of incidents based upon media coverage of higher education. The full report, including more cases, details, and links, is available online at www.collegefreedom.org.

□ Patriotic Correctness: The War on Terror and Civil Liberties on Campus

At too many colleges after 9-11, the War on Terror became part of a war on academic freedom, with restrictions imposed on scientific research and Arab or Muslim students. Dissent from American foreign policy became grounds for denunciations. The website Campus Watch (www.campuswatch.org) urged students to spy on Middle East professors and publicly denounce their views, leading to death threats and harassment of professors. Founder Daniel Pipes called for “adult supervision of the faculty and administrators.”

In March 2003, the American Studies Association released a statement entitled, “Intellectual Freedom in a Time of War,” and declared: “Free and frank intellectual inquiry is under assault by overt legislative acts and by a chilling effect of secrecy and intimidation in the government, media and on college campuses.” A survey by the University of Illinois Library Research Center found that more than 200 out of 1,500 libraries in the survey had given information to law enforcement about patrons. (www.lis.uiuc.edu/gslis/research/civil_liberties.html) The AAUP created a Special Committee on Academic Freedom and National Security in Times of Crisis in order to examine how the war on terror has affected academic freedom.

The impact of the Patriot Act, and plans for a second Patriot Act that is even more restrictive, have alarmed many in academia. Tom Campbell, dean of the Haas School of Business at the University of California and a former Republican congressman, called the Patriot Act a “serious breach” of the Fourth Amendment protections against unreasonable search and seizure. Immigration and research restrictions on foreign-born students and faculty have also had a negative impact on academia, making it more difficult for international travel by scholars. A climate of suppressing dissent threatens the free exchange of ideas.

(a) **American University:** after adjunct professor Laura Drake had a false email sent in her name denouncing Israel, the university responded by distancing itself from her and claiming that her contract had just expired.

(*Chronicle of Higher Education*, Sept. 18, 2002)

(b) **Citrus College** (California): Rosalyn Kahn was removed from teaching her speech communications class after students claimed that they had to write anti-war letters to President Bush in order to get extra credit. Kahn claimed, “Forcing others to falsely espouse beliefs they do not hold is inconsistent with my practices as an instructor. I would not, and did not, penalize students who expressed views contrary to my own.” According to Kahn, “the college president, Louis Zellers, adopted unproven allegations against me as though they were fact.”

(*Chronicle of Higher Education*, March 10, 2003)

(c) **Columbia University:** After professor Nicholas DeGenova called for an Iraqi victory over the US and said he would like to see “a million Mogadishus,” colleagues and the public condemned him. A letter from 104 Republican members of the U.S. House of Representatives demanded: “We are writing to urge you to fire assistant professor Nicholas DeGenova for remarks he recently made at a ‘teach-in’ on the Columbia campus at which he called for the defeat of U.S. forces in Iraq.” President Lee Bollinger has defended DeGenova’s academic freedom while condemning what he said.

(*Newsday*, March 29, 2003)

(e) **Forest Park Community College** (Missouri): speakers and participants at the May 2003 Biodeviation 7 conference were harassed and arrested by police who feared that they might disrupt the World Agricultural Forum in St. Louis. Police detained a dozen people for riding bicycles without a license. A van going to the conference was stopped by police for a seatbelt violation, and the driver was arrested (for an unmarked container with Vitamin C pills) and everyone in the van was interrogated by three groups of investigators. Police raided the Bolozone housing collective, claiming that nails and stones used in remodeling were evidence of weapons. One police officer found a beer bottle and put a rag in it, pretending to have found a Molotov cocktail. Another police officer admitted that police vandalized bikes and slashed tires of the activists.

When Ralph Nader spoke at the college on April 13, 2003, Dave Sladky, a [Missouri Green party](#) member and activist for the [Stop Ballpark](#) coalition was collecting signatures outside the lecture hall against a publicly-subsidized ballpark in St. Louis. A Forest Park police officer ordered Sladky to leave without explanation, and physically pushed and threatened to arrest a journalist, C.D. Stelzer, who witnessed the incident.

(*St. Louis Post-Dispatch*, June 1, 2003; stlouis.indymedia.org, April 15, 2003; May 17, 2003)

(f) **Irvine Valley College** (California): Vice President of Instruction Dennis White wrote a March 27, 2003 memo: “It has come to my attention that several faculty members have been discussing the current war within the context of their classrooms. We need to be sure that faculty do not explore this activity within the context of their classroom unless it can be demonstrated, to the satisfaction of this office, that such discussions are directly related to the approved instructional requirements and materials associated with those classes.” The memo was in response to three students, including one with a fiance in the military, who reportedly became distraught after instructors expressed antiwar opinions in classes. Roquemore promised to investigate each case.

(*Los Angeles Times*, March 31, 2003; *Chronicle of Higher Education*, April 1, 2003)

(g) **St. John’s College** (New Mexico): Andrew O’Connor, a former public defender, was arrested on Feb. 13, 2003 while using a public computer at the St. John’s College library. Police and Secret Service officials questioned O’Connor for five hours before releasing him. Someone using O’Connor’s sign-in had previously used a computer there to make threatening comments in an internet chat room about President Bush, which O’Connor denied.

(*Santa Fe New Mexican*, Feb. 15, 2003; Feb. 16, 2003; *Library Journal*, April 1, 2003)

(h) **Tufts University:** the Alumni Association revoked an award for academic achievement and leadership potential given to senior Elizabeth Monnin because she participated in protests at a campus speech by former president George H.W. Bush. Monnin was accused of giving the finger to Bush, although she denied doing it.

(*Boston Globe*, March 22, 2003; *Chronicle of Higher Education*, March 25, 2003)

(i) **University of California at Berkeley:** Candace Falk,

the director of the Emma Goldman Papers Project, used anti-war quotes from Goldman in a fundraising letter. University officials halted the mailing because the quotes could be interpreted as a political statement, but later relented and allowed the mailing.

(AP, Jan. 17, 2003)

(k) **University of Colorado:** campus police provided data to the FBI on animal rights activists and gave information for years to the Denver Police Department’s “spy files” on peaceful protesters. Regent Jim Martin declared that the police “clearly crossed the lines of infringing civil liberties” and will bring up campus policies on surveillance.

(AP, May 18, 2003)

(l) **University of Idaho:** On February 26, 2003, law-enforcement agents raided the graduate-student housing and arrested Sami Omar Al-Hussayen, a Ph.D. computer science student from Saudi Arabia, while also interrogating 20 international students for more than four hours. Government prosecutors have charged Al-Hussayen for lying on his visa application (because studying was supposedly not his “sole” reason for coming to America) and ordered him deported for illegal earning money (because he was paid \$200 for working on a website).

Al-Hussayen, a former president of the Muslim Students Association at the University of Idaho is also accused of helping to raise money (\$300,000 over five years) and providing computer services for the Islamic Assembly of North America, including some sites that advocate jihad and suicide bombings.

(*Wall Street Journal*, May 28, 2003)

(n) **University of Massachusetts at Boston:** On April 3, 2003, a sergeant recruiting for the National Guard confronted a student wearing a “military recruiters off my campus” t-shirt who was passing out fliers for an event on the anniversary of Martin Luther King Jr.’s assassination. The sergeant called the student a “fucking communist” and called the campus police to try to stop him from handing out fliers. The sergeant told the student, “You should be shot in the head, too.”

Professor Tony Van Der Meer stepped in, and the sergeant made a similar threat to him. Witnesses saw the sergeant poke Van Der Meer in the shoulder. As the recruiters left, Van Der Meer continued to yell at the recruiters, and three police officers tackled Van Der Meer, tore his jacket, and arrested him for assault and battery of a police officer and resisting arrest. Several students who yelled at the police were also threatened with arrest.

(*Boston Globe*, April 4, 2003; boston.indymedia.org, April 5, 2003; April 8, 2003; April 9, 2003)

(p) **Wheaton College** (Massachusetts): anti-war students replaced an upside-down American flag with a sign quoting the First Amendment after they received a death threat.

(*Boston Globe*, April 4, 2003)

(q) **Yale University:** Pro-war students broke into the suite of anti-war activist Katherine Lo on March 27, 2003, a day after she hung an American flag upside-down from her bedroom window to protest the war. The students tried to enter her bedroom and then wrote a note on her message board, calling for the killing of Iraqis and Muslims, ending with the message, “I hate you, GO AMERICA.”

(*Yale Daily News*, April 9, 2003)

□ Censorship of Student Publications

Suppressing the Press

(a) **Governors State University** (Illinois): In the most critical case for freedom of the college press, student newspapers won a victory in the 7th Circuit Court of Appeals, which ruled on April 10, 2003 that Governors State University did not have a legal right under the 1988 *Hazelwood* high school newspaper case to censor college newspapers. Jeni Porche and Margaret Hosty, former editors of the *Innovator* student newspaper, sued Governors State University, accusing university officials of tampering with their mail, locking them out of their office, replacing a computer without consent and calling the paper's printer to demand prior review of the paper.

The Oct. 31, 2000 issue included an article about a grievance filed by *Innovator's* faculty advisor who had been dismissed. GSU president Stuart Fagan declared that the editors "failed to meet basic journalistic standards." The administration ordered the printer not to print any further issues of the *Innovator* until an administrator had read over the issue in advance to ensure it met "journalistic standards." Since that date, the *Innovator* has not been published. Governors State began a new student newspaper, the *Phoenix*, in Fall 2002, but it has refused to relinquish the power of censorship.

Although Illinois Attorney General Lisa Madigan declared in a Fall 2002 debate that she did not support censorship of the college press, her office has continued to make the argument that public universities can censor student papers, and appealed the 7th Circuit decision for an *en banc* hearing by all of the 7th Circuit judges. The case will return to a lower court for trial.

(*Hosty v. Carter*, 2003 WL 1844809 [7th Cir. April 10, 2003]; www.collegefreedom.org/gsu.htm)

(b) **Stetson University** (Florida): Administrators shut down *The Reporter* for the rest of the semester after its April Fools edition, *The Distorter*, included satirical articles deemed racist, profanity, and an offensive sex-advice column. Although the editor in chief and the sex columnist apologized and offered to resign, the administration demanded that the newspaper cease publication for the school year. Staff members were given 15 minutes to remove belongings from the newspaper office as the locks were changed. Michelle Espinosa, dean of students, declared: "We believe very strongly in students' need for autonomy. But the students do assume responsibility for their editorial decisions." According to Espinosa, "It's a violation of the mission statement and ethical guidelines described under the parameters of the university."

(AP, April 11, 2003; *FSView & Florida Flambeau*, April 14, 2003; Student Press Law Center, April 16, 2003)

Legal Threats

(c) **Harvard University Graduate School of Business**: After *The Harbus* published an Oct. 28, 2002 editorial cartoon criticizing technical problems with the Career Link Program and

using the phrase "incompetent morons," editor Nick Will was given a verbal warning for the cartoon for violating the community standards code. Will resigned because of "personal intimidation and threats" and to "avoid personal risk" of further disciplinary action. Harvard Business School Dean Kim B. Clark admitted making an error in the case and promised that Harvard would commit to protecting free speech.

(SPLC, Jan. 14, 2003)

(d) **Oakland University** (Michigan): *The Oakland Post* objected to a closed briefing held for trustees in violation of the open meetings act, and staffers filed a lawsuit against the trustees and led a petition drive with 1,200 signatures calling for open meetings. University general counsel Victor Zambardi threatened to sue the paper: "if the Oakland [Post] publishes another article stating or implying that the board has violated the Michigan Open Meetings Act, or files another false complaint, I will recommend the immediate commencement of legal proceedings against the Oakland [Post] as a corporate entity and against those individuals responsible."

(SPLC, April 1, 2003)

(e) **Texas Tech**: Sandeep Rao was expelled from medical school on April 25, 2002 after he wrote a Jan. 24 column in *The University Daily* discussing his experience during an autopsy. The school said Rao had violated the terms of a confidentiality agreement, promising not to reveal information that could identify patients. On May 12, 2003, the state appellate court in Amarillo upheld a previous court order that overturned the punishment and allowed him to remain in school pending the outcome of his lawsuit, which will determine whether his free-speech rights were violated.

(SPLC, July 2, 2002; June 3, 2003; *Texas Tech University Health Sciences Center v. Rao*, 2003 WL 21058116.)

(f) **Utah Valley State College**: Administrators sought to punish *College Times* opinion page editor Michael Strong and staffer Angela Nibley for a controversial column written by Strong that accused campus officials of favoritism in letting Nibley drop classes late. Strong was accused by editor-in-chief Brian Hassler of inserting the column after the editor had approved the page, a charge which Strong denied.

The editor-in-chief removed the printed copies when the column was discovered. Strong and Nibley had their newspaper tuition waivers immediately revoked; Nibley was also dropped from her classes for nonpayment, and lost her campus job. In addition, Strong and Nibley were brought up on charges under the campus conduct code, accused of delivery of false information to college personnel, failure to respect the rights of others, and failure to act in a way that does not endanger the health and well-being of other students or school personnel. The charges were later dropped.

(*Deseret News*, Jan. 30, 2003; *Salt Lake Tribune*, Feb. 7, 2003)

Newspaper Advisers

(g) **Mount Saint Mary's College**: William Lawbaugh, adviser for the *Mountain Echo*, retired in August 2002. Lawbaugh had been reprimanded and had part of his salary withheld for refusing to censor the student newspaper.

(SPLC Report, Winter 02-03)

(h) **Southern Connecticut State University**: President Michael Adanti and other top administrators sought to remove newspaper adviser Frank Harris III because he refused to exercise prior restraint of the paper. On Sept. 20, 2003, the university's Academic Freedom Committee declared, "The administration cannot, contractually, remove an adviser because of actions and statements that are protected as part of the faculty's academic freedom. The contract stipulates that faculty cannot be disciplined by administration for the exercise of protected free speech and/or conduct ... Faculty do have the right not to be disciplined for the exercise of academic freedom." The administration finally agreed to let Harris have his job back.

(*Connecticut Law Tribune*, Sept. 30, 2002)

(i) **Southern Utah University**: two *University Journal* articles criticizing campus policies on condoms, accompanied by an illustration of a condom on a banana, caused the president and a trustee to attack the newspaper, and led to a steering committee addressing final control over newspaper content. Trustee Dane Leavitt (brother of the Governor) wrote to newspaper adviser Paul Hesselbee, "In analyzing your managing director performance in this instance, I am left to assume you were either absent, recklessly negligent or guilty of very poor judgment." President Steven Bennion asserted that the university has "a responsibility to monitor the paper" and its content. An investigation by the Society of Professional Journalists blamed a "perceived climate of intolerance" and "threatening" administrative complaints about content.

(SPLC, Oct. 10, 2002; *Salt Lake Tribune*, Sept. 26, 2002; Dec. 9, 2002)

(j) **Tennessee State University**: Pamela Foster, adviser to *The Meter*, refused a request by the head of the communications department to "perform mandatory prior review" of the newspaper.

(AP, Dec. 9, 2002; *SPLC Report*, Spring 2003)

(k) **Thiel College** (Pennsylvania): the newspaper adviser to the *Thielensian*, Dan West, resigned for fear that articles unpopular with the administration that he refused to censor would affect his chances at promotion and tenure. Members of the board of trustees were concerned about a front-page photograph of a student wearing condoms on her ears during a sex education event, and the paper had also written about above average administrative salaries. After West quit, the administration ordered the printer not to publish the paper until the Dean of Student Services called to approve it, claiming that delaying the issue by at least one day was necessary due to liability issues.

(*Pitt News*, Feb. 14, 2003;

SPLC, Feb. 21, 2003)

(l) **Wagner College** (New York): After *The Wagnerian* ran a sex column, administrators removed all the copies of the newspaper on Nov. 22, 2002, and threatened to fire the newspaper adviser. The Administration claimed to fear litigation from the parents of students who answered the question "Orgasms: Do you fake it?" Petitions were signed by 58 professors and more than 700 students protesting the "restriction of free speech at Wagner."

(SPLC, Feb. 4, 2003)

Prior Restraint

(m) **Community College of Baltimore Co. at Catonsville**: Peter Law, director of student life, confiscated all 1,000 copies of *The Red and Black* on April 9, 2003, claiming that it needed fact checking by the newspaper adviser. The paper, which has criticized the administration as "top-heavy" and included an editorial critical of the college's hiring practices, was released more than a day later.

(*Baltimore Sun*, April 14, 2003; SPLC, May 6, 2003)

(n) **Cumberland County College**: College officials prevented *The Voice* from taking a photograph of a Sept. 11 remembrance banner after one anonymous student wrote an obscenity on it. Administrators criticized adviser Patty Hanahoe-Dosch for telling the media about what happened, leading her to fear retaliation and seek another job.

(SPLC, Dec. 20, 2002; *SPLC Report*, Spring 2003)

(o) **Loyola University** (New Orleans): President Bernard Knoth banned the *Maroon* newspaper from reporting on the departure of prominent music program director Scott Fredrickson in the May 9, 2003 issue. When Knoth learned of the story being written on May 8, he ordered the journalists to delete any reference to Fredrickson being fired, and called back a few minutes later to order the removal of the entire story. When a production mistake caused a headline from the censored story to be printed in the May 9 issue, staffers felt obliged to pick up the copies. University officials picked up the newspaper and destroyed it; the issue was corrected and reprinted for distribution on May 12.

(*New Orleans Times-Picayune*, May 11, 2003; SPLC, May 15, 2003)

(p) **Murray State University** (Kentucky): Administrators ordered the creation of a prior review board for the student-run television station to examine all opinion and entertainment programming before broadcast. An animation created by two students about a fictional all-black residence hall was deemed racist. Gary Brockway, provost and vice president of academic affairs, asked for the two cartoonists to be fired and declared, "state funding cannot be used to support racism on our campus." The two students were allowed to keep their jobs, but were told to create more positive messages about the university.

(SPLC, Oct. 30, 2002)

(q) **Seminole Community College**: After delaying publication of *The Scribe* for four days in Sept. 2002, administrators finally allowed the newspaper to publish



a sex column in which sex is described as shagging ass, women who do not use birth control were called "stupid bitches," and the word "scumbag" was used. Administrators asserted that they still had editorial control over the newspaper.

(*Sun-Sentinel*, Sept. 20, 2002; SPLC, Sept. 17, 2002)

(r) **University of Iowa**: administrators apologized for requiring prior review of scripts from a news broadcast by students that dealt with a campus murder trial.

(*Daily Iowan*, Dec. 18, 2002)

(s) **University of Wyoming**: Since September 2002, President Philip Dubois has refused to allow the student publications board and the student newspaper, the *Branding Iron*, to use the newspaper's own funds to sue the campus police in order to obtain information about two sexual assaults on campus. Dubois also proposed changing the structure of the publications board after it approved the lawsuit.

(AP, Dec. 16, 2002; *Wyoming Tribune-Eagle*, Jan. 11, 2003; SPLC, Jan. 31, 2003)

(t) **Washtenaw Community College**: Citing Michigan's Campaign Finance Act (which prohibits state-funded institutions from taking political stands), administrators ordered the college-funded newspaper, *The Student Voice*, to eliminate an editorial endorsing board of trustees candidates in the Oct. 26, 2002 edition and publish it instead as a letter to the editor.

(SPLC, Nov. 11, 2002)

Trashing Newspapers

There are 34 student newspaper trashing incidents in 2002-03, a slight increase from the previous year, including these:

- Drexel University
- Eastern Michigan University
- Elmhurst College
- Framingham State College
- Georgetown University
- Georgia State University
- Illinois State University
- Marquette University
- Murray State University
- Niagara County Community College
- Northern Michigan University
- San Antonio College
- San Diego State University
- South Dakota State University
- State University of New York at Albany
- University of California at Berkeley
- University of California at Davis
- University of California at Irvine
- University of California at Riverside
- University of Connecticut
- University of Oregon
- University of Wisconsin-Marathon County
- University of Wisconsin at Oshkosh
- University of Wisconsin at River Falls
- University of Wisconsin-Wausau
- Vincennes University
- Washington University

For more cases, read
www.collegefreedom.org



Speakers Censored

(a) Rockford College: New York Times reporter Chris Hedges had to cut his commencement speech short after being heckled by some in the audience for being critical of the war against Iraq. Hedges faced boos, people walking out, turned backs, catcalls, foghorns blaring, people singing "God Bless America," chants of "USA! USA!" audience members trying to climb on to the stage, and people shouting, "Go home!" and "send him to France" during his 18-minute speech. Hedges' microphone was unplugged twice during the speech.

Rockford College president, Paul Pribbenow, appealed for order during the speech: "My friends, one of the wonders of a liberal arts college is its ability and its deeply held commitment to academic freedom and the decision to listen to each other's opinions."

When the microphone was unplugged a second time, Pribbenow and Hedges "discussed how best to proceed in an obviously dangerous environment and agreed that Mr. Hedges would bring his speech to a close in some appropriate manner. Mr. Hedges did so."

Pribbenow explained, "I want commencement to be more than just a pop speech." Pribbenow received death threats and had to change his home telephone number. According to Pribbenow, "Maybe what this illustrated is that the belief that a timely and challenging issue is relevant for a commencement may have been naive."

(www.rstar.com)

Disinvited Speakers

(b) Bucknell University: the Dean of Students office withdrew funding for a Conservatives Club speech by Thor Halvorssen, executive director of the Foundation for Individual Rights in Education (FIRE). The University claimed FIRE had threatened to sue Bucknell. Halvorssen waived his honorarium and spoke at Bucknell.

(Counterweight, Oct. 4, 2002)

(c) Catholic University of America (DC): Eleanor Holmes Norton was banned from a scheduled book signing at the Catholic University of America bookstore after the College Republicans and Students for Life objected to her support for abortion rights.

(Washington Post, Feb. 3, 2003)

(d) City University of New York: several conservative speakers boycotted a Fall 2002 conference examining the legacy of Sidney Hook because Cornel West was invited to speak.

(Chronicle of Higher Education, July 5, 2002)

(e) Colorado College: Palestinian activist Hanan Ashrawi spoke on campus Sept. 11, 2002, despite protests against her presence.

(Chronicle of Higher Education, Sept. 10, 2002)

(f) College of the Holy Cross: A Nov. 1, 2002 speech by Rev. Michael Prior, chair of the Holy Land Research Project at St. Mary's College in England, was cancelled because of allegations of anti-Semitism.

(Massachusetts Telegram & Gazette, Dec. 10, 2002)

(g) Colltown (Maryland). Daniel Pipes was disinvited in Oct. 2002 from a speech sponsored by a consortium of Baltimore-area colleges because of the controversy over his website www.CampusWatch.org since it "might cause unseemly reactions among both the participants and the audience."

(National Review, Jan. 7, 2003; Chronicle of Higher Education, January 31, 2003)

(h) Harvard University and University of Vermont: rescinded an invitation for a poetry reading by poet Tom Paulin because he was quoted in April 2002 in *Al-Ahram Weekly* saying about Jewish settlers on the West Bank: "They should be shot dead. I think they are Nazis, racists. I feel nothing but hatred for them." Harvard's English department voted on Nov. 19, 2002 to reinstate the poetry reading.

(New Yorker, Jan. 27, 2003)

(i) Stanford University (California). In December 2002, the Stanford Israel Alliance rescinded an invitation to Daniel Pipes because "there has already been a great deal of controversy over Campus Watch."

(National Review, Jan. 7, 2003)

(j) University of Michigan: columnist and attorney Debbie Schlusel filed a lawsuit Oct. 8, 2002 for the Michigan Student Zionists to ban the Second National Student Conference on the Palestine Solidarity Movement at the University of Michigan.

(AP, Oct. 10, 2002)

Speech Zones on Campus

In March 2003, the Foundation for Individual Rights in Education (FIRE) launched a crusade against speech codes, beginning with vague harassment policies at Shippensburg University. Thor L. Halvorssen, executive director of FIRE, stated: "We are going to bring them all down. We are hereby declaring war on speech codes at public universities."

(a) Chico State (California): In addition to limiting free speech to certain zones, Chico State limits expression within these zones. In April 2003, an anti-abortion group was ordered to leave a free speech zone because its posters of aborted fetuses offended people at an event sponsored by the Women's Center.

(ErinOConnor.org, May 1, 2003)

(b) Citrus Community College (California): The campus speech zone policy limits protests to 8am-6pm within three specified zones, and bans amplification even within the zones. Protesters must notify the College Security Office about the content of the message. When student Chris Stevens sought to hold a "Pro-America" rally and also to protest Gov. Gray Davis' education budget, he was warned that he would be arrested and expelled if he went outside the free speech zones. Only registered student groups are allowed to hold events outside the zones.

Two pro-life activists were arrested on Nov. 13, 2002 for stepping outside a free speech area and refusing to return to the zone. Citrus College president Louis Zellers argues that the zones "protect not only the people who want to speak or demonstrate, but also our students who are intimidated by it." Citrus College also prohibits "indecent" and "offensive... expression or language." All posters, fliers, and publications require prior approval from the administration, and banners must be approved by Student Affairs staff using student artists hired by their office.

(Clarion, Nov. 20 2002; USA Today, May 19, 2003)

(c) Iowa State University: Although a new policy enacted in 2001 allows protest outside two official "free-speech zones," some students have urged overturning restrictions on the size of groups and proximity to buildings. The Campus Greens were asked to move away from a building during a September 2002 protest against EPA Director Christine Todd Whitman.

(AP, Nov. 21, 2002)

(d) Irvine Community College: In April, 2002, a federal judge ruled that the South County Community College District in California violated student free speech in a 2000 policy. U.S. District Judge Audrey Collins ruled, "because the provisions provide the college presidents with absolutely no standards to guide their decisions, they are unconstitutional."

(SPLC Report, Winter 02-03)

(e) San Diego State University: legal demonstrations are allowed in only one zone, the "Free Speech Steps" in front of the student union from noon to 1 pm, and demonstrations must be approved two

days in advance (one month if amplification is used). Rules also restrict signs and banners to two designated walls and sizes of 18"x20".

(f) University of Houston: After administrators approved a large anti-abortion exhibit on the main campus in March 2002, the Pro-Life Cougars student group tried to bring it back in June 2002. When university officials refused, citing its disruptiveness, the students sued, and a federal district judge on June 24, 2002 declared the speech policy, which limits free speech to four zones, unconstitutionally vague. The next day, the University of Houston president unveiled a new speech policy that opponents claimed is even more restrictive because students must register 10 days in advance for protests. University of Houston officials allowed a March 13, 2003 gay rights rally outside the university's free speech zones because it was a university sponsored event, not one sponsored by a student group.

(National Law Journal, October 1, 2002; AP, Oct. 3, 2002; Houston Chronicle, March 17, 2003)

(g) University of Maryland at College Park: On March 6, 2003, Daniel Sinclair and Rebecca Sheppard, two students with the ACLU, sued over a campus policy that limits public speaking to one building and permits distribution of literature on only one sidewalk. According to their lawsuit, "Even in those limited areas where such activity is ever permitted, the university severely restricts the times and days during which it is allowed." University spokesperson George Cathcart declared, "People also have the right to go to class and not be harassed, so it's always a balance of those things, but the university does make a tremendous effort to make sure that people have an opportunity to express their views, no matter how unpopular they may be."

(ACLU, March 6, 2003; SPLC, March 12, 2003)

(h) University of South Florida: In Jan. 2003, students planned a march through campus to the building where the hearing about Sami Al-Arian was scheduled to be held. However, the University decided to move the hearing off-campus, to the Embassy Suites, where protesters on private land were kept more than 100 yards away in a "free speech zone."

(USF Oracle, Jan. 27, 2003)

(i) University of Texas at El Paso: The ACLU filed a lawsuit March 7, 2003 accusing university officials of denying students freedom of speech by refusing requests for permits to speak at the two free speech "zones" on campus. According to UTEP student Ruben Reyes, "Dean Schafer would demand to know the content of the presentations of particular speakers, hence making the content of a speaker's speech a criterion for whether that individual would be allowed to speak."

After Reyes' requests for events were repeatedly denied, Reyes spoke extemporaneously about free speech until university officials threatened to expel him for speaking outside the zones.

(Daily Texan, March 6, 2003; SPLC, March 12, 2003)

Free Speech Victories

(j) Illinois State University: the Academic Senate voted overwhelmingly in Oct. 2002 to oppose a proposed "speech zone" code that would limit protests and distribution of literature to a handful of areas on campus. There is still a formal ban on all amplification on campus..

(SPLC, Oct. 29, 2002)

(k) Iowa State University: A new policy will allow students to protest outside of the two official "free speech zones" on campus, although restrictions are still placed on the size of groups and their proximity to buildings. In September 2002, the Campus Greens had been asked to move away from a building where they wanted to protest against EPA director Christine Todd Whitman.

(AP, Nov. 21, 2002)

(l) University of California at Berkeley: administrators replaced a ban on "fighting words" with a narrower policy against harassing speech toward a specific person.

(AP, April 29, 2003)

(m) University of Illinois: On Jan. 27, 2003, three activists opposed to the school's mascot, Chief Illiniwek, filed a \$2.5 million federal civil rights lawsuit against University police and security staff. They were ordered to leave a Jan. 27, 2002 women's basketball game for yelling that the Chief is a racist symbol. Cook was convicted of resisting arrest for refusing to leave. Chancellor Nancy Cantor has written that the removal of the activists "did not comport with the University's policy on free speech."

(Daily Illini, March 20, 2003)

(n) University of Illinois: after losing a July 22, 2002 court decision about its ban on anti-Chief activists from speaking to athletic recruits, university officials have appealed the case. So far, the U of I has spent over \$260,000 defending itself in the case, and is liable for \$5,000 for damages and about \$300,000 in ACLU legal fees.

(Daily Illini, Oct. 15, 2002)

(o) University of Texas at Austin: a November, 2002 report proposed a ban on "free-speech zones" and added areas where amplified sound is permitted for protests. No written permission would be needed for non-amplified protests, and signs would be allowed in buildings.

(Houston Chronicle, Nov. 11, 2002)

(p) West Virginia University: In Nov. 2002, a restrictive freedom of expression policy was replaced with a new set of rules which suggest, but do not require, protests be held in designated zones.

(SPLC Report, Winter 2002-03; AP, Nov. 11, 2002)

(q) Western Illinois University: in May 2003, the university dropped a 1995 speech zone code which required 48 hour advance reservation for a free speech zone. After students and faculty held a protest, president Al Goldfarb removed the restrictions and declared, "There is no better place for free and open expression of ideas than a public university. Our entire university represents the ideal of freedom of expression. I do not believe that we would ever want to restrict free speech to a specific area on campus."

(Peoria Journal-Star, May 6, 2003; AP, May 9, 2003)

Academic Freedom

□ Silencing Dissent

(a) Boston University: in May 2003, Chancellor Silber forced the resignation of dean Brent Baker. After Baker quoted from Silber's own book at a May 18 graduation ("Deans may lose their jobs and be undone precisely because they have done their jobs exceedingly well"), he was ordered to step down two months early. When Bill Lawson, chair of the film and television department, called Silber and allies a "cabal of misfits" at a faculty meeting, Lawson was also stripped of his position on orders from Provost Dennis Berkey and Silber's friends.

(*Boston Globe*, May 25; *Chronicle of Higher Education*, May 28, 2003)

(b) Brooklyn College: the City University of New York board overruled Brooklyn College officials and gave tenure to history professor K.C. Johnson. Johnson had been denied tenure because he was regarded as "uncollegial" after he criticized colleagues during a job search, including the chair who wrote that he wanted to interview "some women we can live with, who are not whiners from the word go or who need therapy as much as they need a job."

Susan O'Malley, chair of the CUNY faculty senate, opposed the decision: "The granting of tenure should be handled locally by a college, not by the central administration." The University Faculty Senate on March 25, 2003 passed a resolution that "calls upon the Chancellor to affirm a policy of non-interference with established

campus and university governance and contractual procedures, including appeals and grievances."

(*New York Times*, Dec. 18, 2002; Feb. 25, 2003; *Chronicle of Higher Education*, May 23, 2003)

(c) Pikes Peak Community College (Colorado): history professor Katherine Sturdevant was reinstated as chair of the history department and given a raise along with a \$75,000 settlement. Sturdevant had been removed after creating a survey for faculty about top administrators and defending a colleague who wrote a parody titled "Gringo American Studies."

(*Chronicle of Higher Education*, Sept. 5, 2002)

(d) Shaw University (North Carolina): Gale Isaacs was fired on November 16, 2002 after she helped to create an anonymous e-mail resolution that criticized president Talbert Shaw and the Board of Trustees for creating "the present atmosphere of contention and distrust of the faculty and staff." President Shaw accused Isaacs of "demonstrated faithlessness in and disloyalty to the university." Isaacs had taught for 16 years there, but Shaw University does not offer tenure. The anonymous letter by Isaacs was found by student government member Shaniqua Bizzell, who read it aloud and gave out 60 copies to other students. Bizzell was evicted as punishment.

(*Chronicle of Higher Education*, Dec. 16, 2002; AP, Feb. 13, 2003)

□ Censorship of Posters

(a) College of William and Mary: a student who put up a poster about her rape at a fraternity house had it taken down by campus officials because it named the rapist, who had been expelled for the attack. Administrators apologized and allowed the posters put back up when federal officials informed the college that federal privacy laws could not prohibit a rape victim from discussing her attack.

(*Chronicle of Higher Education*, Oct. 14, 2002; SPLC, Oct. 29, 2002)

(b) DePaul University: DePaul students Giuseppe Alcoff, Matt Muchowski, and Justin Datta were banned from running for student government in May 2003 because they posted fliers which had been prohibited by the election committee due to political statements. According to Muchowski, "we wanted to run for student government to make some changes around our university. We wanted to kick coca-cola off our campus because they kill union organizers in Colombia, we wanted to make the Patriot Act invalid on our campus because it invades our privacy, and we wanted to help prevent sexual assault at DePaul." Because the fliers advocated political positions, they were banned. The students were told before a debate on student government, "Seeing as how student government is the voice of the students at DePaul University, any criticism of student government will be taken as slander against the entire student body of DePaul, and the offending candidate will be written a warning."

(*Chicago.indymedia.org*, May 10, 2003)

(c) Harvard University: After an anti-abortion student group complained that its posters showing a fetus were being destroyed, the Undergraduate Council passed a resolution calling for the College to punish students who destroy posters. The Council also promised to reimburse any group for destroyed poster. Later that month, an Undergraduate Council member who supported the resolution, Thomas Mucha, admitted to ripping down posters he found "obscene and offensive." The posters, for the Freedom in America Policy Group, showed a naked couple with airbrushed genitalia and read, "Does Your Mother

Know What Websites You Look At? The Government Does."

(*Harvard Crimson*, March 13, 2003)

(d) Montana State University-Northern: former professor Doug Giebel received \$26,500 in a settlement of a lawsuit against his former department chair Stephen Sylvester, who was accused of removing posters publicizing Giebel's 1996 speech on campus.

(SPLC, Dec. 20, 2002)

(e) New York University: A student tore down a student group's poster that said "Think big: Bomb Iraq" because it "is no less dangerous than a physical assault."

(*US News & World Report*, Dec. 9, 2002)

(f) Princeton University: posters were torn down that promoted an event featuring representatives from the Gay Men's Health Center in New York speaking on "safer sex and healthy relationships." The ads showed same-sex couples hugging and kissing. After Public Safety asked the Facilities staff to remove some anonymous pornographic posters, the posters for the sex talk were also removed due to a miscommunication.

(*Nassau Weekly*, Oct. 2002)

(g) Rutgers University at New Brunswick (New Jersey): 25 members of the Israel Action Committee Rutgers University and other Jewish groups held a sit-in March 7, 2003 in the Douglass College Center to protest the University's decision to allow pro-Palestinian groups to hang a banner that read, "From the River to the Sea, Palestine will be Free."

(*Daily Targum*, March 10, 2003)

(h) University of Illinois at Chicago: conservative activist David Horowitz reported that during a visit to the University of Illinois at Chicago, "I wandered over to the Student Union and came upon the sign denouncing me as 'Racist, Sexist, Anti-Gay.'" According to Horowitz, "I didn't regard this as speech so much as a gesture like kicking me in the groin. It seemed extremely perverse of her to be defending her right to slander me to my face. So then and there — in front of her and the university official — I ripped down her sign."

(Horowitz blog, Nov. 5, 2002)

□ Homophobia on Campus

Campus Climate for Gay, Lesbian, Bisexual, and Transgender People, a 2003 report by Susan Rankin for the National Gay and Lesbian Task Force, found that more than one in three GLBT undergraduates experienced anti-gay harassment in the past year. Almost 20 percent of respondents feared for their safety. Anti-gay graffiti and vandalism of posters for GLBT activities are common.

a) Boston University: Chancellor John Silber banned a gay-straight alliance from the university-controlled Boston University Academy, claiming that group was "forcing young people to define themselves in terms of sexual orientation." Silber said, "We're not running a program in sex education.... They can go to public school and learn to put a condom over a banana."

(*Chronicle of Higher Education*, Sept. 9, 2002; Oct. 11, 2002)

□ Computing and Internet Freedom

Copyright Restrictions

a) Harvard University: after previously only cutting off network access for users while they are sharing copyrighted materials, Harvard officials feel obligated by the DMCA to cut off network access for a year to any student found infringing copyright laws after they receive a first warning.

(*Harvard Crimson*, April 11, 2003; April 16, 2003)

b) Kent State University: the university shut down a website with anime images, including some sexual images. Computer systems analyst Jeff Bailey, who created the website, is head of the KSU Anime Association. Administrators claimed that the site violated copyright laws and failed to follow the University Policy Register that websites must "relate to the university's missions of teaching, research and service."

(*Daily Kent Stater*, Feb. 28, 2003)

c) New Jersey Institute of Technology: the Student Senate, at the best of administrators, passed a resolution for a ban on all file sharing on the campus network.

(*Chronicle of Higher Education*, May 23, 2003)

d) Ohio State University: in May, 2003, police officers raided four dormitory rooms and seized computers from students who were running a file-sharing service on the campus network. The students may be charged with stealing state resources for using the network.

(*Chronicle of Higher Education*, May 23, 2003)

e) Penn State University: The Recording Industry Association of America (RIAA) sent a legal warning of copyright infringement by distributing the songs of Usher on its ftp server. In reality, the server held professor Peter Usher's work on radio-selected quasars and a song by astronomers about a gamma ray satellite. The network security office ordered the astronomy server to remove the song or have the server shut down in 24 hours. RIAA apologized for the mistake caused by its automated search engines. Penn State has taken strong action against file-sharing, using software to track down students who are sharing files, issuing more than 200 warnings in a month that another violation will result in losing access to the university network.

(*CNETnews.com*, May 12, 2003; *Chronicle of Higher Education*, May 23, 2003)

f) Purdue University: On Nov. 25, 2003, the Supreme Court of California ruled that former Purdue student Matthew Pavlovich could not be sued in California for publishing codes online in 1999 that can be used to unscramble encrypted DVDs.

(*Pavlovich v. Superior Court*, 2002 WL 31641714 (Calif. Nov. 25, 2002))

b) Central College (Iowa): Brad Clark, the student body president and a leader with InterVarsity Christian Fellowship, came out of the closet. Clark was asked to step down by InterVarsity staffers because he would not agree that homosexuality is illegitimate.

(*Iowa State Daily*, April 2, 2003)

c) Chestnut Hill College: Meghan Sullivan, an alum and part-time religion teacher, attended a lecture on gay rights at the University of Pennsylvania, and was quoted in its student newspaper identifying herself as a lesbian. Sullivan was given a choice between identifying herself publicly as a Chestnut Hill professor or as a lesbian. Sullivan decided to resign.

(*Philadelphia Inquirer*, May 15, 2003)

d) University of Maryland: The Family Policy Network threatened to sue the university for distributing copies of the play "The Laramie Project" if opposing views might be stifled.

(*Diamondback*, Sept. 3, 2002)

g) University of Cincinnati: campus police have identified 13 residence hall residents who they suspected of copyright violations after searching computers in the residence halls. Downloading the material is being treated as a violation of the student code of conduct. Judicial Affairs Director Daniel Cummins said that event though students may not realize that their downloading illegal, "not knowing does not give you an excuse."

(*University of Cincinnati News Record*, Feb. 14, 2003)

h) University of Michigan: graduate student Niels Provos moved his research from a campus server to one in the Netherlands for fear that it might violate a Michigan copyright-protection law.

(*Chronicle of Higher Education*, May 16, 2003)

Internet Restrictions

i) Cal Poly State University at San Luis Obispo: the executive committee of the Academic Senate rejected a proposal to ban pornography on campus computers. The resolution would have allowed professors to view sexually explicit images only for academic purposes.

(*Mustang Daily*, Feb. 10, 2003; *Chronicle of Higher Education*, March 14, 2003; AP, May 15, 2003)

j) University of California at San Diego: administrators retracted their demand for Che Café, a student organization's website, to remove a link to the website of the Revolutionary Armed Forces of Colombia (FARC). Campus officials had feared that because FARC is a designated foreign terrorist group, the website link was a violation of the Patriot Act. Gary Ratcliff, director of University Centers, wrote, "Providing material support or resources to a designated [terrorist organization] is a violation of federal law. Using UCSD computing resources to violate federal laws is against UCSD Policies." UCSD officials backed down after public complaints, and later asserted that they only objected to hosting the FARC website (which hasn't happened since 1996). UCSD had previously ordered the removal of the Groundwork Collective's link to the alleged terrorist group the Kurdistan Workers Party, and placed the organization on probation.

(SPLC, Oct. 8, 2002)

k) University of Illinois at Chicago: UIC officials spent thousands of dollars on a lawsuit to stop a website from operating with the domain name uiconline.com. The suit also complained that the site used logos and colors similar to UIC's. The site, owned by UIC student government president Angel Alvarez, linked to the library, the registrar's office, and academic departments.

(*Chicago Tribune*, April 13, 2003)

Liberal Education *continued from page 1*



Jim Perley, keynote speaker at the Illinois AAUP annual meeting.

Why would we ask about the value of such an education?

I think several things have been responsible for the climate of siege we are experiencing. First we saw and are seeing with increasing intensity the need to save money at the federal and state levels. When you look at entitlements in state and federal budgets, you begin to realize the degree to which flexibility in spending is limited. About the only area of the State budget that is flexible is support for higher education, and even the entitlements understood to support K-12 education are now no longer being seen as sacred. And aside from pork-barrel appropriations which continue unabated despite any financial crisis, programs originally funded by the federal government have since the late 1980's been shifted to the states, which have seen their budgets strained to the limit. It has not helped that we have experienced an economic downturn and new governors are being forced to make painful decisions about what to fund and what to cut. Higher education is often a target of cuts because it represents a flexible part of the budget.

But spending does take place – priorities are established. I was listening to the news two nights ago and heard the American in charge of bringing order to Iraq say to Iraqis that if they needed furniture to replace destroyed classroom desks, we the US would buy it for them.

Given this belt tightening, it is easier to withhold funding from education if it is seen as not doing its job. In the early-to-mid-90's, we began to see attacks on higher education of a magnitude not seen before. Faculty members were not working hard enough (remember the observation that professors were at home mowing their lawns on a Wednesday afternoon?). We were portrayed as “only teaching twelve hours a week,” though no one leveled similar attacks on clergy for “only working one hour a week” on Sundays. At the same time university boards of trustees were being selected by governors who have been from one party.

In Ohio when I left in 2000 the entire Board of Trustees of the University of Akron was from one political party – the Republican Party. I do not question the integrity of those from the Republican Party (some of my best friends are Republicans), but when there is such uniformity in selection of Board members, there is a tendency for the philosophy of that party and the way managers see workers to prevail.

For the first time in Ohio history, a collective bargaining contract was questioned over provisions of workload with a mandatory increase in class-hours of 10% linked to funding by the legislature. And more, claims were being made that students were not graduating from our institutions with the skills they needed in the workplace – specific computational skills and those which would allow them to write well.

At the same time this was happening, other developments were occurring. There was a logarithmic increase in the use of adjunct/part-time teaching at all our institutions both public and private. If we could not afford complete funding of our institutions, then we could squeeze our budgets by being exploitive and offering positions to individuals at a fraction of the cost and without benefits.

New ranks of administrators were being developed, often people with no academic experience were being hired to run our institutions, and the argument for doing this was that educational institutions are not just involved with education anymore – they are involved with running student services, the food services, and building and grounds. Gone was the day when faculty rose to the ranks of administration and saw their primary job as being to make possible the work of the faculty.

I made the jump to the ranks of the administration because I believed that faculty have the responsibility to see to it that faculty could do their work in a supportive environment. I knew I had made a serious mistake when I attended an administrators meeting shortly after beginning work and being told that I certainly did not have administrator-type shoes by another dean while riding in an elevator.

My reservations grew significantly when the Secretary to the Board called to inform me of my required attendance at a Board dinner and added “Wear Country Club Casual.” And I was sure I had made a fatal mistake when I questioned the use of “superadjuncts,” individuals with salaries one-third that of full-time faculty, who taught full time and had benefits; I was told we needed to pay such wages because otherwise we could not operate fiscally.

In the mid-1990's we saw the development of still another tool which has changed the focus of attention on

higher education. North Central, the accrediting body in our region of the country, accredited the University of Phoenix and that institution began to establish branches in every part of the country. While there are those who support the nature and goals of this university, it represented a new and different model for higher education in this country. Classes are held both on campuses at regional sites and on-line around the country but the faculty are all part time, with only one full-time faculty in each academic area, for example in Nursing.

The argument is that faculty providers (not faculty) teach at night what they teach during the day and therefore do not need preparation time for that teaching. These providers work for adjunct wages and have no benefits. And they teach in professional areas of direct utility to adult learners (those who are over a certain minimum age at the time of admission). It is of more than passing interest that the students meet in groups for 25% of the instructional time, with no faculty instructor present (a consequence of the belief that knowledge is produced in such settings and the philosophy being voiced recently that the professor should be the guide on the side rather than the sage on the stage). Most distressing is the fact that there is only one librarian for the whole country and that each branch establishes real libraries on site through contracts with local institutions which often developed their libraries using taxpayer money.

In a visit to the University of Phoenix in Phoenix in 1998 I had a chance to have a close-up look at the instruction offered and discovered that the syllabus for each course is, developed by a committee and specifies topic and content by the minute and this, it is maintained, insures consistency of course content in every region of the country where the course is taught. Sort of a Wal-Mart of Higher Education. So much for academic freedom and for the right of an instructor to alter course content in light of changing external circumstances or the chemistry of the class.

In short order, North Central then accredited an institution called Jones International University whose central administration is in Colorado. Jones, another for-profit institution, accredited by the same team of accreditors that accredited Phoenix, went a step further toward a faculty-less institution. It only offers courses on-line and its courses are developed by faculty “experts” at other institutions under contract to Jones for the development of a course.

The content is provided by course deliverers, often people of lesser academic credentials than the course developer. The performance of the students is evaluated by still yet another group of individuals – course assessors. The concept is called “unbundling” and means that a course can start on one day and another session can start on the very next day with the same “provider.”

But the self-study paper submitted in the request for consideration for accreditation specifically says that faculty development funds for the course developers has to be provided by the home institution of the faculty member, not by Jones University. So much for academic freedom and collegial governance. How can there be collegial governance in an institution that has no faculty?

I have no problem with institutions that are different and innovative. But the real problem is that their accreditation affects what happens in all institutions of higher education. Their credits are transferable and the practices at these institutions affect the practices at all institutions. If profit is to be the motive, then what are we to do with departments and courses that return no profit to the institution? Do we really need a Physics program or a Religion Department if there are not a sufficient number of majors to justify a return on investment? As a recently retired administrator at an institution that cut 13 academic positions this past year, I can tell you that integrity of curriculum or cohesiveness of program were not a consideration in the determination of which positions were cut.

But my concern with pressures from the accreditors goes even further. Since North Central took the steps they did in accrediting these institutions and declared them to be legitimate deliverers of quality education, standards for accreditation in every other region of the country have had to accommodate to the standards which allow the Phoenix's and Jones' of the world to exist. Mention of qualified faculty has disappeared from these standards – to be substituted by the words “appropriately qualified personnel.”

Governance standards have disappeared and the roles of presidents are now being defined in terms of responsibilities of CEOs. No mention of librarians is to be found in the accreditation standards of the Southern Region Ac-

crediting Body. And there has been a profound shift in accrediting standards from inputs and process to outcomes assessment.

As long as an institution is assessing its outcomes and meeting its mission, however vaguely defined, it doesn't matter that the school or university is on the AAUP censored list – in fact the President of an AAUP-censured institution (University of Central Arkansas) was head of a visiting team that examined the credentials of another school to be accredited shortly after the imposition of censure. The Provost from my own institution was a member of the accrediting team at the University of Dubuque this past year and had not been made aware of the censure action about to take place.

The Value of a Liberal Arts Education

It all becomes highly personal. And it is true that we have not been as active as we should have been about explaining to the public what that value is. Is it important for a legislator to understand the history of a topic on which voting is scheduled. Is an understanding of Ecology and important factor in evaluating the opening of the North Slope for oil exploration? Is an understanding of Islam vital to the development of a successful policy to be used after a war fought for proclaimed moral reasons? Is an appreciation of opera critical to the biologist who seeks pleasure in areas other than work?

I like to tell the story of our youngest son. He went to a fine Liberal Arts college in the East and like many of my students over the years, was as interested in social activities as he was in academics as an undergraduate. As parents our role was to smile and be there when the inevitable bumps were experienced. After graduation with a degree in Political Science, he decided to stay in the New England area because a friend would not move to Washington D.C. with him where he hoped to eventually use his skills. Since few jobs were available he took one in a community college in the Registrar's office entering data into spreadsheets. When it became clear a year later that his friend was not going to go with him to Washington, he decided to go alone and stayed with some friends while he looked for work. Again and again he was told there were no jobs available.

Undeterred, he networked and asked questions about what he might be doing if he found work in Congressional offices. He was read a list of duties assigned to aides in the Senate offices and one of them was work as a computer coordinator. He quickly responded that he had worked with computers the year before and the person he was speaking with immediately told him that the computer coordinator for one of the Senators had been run over on the New Jersey Turnpike and killed. He was told that the office was desperate for help and perhaps he would like to go to the offices for an interview. That night he called home and told us of his hiring. He told of interviews with several staff members and how he had fixed their computer problems by plugging their cords in more tightly.

His mother, in astonishment, said: “How are you going to do the job needed as you have never had a course in computer science?” He responded with some surprise with the statement “Mom, I can read.” Within five years he was nominated for President of the Computer Coordinators group in the Senate.

Did he learn computer science in college? No – what he learned was the ability to read, to listen, to reason, to reach out and get help when needed, and he learned to apply what he knew to problems that needed solutions. That is the product of a Liberal Arts education. It is what makes the continuation of the Liberal Arts core of our colleges and universities so valuable. As James Freedman says in his book on the Liberal Arts, “Liberal Education opens our eyes to what life is principally about. It's about understanding yourself and having some resources to deal with everything life throws at you. It's about developing a moral compass and some understanding of how society works, how democracy works.”

As an Association we have taken stands in defense of the Liberal Arts. But we need to be even more vocal in that defense. We need to be at the forefront when accreditation standards are being set. We need to be there speaking for the importance of a balanced set of offerings when decisions are made to downsize institutions. We need, in short, to be able to emerge from our disciplines and speak for our profession – a profession that has served us with extraordinary distinction and which now calls for our collective defense.

NEWSBRIEFS

General Assembly: Illinois passed a \$2.4 billion allocation for higher education, a \$73.3 million drop from last year. Financial aid will increase over 4 percent, including restoring the fifth year of MAP grant eligibility, while funding drops for community colleges (-3.2 percent), Chicago State University (-3.1 percent), and all other public universities (-8.2 percent). (*Pantagraph*, June 4, 2003)

Tuition: A *Chicago Sun-Times* survey found that Illinois' public universities will raise tuition by an average of 11.5 percent for Fall 2003. Chicago-area private colleges will increase tuition by an average of 6.2 percent. Tuition levels are likely to increase much more next year, because the General Assembly passed a new law (HB 1118) requiring public universities to freeze tuition levels of incoming students for four years, effective in Fall 2004. On May 18, Gov. Blagojevich signed HB 60, which will provide in-state tuition rates to aliens who attend Illinois schools for three years. (*Chicago Sun-Times*, May 28)

Pensions: A plan to combine the state's pension systems was not pushed during the final week of the legislative session, but the governor's budget director reported that the idea might be brought up again. (*Champaign-Urbana News-Gazette*, May 29)

Northwestern University: the student government criticized the school's response to racial epithets found in a dormitory. In a May 29 statement, the student senate declared, "It is the opinion of the undergraduate student body at Northwestern University that the administration's efforts to combat hate on campus are woefully inadequate." (*Chicago Tribune*, May 30)

Underrepresented minorities increased at Illinois colleges, according to a May report from the IBHE. Enrollment of African-American students rose nearly 5 percent and Latino enrollments increased almost 7 percent from fall 2001 to fall 2002. African-Americans earned 7 percent more bachelor's degrees, and 21 percent more doctorates; over the past decade, the number of African-Americans earning any degree grew by 45 percent. Latino students showed a 12 percent increase in degrees in the past year, and a 91 percent increase in the past decade.

(www.ibhe.state.il.us)

City Colleges of Chicago: Mohammed Salah, a part-time computer lecturer at Olive-Harvey College, was fired June 4 because he failed to list a terrorism conviction in Israel on his employment application. Salah, a U.S. citizen, served five years in an Israeli prison, accused of helping to channel \$650,000 to the terrorist group Hamas. Salah claims that he was falsely convicted based on a confession extracted using torture. Salah reported that he omitted the conviction from his employment application because he thought it asked only for US convictions.

(*Chicago Tribune*, June 6; *Chicago Sun-Times*, June 6)

Illinois State University: Non-tenure-track faculty voted on April 23 to join a union with the Illinois Education Association. Faculty voted 131-79 in favor of the union. (<http://ntt.pabn.org>)

State Office:
AAUP of Illinois
5658 S. Meade Ave., #2
Chicago, IL 60638
Executive Director
Lynne Meyer
(773) 510-5923
lmeyer@mindspring.com
Pangratios Papacosta, President
Science/Math Department
Columbia College
(312) 344-7443
FAX (312) 344-8075
ppapacosta@colum.edu
Joan Berman, Vice President
Barat College, DePaul University
Economics and Women Studies (Emerita)
JJBerman@concentric.net
Joseph Felder, Secretary
Economics Department
Bradley University
felder@bradley.edu
Anne L. Draznin, Treasurer
Chair, Legal Studies Department
University of Illinois at Springfield
draznin@uis.edu
Leo Welch, Past President
Biology Department
Southwestern Illinois College
lkwelch@compu-type.net
Other State Council Members
Walter J. (Jerry) Kendall
The John Marshall Law School
7kendall@jmls.edu
Lesley Kordecki
English Department
Barat College, DePaul University
lkordeck@barat.edu
Michael Collins
Dept. of Cell Biology, Neurobiology and
Stritch School of Medicine
Loyola University Medical Center
mcollin@lumc.edu
Michael McIntyre
International Studies Program
DePaul University
mmcintyr@depaul.edu
Lisa Townsley
Mathematics Department
Benedictine University
ltownsley@ben.edu
John K. Wilson
Ph.D. student, Education
Illinois State University
jkwilso2@ilstu.edu
Jan Cook
Illinois State University

Illinois AAUP Council

KEN ANDERSEN

Communicate to Educate

The climate in Springfield makes it very clear that faculty have an urgent need and responsibility to educate legislators and the citizens of Illinois about what it is we do. While the cuts in support for higher education must concern us in this budget crisis, the views of legislators, the governor, and the general public about higher education and what we do as faculty should concern us even more. The budget crunch eventually will ease. But we may never regain the level of state support needed to ensure a quality education for our students.

There are a lot of misconceptions about what we do and what goes on in our colleges and universities. Those misconceptions hurt us in various ways, not just in appropriation levels.

A few of those misconceptions:

- Faculty are working only when they are in the classroom or meeting with students.
- Tenure guarantees lifetime employment for the incompetent; quality faculty don't need/want it.
- Fifth year students are lazy and do not deserve financial aid.
- Bloated college and university administrations are wasting money.
- Our higher education system doesn't need to be the world's best, average is good enough.

The consequences of these attitudes hurt the state and nation every bit as much as the academy. In an age of global competition the cutting edge quality of our workforce and our research enables us to compete with the markedly lower wages of workers in other countries. Lose that edge and there goes the economic strength of the nation. While need for education beyond the bachelor's level grows every year, the public and legislators seem oblivious to the need for graduate education and the importance of the research enterprise at our universities.

The public needs to understand the category called *administration* and *administrative costs*. There are what you and I would call administrators at our institutions. But academic advisors and counselors, student support service staff, computer technicians, librarians, research staff are all classified as administrators for report purposes. Even practicing physicians who teach part-time at the University of Illinois hospital are classified as administrators. Some in Springfield recognize only two categories of employees: faculty and administrators. Try eliminating some or all the non-faculty without impacting the quality of education!

The state is funding programs to increase the number of teachers. We give extra funds to engineering schools public and private. We offer remedial classes for ill-prepared high school graduates. These programs typically demand a fifth year of college by students who are not lazy. Many students must work part-time or full-time to pay a portion of their educational costs.

Eliminate tenure and watch the impact in terms of attracting new and retaining current teachers. What of our freedom to teach and speak given the current concerns about national security and ideological correctness? Do faculty need time to prepare lectures, grade papers, stay current with developments in their field and meet service and research requirements?

We need to be dialoging about these issues with people outside the metaphorical ivy walls.

We must do a better job of communicating what it is we do and how we do it. Typically students graduate without knowing or understanding much about the life of a faculty member. Legislators and the public remember education as it was ten, twenty, forty years ago. They live in an age of computers, of an explosion of knowledge and of access to information without much sense of how education has changed and must change.

The Faculty Advisory Council to the Illinois Board of Higher Education has asked the Board to adopt a seventh goal in *The Illinois Commitment* that stresses the role of higher education in improving the quality of life of Illinois citizens. Our institutions contribute to the cultural life of the surrounding communities, they provide information through public radio and TV stations, they make available the expertise of their faculty. We need to communicate a much richer picture of the breadth and impact of what we do outside the immediate environment of the classroom.

We have to actively communicate what it is we do. The chief administrators try but they cannot do it. We need to communicate with our neighbors, our friends, and particularly our legislators telling what we do and what is necessary to do it well. Yes, it is in our self-interest to do so. More importantly, it is in the interest of those we serve: our students, the citizens of Illinois, the nation, indeed, all humanity. If we don't believe we are in the business of shaping the future of our students, of Illinois and the nation, and the peoples of the world we don't belong in this profession. Communicating what we know and how we know is our role in a learning community. We cannot limit ourselves to the classroom and our students. We need to be shaping the understanding and dialogue of the larger community turning that into a learning community as well.

WWW.ILAAUP.ORG

Join the AAUP

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

Yes, I would like to join the AAUP

Please complete this form and mail it to the AAUP, P.O. Box 96132, Washington, DC 20077-7020. For details, go to www.aaup.org or call our membership department at 1-800-424-2973, ext. 3033.

Name _____
(Please Print) Last First Middle

Mailing Address Home Work _____

City: _____ State: _____ Zip: _____

Daytime tel.: _____ Fax No.: _____

Email: _____ Tenured: Yes No

Institution: _____

Academic Field: _____

2003 Illinois AAUP Dues

- \$151 Full-Time Active Faculty Membership
- \$76 Entrant Active Faculty (new to the AAUP, non-tenured, first four years)
- \$38 Part-Time Faculty Membership
- \$10 Graduate Student Membership
- \$114 Associate Membership (administrators)
- \$114 Public Membership (others)

Payment Options

- My check payable to the AAUP is enclosed for \$ _____
 - Please send me information about the bank debit plan
 - Please charge \$ _____ to Visa Mastercard
- Card No. _____ Exp. Date _____ Signature _____