AAUP General Secretary
Roger Bowen

An Exclusive Illinois Academe interview with AAUP head (and Illinois AAUP annual meeting keynote speaker) Roger Bowen

ILLINOIS ACADEME: You were forced out of your job as president of SUNY at New Paltz largely because of your refusal to ban a conference on campus dealing with sexual- 
ity. Did that encounter make you realize the importance of academic freedom, or did you have a commitment to aca-
demic freedom long before that incident?

BOWEN: If only it were so simple. The conference on female sexuality resulted in an investigation by a special commission that clearly stated my defense of academic free-
dom was both right and appropriate. A couple years later, the new chancellor, Robert King, personally rebuked me for “permitting” “The Vagina Monologues” to be performed on my campus. His rebuke was followed by repeated visits from King’s vice chancellor who likewise had no under-

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DE-FUNDING PUBLIC HIGHER EDUCATION
How the state is failing to adequately support colleges and universities.

Ken Andersen’s column, page 2

A SMALL COLLEGE STRUGGLES
How a small private college is addressing global and economic pressures.

Lee Maltby reports, page 5

American Association of 
University Professors 
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PRESIDENT’S CORNER continued on page 2

Forced by the needs of the time or triggered by outra-
geous treatment of a faculty, numerous generations of our colleagues responded with courage and determination.

Their collective wisdom is expressed in the many AAUP principles and standards that make up what we refer to as the Red Book. We often take things for granted, but we need to recognize more often that all of us faculty, whether we are members of AAUP or not, are the beneficiaries of these principles and standards. Of the many, four of them stand out as perhaps the most essential; academic freedom, tenure, due process and shared governance. These are the four major pillars that support the house of academia that we love.

Yet as I look through the Red Book I see only standards and procedures regarding the important conditions that allow us to do the best job as academics. There is nothing about what constitutes a quality education. Now more than ever, AAUP needs a position statement on what we believe good quality education to be. As we see more and more corporate philosophies and practices adopted at the expense of academic integrity, and as we realize with sadness a similar mentality spreading among our students, we need to define what we, the AAUP, believe quality education should be all about. My fear is that without such a position statement our education in this country will continue to erode, following a utilitarian path and at the expense of what some consider to be “useless” areas such as the humanities and the arts. Many of our students, and I dare say even some of our own colleagues, consider any course that is outside their major field of study as unnecessary. After debate and discussion and regardless of our different disciplines, we should be able to agree on what quality education is and articulate it on a position statement. What do we mean when we think of a well-educated person? What are some of the universal characteristics of such a person? We need to agree that specialization should not necessarily be done at the expense of General Education.

In a 1952 letter to New York Times Albert Einstein wrote: “It is not enough to teach a man a specialty. Through it he may become a kind of useful machine but not a harmoni-
ously developed personality. It is essential that the student acquire an understanding of and a lively feeling for values. He must acquire a vivid sense of the beautiful and of the morally good. Otherwise he - with specialized knowledge - more closely resembles a well-trained dog than a harmoni-
ously developed personality. He must learn to understand the motives of human beings, their illusions, and their suf-
ferings in order to acquire a proper relationship to individual fellow-men and to the community.” (From Ideas and Opin-
ions by Albert Einstein)

The importance of good education as the solution to many of our global problems is also mentioned in the UNESCO charter. In the opening sentences we find the fol-
lowing references regarding education:

“That since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be con-
structed…”

“That ignorance of each other’s ways and lives has been a common cause, throughout the history of mankind, of
The advice proves true: “The gods visit the sins of the fathers upon the children.” (Euripides) Or Biblically, “I pun- ish the children for the sins of the fathers to the third and fourth generation…” (Exodus 20:5) Restored more academically, these depredations of the past impact our future for a long time.

Illinois’ current budget situation is one more proof of the validity of this long-known truth. The failure to fund appropriate systems will lead those systems into the very crisis that the state through its own history has helped to create. The sins of the fathers…

The recent cuts in state support for higher education and for the student aid so vital to private colleges and universities are directly linked to the failure to fund pensions as required by state law.

What Is.

The recent cuts in state support for higher education and for the student aid so vital to private colleges and universities are directly linked to the failure to fund pensions as required by state law. What could have been in effect a “rainy day fund” did not exist entirely due to the legislators and the governor who forced large cuts on the system over many years and some years taking a “pension holiday,” making no contributions at all.

This shortfall becomes part of the budget crisis that includes a structural deficit in the state budget estimated to be between 3% and 4% projected beyond 2010. Further, the state has never met the constitutional goal of providing 90% of the support of public elementary and secondary education. This is not a matter of excess state employees—Illinois has the fewest number of state employees per popula- tion of any state in the nation. Note, this is unlike Cook County and other large city governments that are deeply criticized for doing exactly what the state should be doing.

The state had ample warning. A 1973 lawsuit by the Illi- nois Education Association and the AUA to force the state to pay all contributions to its retirement system in 1967 was not contested by the state. But on appeal the Cook County Circuit Court dismissed the suit on the grounds that no benefits had been lost and the court should not tell the legislature what to do. The State Supreme Court affirmed this ruling.

Meanwhile, alarmed workers had been successful in pushing for protection of pension benefits in the re- vised state constitution. Efforts to move toward a system to fund adequately our public pension retirement systems have been losing not only the higher amounts the state universities and colleges have been contributing but the funds that contributed to the current budget crisis that is affecting every Illinois citizen. It is not just the pension funds, it is not just higher education, it is not just education as a whole, every person in Illinois is impacted both directly and indi- rectly. Budgets of the public universities and community col- leges have been cut sharply. Higher tuition has impacted students and parents with the significant drop in support for the Monetary Award Program, dramatically affecting some private colleges. The impact of these cuts will impact the state for years to come. Further, the situation may worsen depending on the outcome of the budget struggles this year.

What might have been!

The state should not be in this budget crisis! James Hacking, Executive Director of the State Universities Retire- ment System (SURS), has developed several charts demon- strating what it would have meant if the state had obeyed its own laws and appropriately funded the retire- ment systems. SURS would have exceeded the 90% target funding ratio starting in FY’85 and not needed significant additional funding until FY’95. This means at the height of the recent recession the state would essentially have had all the funds it was forced to put into the SURS system available for other purposes. Since that money comes out of the budget, the state would have had to find a way to cut other programs in the budget. It is well known that there is no broad support for higher education. But this cuts to state support will result in the loss of quality education to the state for many years and some years taking a “pension holiday,” making no contributions at all.

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Pensions, Higher Education and the Budget Crisis:
The Past Haunts the Present and Threatens Our Future

As the organization that we are, it is our duty to write to our elected officials to save public higher education and to provide a better quality of education through a better utili- zation of resources. But these needed changes would not affect the state budget shortfall.

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For these reasons, the States Parties to this Consti- tution, believing in full and equal opportunities for edu- cation for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual under- standing and a truer and more perfect knowledge of each other’s lives.

As the organization that we are, it is our duty to consider the development of a position statement on what quality education is. Such a position statement can help us to develop standardized and become a guide for those who are pressured to sacrifice valuable elements of education for the sake of specialization. A well-crafted statement about what constitutes quality education, its importance, both to our society and the world, is not only possible but also our obligation. While we preserve the valuable principles and standards described in the Red Book, we must constantly update and add to them.

In these troubled times, the social and global chal- lenges we face demand it.

Helped the state significantly in that stock market gains based on their contributions served to reduce the liability of the state. The pension shortfall is not the fault of any or all of its participants. They kept their part of the contract.

The need to reform the state income tax and reduce prop- erty taxes has been demonstrable for many years.

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The Governor now wants to cut the State’s required pension contribution by $800 million for the next year.

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There are several reasons why and how the state has not met this constitutional goal. The most significant is the absence of a constitutional requirement for adequate funding. A constitutional requirement for adequate funding, like the one in the state constitution, would make no contributions at all.

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What Will Be.

Will higher education take more cuts in the state budget this year? Will the pension legislation be revised? Will the state cut and run on pension funding? A position by stakeholders will determine the outcome. If those of us concerned with and about higher education do not make ourselves heard loud and often with the legislature, the state of Illi- nois will be the ultimate loser as it has been with its past practices.

Ultimately Illinois as a state is the greatest loser if it continues to undercut its entire educational system.

The current governor and legislators cannot be held responsible for what others did in the past. They must be held responsible for the failure of leadership in address- ing the current budget crisis. Until Illinois faces up to the need to change its tax structure and starts “paying as we go” it will continue to defraud its citizens by denying them the future that could have been.

The sins of the fathers…

Write to Illinois Academy

Write us a letter, express your opinion, or submit an article or a book review.

Email editor John K. Wilson at collegefreedom@yahoo.com.

Funding for Public Educators in Illinois

By Thomas D. Wilson

In his budget address on February 16, Governor Blagojevich said, “In 1970, the Illinois constitution guaran- teed pension benefits for existing employees. But despite that institutional guarantee which lasts the entire life of the state for 35 years, the state has almost never paid everything it was supposed to pay.” More accurately, Governor Blagojevich might have emphasized that the State of Illinois has not met its constitutional obligation.

The sins of the fathers…
Academic Freedom at Illinois Valley Community College

By Leo Welch, AAUP VP for the Illinois Conference

I presented a seminar on “Academic Freedom and Tenure” at Illinois Valley Community College in Oglesby on January 6, 2005. In attendance were approximately 70 faculty. In addition, IVCC President Jean Goodnow and VP for Academic Affairs Harriet Caster were also present.

Two recent IVCC policies provided framework for the presentation and follow-up discussion. One was the Academic Freedom Policy, which was approved by the President of the Illinois AAUP and endorsed by the Board of Trustees. The Academic Freedom Policy includes the basic tenents of AAUP’s 1940 Statement of Principles on Academic Freedom and Tenure and has been adopted by the IVCC Board of Trustees.

A new directive entitled Community Relations and Marketing Public Communications Procedure restricts the college’s community’s contacts to the media and general public.

Jonathan Knight, the AAUP Director of the Department of Academic Freedom, Tenure and Governance, reviewed the policy prior to the seminar given by Welch. One part of the directive states, “All inquires from the media will be referred to the Office of Community Relations and Marketing.”

Knight concluded that because the administration assumed the media would contact him if they had a story, it followed that the administration could alter, censor or sanction these faculty opinions, clearly a violation of academic freedom.

In response to a faculty member’s question about the rights to communicate directly with the media, Welch cited a U.S. Supreme Court decision rendered in 1968.

In this case, a professor in a Lockport, Illinois high school, Marvin Pickering, wrote a letter to the editor of a local newspaper criticizing the local school board allocation of school funds between educational and athletic programs.

The board charged that all of Pickering’s statements were false and concluded that the publication of the letter was “detrimental to the efficient operation and administration of the district” and that “the interest of the school requires dismissal.” After a hearing, Pickering was fired. The U.S. Supreme Court overturned the dismissial action that was previously upheld by the Circuit Court of Will County and the Supreme Court of Illinois. The U.S. Supreme Court concluded that Pickering’s right to freedom of speech was violated.


As an organization representing more than 1,000 faculty in the state of Illinois, we are writing to express our concern with the Illinois State Officials and Employees Ethics Act and its implementation at state universities. We fear that some misunderstandings about the Ethics Act may cause faculty to censor themselves when discussing political issues, or even lead to infringements of academic freedom.

We strongly support the improvement of ethics rules for state employees to prevent abuses, and we believe that working to improve the standards for state employees is important. However, we are concerned that ethics scandals which have not involved state universities may lead to inappropriate restrictions at college campuses on constitutionally protected speech.

Under the Ethics Act, the definition of illegitimate political activity specifically exempts actions taken in fulfillment of official State duties. Because educating students and the public is the foremost duty of faculty members and other university employees, we believe that restrictions on political advocacy must not be applied to institutions of higher education.

We are concerned that the state’s ethics training for university employees and other announcements fail to convey the rights of academic freedom, including the right of political expression and advocacy, and must be abridged.

The Ethics Issue in Illinois

In the Fall 2004 issue of Illinois Academe (available at www.aaup.org), John K. Wilson wrote about some of the concerns about the interpretation of the Illinois Ethics Act. In response to objections raised by AAUP members, the Illinois AAUP Council has written the following statement of concern to be sent to legislators, ethics officials, and general counsel at Illinois’ public universities. We encourage Illinois AAUP members to contact your legislators and administrators about these issues.

Statement of Concern on the Illinois Ethics Act

5) Be yourself: avoid quotations or citations, just give your perspective. Don’t be afraid to include your professional experience.

3) Be non-academic: avoid the big words and jargon.

1) Be quick: respond the same day that an article is published, or no later than the next day. Always email letters (most newspapers provide an email address on their opinion pages or website).

2) Be polite: don’t insult anyone; adopt a calm, rational persona.

6) Be accurate: get your facts straight, and be very careful when you claim that someone is wrong.

Writing Your Newspapers About Academic Issues

By John K. Wilson

Academia is one of the most misunderstood institutions in society. Whether it’s tenure or academic freedom, the general public (and even many journalists) has a distorted view of what academics do. That’s why it’s very important to educate the public. One of the most important mechanisms for doing this is a letter to the editor. Here’s some advice:

AAUP National Annual Meeting

June 9-11, 2005 Washington, D.C.

“National Security and Academic Freedom”

Keynote Speakers:

Lisa Anderson, Dean, School of International and Public Affairs, Columbia University

Allan E. Goodman, President and CEO Institute of International Education.

Tarig Ramadan: Named by Time magazine as one of the 100 most important innovators of the 21st century, Ramadan was appointed Henry R. Luce Professor of Religion, Conflict and Peacebuilding at the Kroc Institute at the University of Notre Dame for fall 2004. Two weeks prior to his departure, however, he was informed that his visa had been revoked by the Department of Homeland Security.

For more information and to register, go to www.aaup.org.
Interview with Roger Bowen
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standing or of appreciation for academic freedom. Something had been taken over by non-academics who had, then at least, strong support from Governor Pataki. The climate was poisonous and inhospitable to academic freedom. Of course such people and such incidents tend to make one more aware that academic freedom is, like democracy, an ideal that requires constant battle and eternal vigilance.

ILLINOIS ACADEME: Geoffrey Stone, in his book Perilous Times, on the history of civil liberties in America, argues that if more university presidents (and the AAUP) had followed the lead of Robert Hutchins at the University of Chicago, and stood up against McCarthyism, the harm to academic freedom would have been much smaller. Why do you think that college presidents then and now are willing to sacrifice academic freedom in the face of external pressure? And what can be done to convince presidents to defend academic freedom? Should we privately lobby them? Should we lead crusades to have presidents who infringe on academic freedom fired? Should we have petition drives and letter-writing campaigns? Should we educate presidents about academic freedom before a crisis ever hits?

BOWEN: I think your last question contains the best answer, but, sadly, education does not change the reality that presidents are too seldom answerable to the faculty. Trustees and regents and donors influence presidential behavior far more powerfully than do faculty, and governing boards seem to prefer presidents who are more responsive to “bottom line” issues than to the ethics of the academy. When I was under fire at SUNY, one presidential colleague phoned me and said that he wanted to speak out in support of academic freedom but was afraid of losing his job and added that he hoped I would “understand.” Hutchins was a rarity, alas.

ILLINOIS ACADEME: Lawrence Summers at Harvard is under fire for many things, including his suggestion that women are generally inferior at math and science. Should presidents be as free as professors to express unpopular opinions without facing sharp criticism or the threat of losing their job? Do they have academic freedom, too?

BOWEN: President Summers forgot, momentarily at least, that the Harvard president occupies a position in the academy with a level of public exposure and interest not unlike the Pope’s position in the Catholic Church. Presidents have a responsibility to choose their words carefully—to self censor, in effect—and they derive from that responsibility at their own peril. Summers had addressed issues solely within his field of expertise, economics, he would have been on safer ground. This aside, I rather prefer the New School president Bob Kerrey’s position that says presidents should feel free to address controversial issues, albeit, they should be aware of their homework before speaking on issues outside their expertise.

ILLINOIS ACADEME: Your nemesis from those SUNY days, trustee Candace De Russy, has just announced that she plans to push adoption of the Academic Bill of Rights in New York. President Kerrey of the University of Colorado professor Ward Churchill. I’ve encountered many people who seem to think that if academic freedom protects him, maybe it’s not a good idea. Since no other professor seems to have written anything quite so offensive as Churchill’s reference to “little Eichmanns,” what would be the harm of investigating and firing just this one professor?

BOWEN: The slope is very slippery. “Little Eichmanns” is indeed offensive to most people’s moral sensibilities and Churchill must have suffered a moral lapse when he wrote those words. Yet, seriously, he ignored his ignorance of history. But the statement itself should not result in an investigation or a termination. Academic freedom also protects his other writings, one of which is a thoughtful attack on “holocaust-deniers.” Maurice Isserman’s recent essay in the New York Times is an example. The Education asks whether Malcolm X—who uttered words as offensive and advocated violence, something Churchill has not done—would be allowable at Hamilton College today. I encourage readers to look at this essay.

BOWEN: David Horowitz is a wolf in sheep’s clothing. He has shamelessly plagiarized from the AAUP’s statements on academic freedom, but added a totalitarian codicil that would make government, or university administrators, regulators of speech in the classroom. Here is a conservative who wants a Big Brother government to impose ideological balance, using regulation rather than the marketplace of ideas to guarantee that conservative ideas have a greater presence in the academy. De Russy is Horowitz’s feminine doppelganger who believes she is on a holy mission to remake the academy in the image of Lynn Cheney. Who, indeed, in this drama is the “Stalinist”? The AAUP must expose them for their Stalinist agenda.

ILLINOIS ACADEME: The AAUP has been going through a long, gradual decline in membership. What can the AAUP do (both nationally and at campus chapters) to reverse this slide and bring more professors into the organization?

BOWEN: Otherwise put, how can we end academic feudalism? Academics are too divided by their narrow disciplines to show ideological balance, using regulation rather than the marketplace of ideas to guarantee that conservative ideas have a greater presence in the academy.

ILLINOIS ACADEME: The biggest academic freedom controversy of our time was over the nomination to be University of Colorado professor Ward Churchill. I’ve encountered many people who seem to think that if academic freedom protects him, maybe it’s not a good idea. Since no other professor seems to have written anything quite so offensive as Churchill’s reference to “little Eichmanns,” what would be the harm of investigating and firing just this one professor?

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Access, Academic Freedom, and the Private Two-Year College: A Case Study

By Lee Malby

In 2004, Global Chicago was published with the support of the Chicago Council on Foreign Relations (Madden, C. ed.). The book is a collection of essays that now make Chicago one of three global cities in the United States. In addition to describing the city's importance in the arts, materials, and business services that now flow into and around the seven county area, the book explains how Chicago's history, geographic location, and understanding openness to immigrants contributed to its current position in world affairs. This openness to immigrants and the growing con- nections (immigrants and people left out of the traditional educational track) will not be left behind economically and socially. It is the people who can run the city and earn the wages that allow them to live where the jobs are. Yet many of the same people who will be left behind are high school students not being well-educated. The educational needs of immigrants, their children, and many low-income people are high, but they are not being met by the typical institution of higher education in the Chicago area.

In terms of higher education, Global Chicago cites the following investigations: DePaul’s work in international relations, the Kellogg School of Business at Northwestern University, the University of Chicago’s economics and technology, and of course the incredible influence of the University of Chicago in economics and the sciences. These schools, while important to the global economy, do not meet the needs of low-income or immi- grant populations. Because of its broad structure, and the tremendous contribution to the process of globalization in Chicago. Yet under the radar has been a small private college that early on recognized the magnitude of the challenges in Chicago and its international proportions. This school, St. Augustine College, can con- tinue to thrive because it is using Chicago’s position as a global city if it survives in this state of age cut budgets and dwindling revenue, competition from larger and more politically influential schools, and declining resources to support faculty. In 1980 the Illinois State Board of Higher Education granted operating authority to St. Augustine College in 2007 the college will undergo re-accreditation. Since its inception, the college has been operating essentially as a two-year private college. Beginning with classes in English as a Sec- ond Language, the college expanded to offer associate degrees in business, early childhood education, respiratory therapy, culi- nary arts, liberal arts, computer science, etc. The mission of the school expanded in 1998 with the addition of a baccalaureate degree in social work, but the college has remained primarily as an associate degree granting institution. Its open admissions policy, personal attention, and the college’s uniqueness is in the Midwest. The dual language (bilingual) program allows stu- dents to take college level courses in Span- ish and English.

During the past 25 years, thousands of students, mostly Hispanic, but also from many other countries and cultures (Africa, Asian mainland and subcontinent, and East European), have come to St. Augustine Col- lege to gain entry into a system of higher education that was closed to them. By im- proved their English and taking general education courses that are linked with the Illinois Preparatory Program, hundreds of students have earned associate degrees and many have moved on to four-year degrees. For the students who remain, which graduated their first students in 2000, around a dozen have earned their MSW or MS in education. As bilingual professionals they have no dif- ficulty communicating with their students or their monolingual colleagues.

One of the first real great aspects of aca- demic life at St. Augustine has been the College’s work in attracting bilingual and who earned degrees in other nations. Faculty born in Argentina, Puerto Rico, Colombia, Mexico, Cuba, Dominican Repub- lic, Venezuela, Peru, Chile, Spain, and other coun- tries, whose daughters and sons, with doctoral degrees, have taught at St. Augustine. This global body of scholarship is invaluable for the students. As an institution that serves a non-traditional student body (with an average age of 32 and knowing little to no En- glish), the faculty have worked very hard over the years to support and help these students gain a college education for the students. The profound international flavor of the College is a quality that most institutions of higher education do not have. In recent years, however, the college has experi- enced threats, both internal and external, to its very existence.

In 1980, the board of trustees of the two-year private col- lege is under assault. Financial structures and the relative value of an associate degree in the 21st century call into question the mis- sion and effectiveness of the school. For colleges which serve a non-traditional student population, governmental support for these schools is declining. St. Augustine College, like so many other institutions engaged in providing quality education to students who are ready for college, there are still many students who need more pre-college preparatory work and additional resources. St. Augustine’s programs are designed to prepare students who are ready for college, but increasingly capable of doing so. Despite the challenges, the financial strain that small schools find themselves is complicated by another trend in higher education. This trend is the limited ability of these schools to raise funds from private donors. According to an article in Business Week (12/09/04), top-tier universities with administrators fund- ing to attend college in order to compete with their better educated peers. For the smaller two-year college, the implications are clear—tighten your belt, do more with less, and of course, keep full-time faculty numbers low and hire part-time faculty.

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Shapiro's book follows a simple formula. He picks a public policy issue, and says that professors “think something outrageous. Shapiro responds "professors" think something outrageous. Shapiro responds "I was stunned. This was a first-grade question from the militant homosexual agenda.” Shapiro considers it “scary” that some students ("students"(31) based on reading a 1996 New Y ork Times article about how a few academics were stone cold unamused. He was suspended for six months for vio- lating the English lan- guage: a UCLA class on language where he was “stunned” to be told that the phrase “It’s me.” Incredible.”(45) Shapiro doesn’t explain how saying “It’s me” leads to the leftist radical agenda. Shapiro claims the “brainwashing.” Shapiro calls the Academic Bill of Rights “a monumental document” and adds: “Students for Academic Freedom is not a club that I’ve ever seen the conservative movement on campus as cohesive or powerful as it has become. Conservative students don’t feel like they’re alone anymore, and they feel like they have a real purpose, a real fight to fight, and the re- sources to fight it.” The Daily Bruin Suspension Shapiro’s main claim to fame is being sus- pended in 2002 as a columnist from the UCLA Daily Bruin. According to Shapiro, “When I attempted to expose the fact that the Muslim Student Association at UCLA is treasonous, I was fired from the Bruin.” Shapiro says that he had written two columns about Muslims at UCLA, but his editors rejected them. A view- point editor reported that the editor-in-chief “thinks that it doesn’t add anything to the debate and that we need fresh opinions on this debate.”(152) Rather than go to the editor-in-chief and ask to publish the columns, Shapiro contacted na- tional radio host Larry Elder and went on his show May 20, 2002 to denounce his employ- ees at the Daily Bruin as censors with a “pro- Muslim bias.” He was suspended for six months for vio- lating Daily Bruin rules that require permis- sion to print works of non-staff authors. It appears that he was not a reporter and his views did not represent the Daily Bruin. Shapiro suspended for six months for vio- lating Daily Bruin rules that require permis- sion to print works of non-staff authors. It appears that he was not a reporter and his views did not represent the Daily Bruin. Shapiro suspended for six months for vio- lating Daily Bruin rules that require permis- sion to print works of non-staff authors. 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Freedom of Expression


Reviewed by John K. Wilson

University of Iowa professor Kembrew McLeod takes Freedom of Expression very seriously. McLeod is a motion picture producer, and he uses his legal newspaper columns to chronicle the "freedom of expression" that he sees as a right to speak out and not be censored. He makes the case that just because someone's words are offensive or hurtful, it doesn't mean they should be taken off the Internet or elsewhere. He argues that any restrictions or censorship are a violation of freedom of speech and that any attempts to restrict speech should be scrutinized carefully.

The Corporate University


Reviewed by John K. Wilson

In University Inc., journalist Jennifer Washburn takes a critical look at corporate power on college campuses and the "wholesale culture shift" in higher education caused by the profit motive. She describes how universities are being turned into profit-making entities, and how corporations are using their money and influence to shape research and education.

Washburn examines how the corporate influence has led to a "corporate university" model, where universities are run like businesses, and how this has led to a loss of academic freedom and ethical standards. She highlights cases where corporations have pressured universities to change their research direction or findings, or where corporations have used their money to influence policy decisions at universities.

Washburn also discusses how universities are putting pressure on their faculty and students to conform to corporate interests, and how this has led to a "cult of compliance." She argues that this is a danger to the independence of universities and to the integrity of higher education.

The University is a public institution, and it should be serving the public interest, not the private interests of corporations. Washburn's book is a call to action for those who believe in the value of universities and the importance of academic freedom.
for corporate America. Many safeguards for the legislation, including limits on exclusive licenses and a fee for government-funded research, were left out of the act. Universities in turn began to build expensive new labs, hoping to garner some of the research and patent money. The university, long home for basic scientific research, began a rapid pursuit of the quick buck.

Corporate influences also undermine the culture of sharing essential to scientific advances. In one study, scientists seeking to commercialize research were three times as likely to delay publication for more than three months, and more than twice as likely to refuse to share information with other academics. When taxpayers paid University of Utah researchers $4.6 million to discover a gene linked to breast cancer, the university patented it and gave exclusive rights for its use to a company started by a Utah professor. The company even threatened legal action against University of Pennsylvania genetics professor Haig Kazazian when he tried to use the gene in his research to help save lives.

As Washburn points out, the leaders of the AAUP and the movement for academic freedom realized a century ago that faculty needed security, due process, and faculty control of academic issues. Today this system is at risk due to overreliance on adjunct instructors, and academic freedom is at stake.

As Washburn notes, “By dismantling this system, universities risk not only diminishing the quality of instruction but imperiling this ideal.”(307)

Washburn explains, “To the extent that universities view themselves first as drivers of economic development, and only second as educational institutions, their priorities will be skewed, and they will neglect their commitment to the life of the mind.”(338) Facing the carrot of corporate money and the stick of decreased state funding, American higher education is entering a new era where the warnings of University Inc. need to be followed.

Nominations Sought for the Illinois AAUP State Council

We seek nominations for the following Illinois AAUP Council offices.

• President (2005 – 07)
• Secretary (2005 – 07)
• Four Council Members (2005 – 08)

Please send your nominations (you may nominate yourself) to the chair of the Nominating Committee, Professor Walter J. Kendall at The John Marshall Law School.
(312) 987–2377 or e-mail wkendall@jmls.edu

Other members of the Nominating Committee are:
Lisan Townsley (Benedictine University)
Peter N. Kirstein (St. Xavier University)
Hugh Miller (Loyola University) and Michael McIntyre (DePaul University)

The Illinois AAUP is a 501(c)(4) organization.

John K. Wilson, editor of Illinois Academe, and the coordinator of the Independent Press Association’s Campus Journalism Project, spoke at St. Xavier University March 23, 2005 on "Academic Freedom in Time of War." This fall, Wilson will publish his newest book, "Patriotic Correctness: Academic Freedom and Its Enemies." All Illinois AAUP members are invited to bring him to your campus as part of his book tour. For more information, email collegedofreedom@yahoo.com.

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

Joseph Felder, Economics Bradley University, Secretary, IL AAUP (member of AAUP National Council): 1) Academic challenges of the national AAUP office; 2) Types of services and assistance from the national AAUP office.

Peter Kirstein, History, St. Xavier University.

Jack Leathy, Religious Studies, DePaul University, and past president, IL AAUP: 1) Academic issues in religious affiliated institutions; 2) Contingent faculty.

Pun Papacosta, Columbia College in Chicago, and president, IL AAUP: 1) Academic Freedom & Tenure; 2) The significance of the Faculty Handbook.


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


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Lawrence Poston, English, University of Illinois at Chicago 1) Academic freedom and tenure; 2) Academic governance.

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


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