Interview with David Horowitz


Answer: First, thank you for actually reading my text, which is far more than I can say for most of my critics. The answer to your question is simple. First, I was an English major at Columbia and the issues of Communism and Marxism would have been irrelevant to most of the subjects I took. To introduce Marxist themes into literature would have reduced the subject to ideology taught by people ignorant of what they were talking about, which is unfortunately not too often the case in today’s academy. You should read Stanley Fish and Frank Lentricchia, two well-known leftwing academics on this subject. Second, in my Contempor ary Civilization course at Columbia we did read both Marx and his critics — e.g., Bakunin and Hayek. So I was indeed challenged, but in an appropriately academic fashion. Unfortunately, it took me twenty years to benefit from the lesson.

Horowitz is currently working with Republicans in Congress to have the Academic Bill of Rights inserted into the Higher Education Reauthorization Act. This goal has been opposed by the AAUP (www.aaup.org) and the coalition Free Exchange on Campus (www.freeexchangeoncampus.org).

### Illinois AAUP Annual Meeting

**Saturday April 22, 2006, 1pm**

St. Augustine College, Chicago

**Cary Nelson**

“Contingent Academic Labor and Academic Freedom”

For free registration to the event, and more information about parking and directions, email Lee Malaby at lmalby@staugustine.edu.

This event is free and open to the public, including non-AAUP members. We encourage all Illinois AAUP members to attend and to bring interested faculty, students, and administrators to the meeting.

### American Association of University Professors of Illinois

P.O. Box 477

Chicago, IL 60614

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My home institution, DePaul University, currently finds itself embroiled in a court case wherein a former faculty member alleges defamation, invasion of privacy, and breach of contract. Thomas Klocek, the plaintiff, has been the subject of profiles in the Chicago Tribune and National Review. His case has become a cause célèbre for the Foundation for Individual Rights in Education (FIRE). The university, defending itself against this case, has hired a firm whose website proudly proclaims that, “The firm’s brand of litigation has been likened to ’well-aimed nukes in a battlefield.’”2 I’m even sure that he has the right to engage in vigorous discussion with students. I’m even sure that he has the right to raise his voice during such a discussion, and probably the answer to your question is simple. First, I was an English major at Columbia and the issues of Communism and Marxism would have been irrelevant to most of the subjects I took. To introduce Marxist themes into literature would have reduced the subject to ideology taught by people ignorant of what they were talking about, which is unfortunately not too often the case in today’s academy. You should read Stanley Fish and Frank Lentricchia, two well-known leftwing academics on this subject. Second, in my Contempor ary Civilization course at Columbia we did read both Marx and his critics — e.g., Bakunin and Hayek. So I was indeed challenged, but in an appropriately academic fashion. Unfortunately, it took me twenty years to benefit from the lesson.

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Lectures of Breakback Mountain

It's a DEBT problem, not a Benefit/Pension problem

By Ken Andersen

State pension costs caused by the historic underfunding by the state of its share of the costs and the need to balance the budget have created a financial hole. The public pension systems, the focus and specific data relate to how this debt problem developed and who created it. It is a debt in- terest problem, a debt in- terest problem, a debt problem. We are responsible for the mistake it made in the 1980s in not fully funding the state pension system. The state would have had no pension payments into the SURS system during the recent dip in state revenues if it had not had the required payments. The required payments were in the 1980’s and early 1990’s. Past actions of the state created this debt. Think of the lower tuition levels and greater sup- port of student scholarships that would have been possible.

Are pensions excessive? No. IBHE data shows for the most recent year for available data (2004-2005) faculty sala- ries at the 4-year public institutions averaged 95.7% of peer group medians; benefit averages only 95.4%. Total com- pensation (salary plus benefits) averaged 94.6% compared to peer institutions. Thus neither salaries nor total compen- sation are fully competitive with benefits markedly less than salaries. SURA describes benefits to be at best aver- age.

Did faculty try to prevent the shortfall? Yes. In the 1970’s a faculty sent a suit to the state legislature and then the governor. What anger’s many in the pension system is being blamed for a problem we did not create; in fact, we tried to prevent it. And that state is responsible for the deficit. How can this be? Here are some answers to key questions.

Who created the problem? The public pension systems were established by state laws that provided for payments to employees under the state pension system who retired. The state courts ruled against the employees under the state pension system who did not qualify for social security based on work elsewhere, any employee of state employees under the state pension system do not qualify to make the payments required by state law, and the courts are responsible for paying the debt.

What does the public need to know? First, the history of how this debt problem developed and who created it. It is a debt created by the state. Also, the public may not realize that they are responsible for paying the debt. Is it responsible for paying the debt? Is it responsible for paying the debt?


Ken Andersen is Professor of Speech Communication Emeritus at the University of Illinois at Urbana-Champaign

Write to Illinois Academic
Write us a letter, express your opinion, or submit an article or a book review.
Email editor John K. Wilson at collegefreedom@yahoo.com

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in Washington to work with the various states, and largely agree with current AAUP approaches, highlighting instances when he led the group towards those approaches.

Nelson was generally supportive of AAUP positions and solutions on graduate assistants, imposition of beliefs, and general growth of activities. He also suggested that collective bargaining might be the best way to stem the flow of power to the administration. Guild was not in favor of embarking upon new programs before adequate resources to ensure programmatic success were identified, but thought that advocacy chapters can have success equal to that of collective bargaining chapters, with the right effort. (Both were in agreement that fund raising must be a priority in the near term.)

Some of the poignant moments included:

Cary Nelson stating that the Executive Committee of the National Council had not been informed of changes in the Bellagio conference.

Guild viewing AAUP collective bargaining and advocacy units as fraternal twins, and continuing that twins should not be divided into factions.

Nelson asserting that “the struggle to protect tenure is lost,” as evidenced by 63% of college faculty now being hired as tenure-ineeligible.

Closing Remarks

In his closing remarks, Cary Nelson said the AAUP must continue to be the source of sound educational policy. The AAUP must educate its own membership of association activities, so that they can persuade others to join us. It must continue to isolate institutions that infringe on faculty rights, and continue to be the core of ideals in academia. He said “without us... higher education will cease to be.”

Tom Guild, in closing, said he did not agree with those who want the AAUP Collective Bargaining Congress to become part of the AFL-CIO. He felt AAUP must be able to confront the issues that face higher education. He stressed the need to have strong local membership, giving the instance that he was instrumental in growing membership at the University of Central Oklahoma from seven to seventy. He reiterated, “it is time for a new generation of leadership.”

As Tom Guild assessed in his closing statement, while the atmosphere of the session was tense, the candidates behaved honorably. No direct ad hominem attacks were readily detectable.

Visit the candidates’ websites at www.tomguild.com and www.cary-nelson.org

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Book Review: Michael Loyd Gray’s Confederate Nation

Reviewed by Joe Taylor

Michael Loyd Gray’s novel explores the meaning of fatherhood in an America that might have been. In Confederate Nation the narrative present has been altered by two seemingly discordant events. The first occurred in the summer of 1864, when Jubal Early’s Army of the Valley found a weakness in the Union perimeter around Washington, D.C., then invaded the White House and captured Abraham Lincoln. The resulting armistice has produced the Confederate States of America and the United States of America—two distinct yet codependent nations.

The second event took place in the summer of 1977. Elvis Presley took enough pills that night to kill himself, but a visit “from God His ownself—or someone remarkably like him” persuaded the King to clean up his act. With a little tough love and support from a nurse named Betty Sue, Elvis at 64 has matured into someone very much like the Elvis we remember—a bespangled and overweight but loving and loveable old rock star.

Within this unlikely juxtaposition of possibilities—a divided America with a walking, talking, and singing Elvis on the eve of the 21st century—Gray plays out his story. Confederate Nation is an entertaining and well written story with a healthy dose of political and cultural commentary. It is also a fitting landscape for an investigation of fatherhood.

Recently in the American Studies Association, there has been talk of ending 135 years of separation and getting the USA and CSA back together again, “like two lovers ready to give it a second go around.” Reunification finds Gray Hills into a history professor and Civil War scholar at the University of Illinois, considering a trip to Washington to attend the festivities and, at the urging of his grad-student girlfriend, “to watch the paint dry” and perhaps gather material for his next book. But before the ink dries on Grant’s travel visa, he is stunned to learn that his father, who he had always been told died before Grant was born, is alive. Lewis Hudson, a descendant of the Confederate scout Littlefield Hudson who arrested President Lincoln, is not only a deadbeat dad but also a rebel holdout and former Klansman. And he is associated with a Confederate terrorist group that is disrupting the reunification process. He is Grant’s dilemma.

Gray had suggested in his latest book that Robert E. Lee was a racist, and he is visited in dreams by the general. Lee, who has shed his rebel gray for a kimono, reports that he plays checkers on Thursday nights with Grant. Lee is not allowed to give many details of his “ultimate level of existence,” but his visits give the sleeping Grant some semblance of a father figure until, near the story’s end, Grant is on the verge of meeting the father he never had.

But good fun and intrigue are to be had way in the back. In DC for the Reunification Ball, Grant bonds with a transparently disguised Elvis, who allows himself no more than a few beers these days. Elvis becomes the good buddy who urges Grant to seek out his father, and he provides a red El Dorado for the road trip. Gray and Elvis set out for Chesapeake Bay in the company of an ex-goor: his stage name was Wad Uphoot—who wants to make a documentary about Elvis, and how he turned his life around.

Payoffs, in laughter and insights, come early and often in Confederate Nation.

Michael Loyd Gray’s short fiction has appeared in the Arkansas Review and the Potomac Review, among other venues. He has been awarded the 2005 Alligator Juniper Fiction Prize and the 2005 The Writers Place Fiction Award. He was raised in Charlotte, and now teaches at Illinois Central College in East Peoria. Confederate Nation is available through amazon.com.
18 Questions for David Horowitz:

INTRODUCTION continued from page 1

2. You say that you have turned to legis- latures to pass the Academic Bill of Rights as a “last resort.” I believe that the first time you publicly introduced the idea of the Aca- demic Bill of Rights was at the American Leg- islative Exchange Council (ALEC) meeting in July 2002. Is that correct? How many cam- puses have you contacted by July 2002 about adopting the ABR? Why would you discuss it at a conference for legislators if you didn’t intend to have it introduced as legislation?

Answer: You are wrong about both the date and the sequence. It was July 2003 and I had spent the previous academic year attempting to get the Academic Bill of Rights passed by the State University of New York, which has 69 campuses and 400,000 students. In fact I drew up the Academic Bill of Rights for the chairman of the SUNY regents, Tom Egan, who was enthusiastic about it and told me he would get it adopted by his board. When I saw subsequently that he was para- lyzed because of his fear of the radical cau- ses on his faculties (the Larry Summers’ episode should tell you why) I realized that I was not going to get it adopted by SUNY with outside help. Of course there were many other indicators that this would be so. That’s when I went to ALEC.

3. Ohio and Colorado have enacted com- promises in response to the Academic Bill of Rights. Why do you think the enforce- ment of these compromises so far in Ohio and Colorado, and what do you plan to do next if the response in the legislature is insufficient?

Answer: These were compromises un- der which the universities have agreed to adopt the Academic Bill of Rights on their own, and they are important in two ways. First, they demonstrate my good intentions in not wanting a legislative solution – it’s why we offer the option of compromise. Second, what happens in these states is an acid test for the universities. In Colorado, Republicans lost their majority in the legislature and therefore nothing has been done to implement the bill of rights that the universities have adopted. We’ll see about Ohio. The only thing that seems to step up our public campaign, reveal more about the scan- dalous conduct of faculties and the equally scandalous conduct of administrations and hope that the public outcry is great enough to change the dynamics. We have always opposed moves by the state government to set up a kind of quasimilitary occupation which will increasingly carry this fight to the campuses themselves.

4. One of the terms used in the Academic Bill of Rights is a ban on “indoctrination.” How do you define indoctrination for the purposes of the Academic Bill of Rights? You refer to Barbara Ehrenreich’s book Nickel and Dime as “indoctrination”; does that mean you think it should be banned?

Answer: Indoctrination is the instilling of an ideology, as opposed to educating and opening minds. One of the key distinctions of this would be the assignment of texts that exclu- sively support the doctrine and the exclu- sion of texts that criticize it. Or exams which feature the ideological positions of the professor as the only right answer. Or grading systems that punish students for disagreements on contro- versial issues. These have never been part of Barbara Ehrenreich’s ideological screed Nickel and Dime as indoctrination because it is the only text assigned in dozens of required freshman reading pro- grams, not because it is an ideological screed. I have no objection to the assignment of Ehrenreich’s text as such.

5. Do you support the legislative Aca- demic Bills of Rights (such as in Tennessee) that impose the Academic Bill of Rights on private universities in the state and force them to create grievance procedures? How can you justify infringing on the rights of private institutions in this way?

Answer: I don’t. My Academic Bill of Rights explicitly excludes private institu- tions.

6. Which of these 101 professors do you think should be fired, and why? Can you estimate how many of the 30,000 academic pro- fessors you would like to have fired from American colleges for expressing their po- litical beliefs?

Answer: Thanks for the loaded ques- tion, but I have never called for the firing of a professor on ideological grounds. Ever. I defended Ward Churchill at the height of the scandal. I did in so the Denver Rocky Mountain News, and criticized my friend George Egan, the University of Colorado’s president, because he wouldn’t fire Churchill’s head over his notorious Internet article. I would like to see universities en- force their existing academic freedom poli- cies and professional standards. If faculty members continue to defy them, it is up to the universities to decide what action they will take. If any professor is fired for his po- litical beliefs, I will be there defending him (or her).

7. You have argued, “In the real world, a Marxist would be regarded as a flat-Earthist, or at least a buffoon.” This is, of course, as professors of history, political science and even (at the University of Massachu- setts) economists. Do you think Marxists should be fired, or not hired, by colleges?

Answer: Look, current academic stan- dards in certain fields – Peace Studies, Women’s Studies, Black Studies, Ethnic Studies, Queer Studies, Whiteness Studies, Social Work, Cultural Anthropology – are under attack by professors who claim that Barbara Ehrenreich’s book Nickel and Dime is “indoctrination”; does that mean you think it should be banned?

Answer: Indoctrination is the instilling of an ideology, as opposed to educating and opening minds. One of the key distinctions of this would be the assignment of texts that exclu- sively support the doctrine and the exclu- sion of texts that criticize it. Or exams which feature the ideological positions of the professor as the only right answer. Or grading systems that punish students for disagreements on contro- versial issues. These have never been part of Barbara Ehrenreich’s ideological screed Nickel and Dime as indoctrination because it is the only text assigned in dozens of required freshman reading pro- grams, not because it is an ideological screed. I have no objection to the assignment of Ehrenreich’s text as such.

8. Most of the profiles of these “danger- ous” professors focus solely on their extra- mural utterances and include nothing about what they do in the classroom. How can you conclude what they’re teaching based on their politi- cal writings?

Answer: You haven’t read my book very carefully, and you make an assumption which is hardly convincing, namely that if some- one regards themselves as a revolutionary, they will seek to control the discourse, and their utterances will tell you what they teach. How can you draw a conclusion like that when the actual text has not been read?

9. You write about Timothy Shuttell: “Is it reasonable to think that someone with the training of a sociologist would approve the hir- ing of a sociology candidate with religious views like Shortell’s would approve the hir- ing of a sociology candidate with religious views like Shortell’s? He has written approvingly of the leftist take- over of academic departments and has of- fered no objections to the academic abuses I discuss.”

Answer: He has certainly not been ideologi- cally screened, and I have not heard that he has made such statements.

10. You write about Christian colleges that expel gay students and ban Soulforce Equality Riders for stepping foot on campus. Robertson’s university had a policy that imposes the Academic Bill of Rights on private universities in the state and force them to create grievance procedures. Should nothing be done, the emphasis is put on the students who were expelled from Robertson’s university for being gay. What should they do?

Answer: I criticize in my book a widely used 570- page textbook for Peace Studies which was written by a professor who is a radical Marxist and is propagandizing of the first order. He imposes the Academic Bill of Rights on the campuses themselves.

11. You believe that professors should be punished for controversial ideas where it’s not directly relevant to the class. How much irrelevant discussion of politics would be a violation of student rights (5 sec- onds) in your view? What kinds of political activities or actions (outfits, sports, weather, starting class late, etc.) would be similarly prohibited?

Answer: Actually, the injunction against professors introducing controversial matter that is irrelevant to the subject is part of the 1940 Statement on the “Principles of Academic Freedom and Tenure” of the American Association of University Profes- sors. It is the position of the AAUP that academic freedom policies of innumerable colleges and universities. I myself would not have formulated the principle of academic freedom in this way. It is not that there it should be enforced or elimi- nated. Perhaps you should ask the AAUP why they are attacking me for upholding this principle, but if I had written my book I would have written the question you have put to me.

My own position is the one stated by Stanley Fish. That while professors should discuss controversial matters where they are relevant, they should not urge any one side of controversial issues in their own courses.

12. Do you believe that all Peace Studies Programs should be shut down? Are there any kinds of programs that you think should be eliminated?

Answer: Well, an alternative would be
to see that there is a professor of military science at West Point who is teaching courses explaining how the military keeps the peace. Then these programs might begin to look like academic programs instead of social service programs. But the same argument is trotted out for the anti-military, anti-American left. I have already indicated above other fields that are not academic and that should be referred to as “non-ness.” Eliminated is your word not mine.

13. Do you know of any American colleges which do not allow students to challenge an unfair grade based on political affiliation?

Answer: No. Grievance machinery does exist for students to appeal grades they believe are unfair. But the idea of political discrimination is one that cannot be ruled out in the anti-discrimination policy templates of any university to my knowledge. I believe that will change soon.

14. Can you name a single professor in America who supported al-Qaeda and the 9-11 attacks and who is still teaching? The obvious answer is that there is a great deal of self-censorship. I think this is a great deal of self-censorship, but the self-censorship is to a great extent expressed. Do you have any reason to believe that any university is going to hire such a person?

Answer: Actually there are many in my text. Professor Salim Ahmed Hamid is a political associate of the Ayatollah Khomeini who called for an armed jihad against America. He was later joined by Professor Mohammed Atta and his friends to the American founders, and of course there is my friend Ward Churchill who said America destroyed the original Constitution.

15. What is your opinion about Tariq Ramadan, the Swiss professor who called for an armed jihad against America who supported al-Qaeda and the 9-11 attacks?

Answer: We have to keep in mind that a small group of academic freedom which is broad enough to cover forcible recruiting.

16. Back in 2001, you refused to pay The Daily Princetonian for running your ad because it had also written an editorial criticizing you (“I was not going to pay for abuse”)

Answer: Yes, you follow me closely. Actually, the Princetonian called me a “racist” within 24 hours of the same time they printed my ad which opposed a plan to have Muslim American immigrants who had nothing to do with the Muslim saintly people. They should just be appropriated by Congress.

17. Your Individual Rights Foundation sued the University of California for refusing to hire Michael Savage as dean of journalism, because he was a radio columnist and the ad for the New York Times had said that members of the electronic media were especially being sought. Savage didn’t even get the interviews because the search committee headed by Marxist Troy Duster had already decided to hire a Berkeley cronie, Orville Schell. Savage’s qualification was that he had written an editorial criticizing the Third Amendment which in several states would impose on the military violations of professional standards and violations of the principles of academic freedom. A chilling effect on violators of professional standards and the principles of academic freedom would a good thing, don’t you agree? Lawyers don’t have free speech in their practice because they are of professional standards of courtroom conduct they are cited for contempt of court. What we are dealing with here is contempt for the classroom, not contempt for students. We are not dealing with the free expression of ideas. I say in so many words in my book that views representing the political spectrum which is a fair one.

18. The impact of Rumsfeld v. FAIR is not clear. One might hope that Rumsfeld v. FAIR will result in the elimination of “institutional academic freedom” as a legal concept, which has been invoked to give universities the power to violate the academic freedom of individual faculty and students. But there is a greater danger that the idea of academic freedom and the autonomy of private institutions will be destroyed, paving the way for unconstitutional violations of academic freedom (such as David Horowitz’s Academic Bill of Rights legislation, which in several states would impose financial impact on almost every college in the country. But more importantly, to reestablish a system of academic freedom of faculty who require this funding in order to pursue their research and other projects.

The following critical comment was written by an NPR editor with far better journalism credentials than I have. However, he had written a couple of books – who didn’t get a fair shot. As to forcing colleges to hire conservatives, the first principle of academic freedom is that the government should be forced to hire professors on the basis of their political views.

18. You denounced speech codes because of the chilling effect on free speech when campus communities investigate the speech of students. You have recently recommended that a similar chilling effect might occur if hearings are held to investigate the political comments of professors if students can file grievances under the Academic Bill of Rights?

Answer: The speech codes I opposed were those that barred certain forms of speech and were clear violations of the First Amendment. The chilling effect was on free speech. My Academic Bill of Rights deals with professional discourse, with what is appropriate discourse for a classroom. This is not a free speech issue. It is an issue of professional conduct – and there are violations of professional standards and violations of the principles of academic freedom. A chilling effect on violators of professional standards and the principles of academic freedom would a good thing, don’t you agree? Lawyers don’t have free speech in their practice because they are of professional standards of courtroom conduct they are cited for contempt of court. What we are dealing with here is contempt for the classroom, not contempt for students. We are not dealing with the free expression of ideas. I say in so many words in my book that views representing the political spectrum which is a fair one.

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KLOCEK continued from page 1

right to point his finger as well. Throwing pamphlets? Not so clear. Making an obscene gesture to students? No, I don't think faculty have the right to a formal grievance hearing for any faculty member so suspended still has the right to a formal grievance hearing after the fact. Baby dolls as preparations for war. But let's be honest: all of our appeals have fallen on deaf ears. As a result, we lack the ability to redress the academic freedoms that are fundamental to our colleagues. We can either act collectively – and in far larger numbers than we happen to any faculty member on a term-to-term contract, for any reason. Step out of your university pays to those rights, you in the past century, and whatever lip service you believe, January 9, 2006. hill urges that we "allow a diverse set of colleges, not be hired for the job. If they fail to what the Marines do, but better." The stu- it for all of us.}

University of Chicago Arrests Anti-War Students
By John K. Wilson

University of Chicago police arrested four students on Feb. 21 because the stu- dents were protesting military recruiters on the campus and refused to change the content of their signs.

Two students, Jeremy Cohen and Ben Fantauzzi, stood on a Taiwanese military recrui- ters' request to step down from the table and lower their voices, but they refused to do so. Bronze Age Germany. They encouraged people to rid the heads off plastic baby dolls as preparations for military war.

Holly, the associate dean of students at the University of Chicago, told the Chicago Maroon, "We asked them to adjust their protest to not include any Nazi im- agery. Because some students engaged in the protests in an argument about the Nazi imagery, Holly claimed: "The nature of their protest continued to escalate ten- sions. Consequently, in my judgment, the area was becoming increasingly over-crowded and physically unsafe and I di- rected my staff to call the ERCSA and ask them to assist the UCPO officer on the scene." Holly cited a University policy that bans harassment and interfering with University sponsored or authorized activities or facilities in a manner likely to deprive others of the benefit or enjoyment of the activity or facility.

However, University of Chicago offi- cials admitted that it was not any actions of the students that led to the arres- t, which led to the suppression. Accord- ing to Holly, "Many members of the Uni- versity of Chicago community were hurt, outraged, and offended by the swastika, Nazi references, and shouts inviting people to join them to kill Muslims and other mi- norities. The students were not concerned about the Nazis or swastikas. They were hurt- ing others in their own community." The University of Chicago’s Hill Register indicated that the Nazis were "inappropriate" even though some of the students are Jewish, but expressed oppo- sition to their arrest.

The University of Chicago explicitly protects offensive comments: "The ideas of different members of the University community will frequently conflict and we will find ourselves with no remedy. However, there will be times when the ideas of some of our colleagues. We can either act collectively – and in far larger numbers than we happen to any faculty member on a term-to-term contract, for any reason. Step out of your university pays to those rights, you in the past century, and whatever lip service you believe, January 9, 2006. hill urges that we "allow a diverse set of colleges, not be hired for the job. If they fail to what the Marines do, but better." The stu- it for all of us.}
Six Theses on Higher Education in Illinois

By the Faculty Advisory Council to the Illinois Board of Higher Education

Since the late 1990s, the State of Illinois has been starving its institutions of higher education. Report cards and flat budgets over the past five years have eroded public university appropriations to less than what they were in 1991 in constant dollars. At the same time, some health care costs have been passed on to individual institutions. To combat these moves by the state, public institutions have cut student tuition for double digit percentages most years, but state and federal government financial aid programs have not kept pace. The result is a higher education system that survives, but which has increasingly become a private commodity that has been priced out of the reach of many of our middle and lower income citizens.

What follows are eight theses on Higher Education in Illinois today. The first four explain how higher education has reached the present crisis. The last four explain why our recommendations are then ignored.

Four Reasons Why Higher Education Has Been Starved in Illinois

1. Politics: Higher education is a long term investment and thus politically difficult to support in the short term. While student progress in a given course of study can be reliably measured, the real impact of four or eight years of higher education is not easily measured and thus difficult for political accountability. The true benefits of a higher education accrue over the lifetime of the graduate and beyond. Those benefits flow to the state in the form of increased pay, greater productivity, higher civic involvement, and less consumption of costly social services. To individuals and their families higher education helps provide fuller lives and better opportunities to achieve their full potential. Little of this, however, is useful for political candidates in the short term.

2. Politics and Economics: A quality higher education system is expensive. It costs the state billions of dollars each year. While individual students may benefit most from a higher education should bear a larger portion of the cost of the education that will allow that individual to generate a higher income than the voters who do not have access to a higher education. This conversion of the public good of higher education into a private good attenuates the means to pay it occurs in degrees, or a little at a time. The deed is done before anyone notices.

3. The Vicious Cycle: Since the real value of higher education is not always easy to identify, easy to understand, or easily convertible to immediate profit, the more short term our political and public perspective, the less we are willing to support the long term investment in higher education that is needed to assure quality access to a higher education for all citizens who wish to improve their lot. Read the history of already know this.

Four Reasons Why We Must Continually Re-Examine Higher Education

5. Another Vicious Cycle: Higher Education in Illinois does not exist in a vacuum. In 1980, 35% of all Illinoisans attended college. By 2000 that number was cut to 8% and another 3% were in higher education. The real value of higher education into a private good attainable only by those with the means to pay for it occurs in degrees, or a little at a time. The deed is done before anyone notices.

6. Economies occur in the average American education and the consequent economic prosperity that followed. By 1998 and the present is now reversing itself in Illinois. Between 1990 and 2000 Illinois lost 222,500 manufacturing jobs. Those jobs were more than replaced, but lost in business, finance, higher education, and leisure and hospitality jobs paying 6.4% to 29.2% less. The median household income peaked in 1999 at $52,515, but by 2006 had下滑 to $46,132, a loss of 14.06% or $6,383 in constant 2004 dollars. A recent study found that while Illinois personal income increased at an average of 1.7% in the last two decades, it is projected to decline by 2% over the next two decades. In the context of a withdrawal of state support for higher education, many Illinoisans are unable to generate a higher income than the voters who do not have access to a higher education. This conversion of the public good of higher education into a private good attenuates the means to pay it occurs in degrees, or a little at a time. The deed is done before anyone notices.

7. Public Higher Education is not a Profit Seeking Business: It has been implied that public higher education should decrease its dependence on the State by competing directly with for-profit education institutions. While “accountability” can be improved in any system, the Governor and the Legislature must understand that the corporate model, however successful in the free market, does not support the goals of education. Corporations take risks that the future of our state and our nation cannot afford. If a corporation fails, another will step forward. We support the idea that our higher educational institutions wait to replace our public universities. The corporate model aims at efficiency and profit, not quality, because quality is not for profit. In the future of our K-12 teachers, for the future of education in Illinois, for the future of our economy, for the future of our citizens and their quality of life, quality higher education must be our goal. Excellence in education takes time, and requires a faith that has been lacking in our elected state leaders. You need your help in remembering that faith this year.

In the Loop: AAUP at National Louis University

By Acting President Kristin Lems (K.Lems@nlu.edu) and Secretary Scott Sullivan (Sullivan@nlu.edu)

We have advocated active across the NLU campuses this academic year. Following are some of our activities to date.

· A AUUP is on the permanent agenda for the NLU Senate meetings. We have a report in October, November, and December, and continue to report for the coming months.

To our count, all but one of the members of Senate, an AAUP member, something we are proud of.

· Several NLU AAUP officers had a two hour lunch with President Pappas in December. The small, informal meeting gave us an opportunity to get to know Dr. Pappas, who was in faculty professional organizations himself when a professor.

· We provided President Pappas with a current issue of Illinois Academic and also a copy of the AAUP Red Book. We left with a shared willingness to meet together on a regular basis.

· We have also made an open-ended invitation to any of the Pappas’s administrative team to meet with AAUP members in the future.

Key concerns voiced by many faculty at NLU include,

· Replacement of tenure-track positions with new, non-tenure-track positions—tenure is a basic right for faculty.

· Lack of meaningful faculty input into important academic decisions “we work hard and our recommendations are then ignored.”

· Low base and subsequent salary for NLU faculty, even in a profession which is traditionally underpaid.

· Abstractions of due process and deviations from the Faculty Guidebook affecting several of our faculty members. AAUP has been there to defend YOUR rights.

· Over-reliance on adjunct labor, which weakens integrity of what university cannot rent a majority of their faculty by the hour.”

· AAUP leaders attended the NCE adjunct breakfast in Listle in December and distributed copies of Illinois Academic there. We introduced the chapter to all the adjuncts gathered there and invited them to join AAUP. Both of the two representatives on the Adjunct Council are AAUP members. AAUP places part time faculty issues among its top concerns, both nationally and locally, and offers a reduced member fee to adjuncts.

· Senate Chair Sue Jugick has invited AAUP to have a regular discussion of faculty governance. Senate is interested in hearing about AAUP experience with faculty senates and their composition. The AAUP leadership will be prepared to discuss these issues presented Senate sometime in the next couple of months. We also intend to make AAUP positions known on certain aspects of the strategic planning NLU is currently undertaking.

· Our chapter has been contacted by several members over the past year about abridge- ment of the process and academi- dom. We have advocated for them in several ways and will continue to do so. They were also able to make use of the staff at the AAUP office, which has spread the word about available resources. Members are entitled to a one hour consultation, after which there is a reasonable fee. These are among the most knowledgeable lawyers in higher education. Our chapter is fortunate to have access to them.

OUR REASONS WHY WE MUST CONTINUALLY RE-EXAMINE HIGH EDUCATION

Letter from Leo Welch to AAUP General Secretary Roger Bowen

Dear Roger,

Your report at the AAUP-CBC meeting in December regarding legislative issues in Illinois has prompted me to respond in a more detailed fashion. Three years ago Donna Mannring, Higher Education Director for the NEA in Illinois; Sue Kaufman, President of the University Professionals of Illinois (AFT) and I founded the Higher Education Legislative Coalition. Currently, we include the following national organizations: AFSCME, SEIU, NEA, AFT and most recently the AAUP. In addition we include the Illinois Community College Trusts Association and lobbying employed by public universities. Those community colleges that employ lobbyists also have attended our meetings.

I estimated the combined membership of all the coalition unions at approximately 400,000. All have significant “clout” with the state legislatures. Illinois has become one of the least union friendly states in the nation.

On April 13, 2005, we held a rally-lobby day in Springfield, our state capital, with 300-400 people in attendance. The union rents bused that brought students, faculty and staff to the capital. Buses from Carbondale to Chicago and points in between converged on Springfield for a show of force. It was a great success!

Our first meeting in 2006 was held on January 11th, and we established both our short and long term legislative goals. Our lobby day this year was scheduled for March 15, and we had another great turn-out.

I hope this letter finds you well.

Best regards,

Leo Welch

AAUP General Secretary

Web site: http://www.aaup.org

Write to Illinois Acadeome

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

Email editor John K. Wilson at collegefreedom@yahoo.com.
The Price of a President

The Southern Illinoisan reported that Southern Illinois University spent $161,230.93 in the search for a president last year, including $117,642.17 paid to the search firm Baker-Parker, Inc. Meanwhile, SIU-Carbondale is planning a 9.4% tuition increase this fall and a $455 increase in annual student fees per student to pay for a $42 million football stadium and $33 million in renovations at SIU Arena. SIUC Faculty Senate President Rob Benford noted, “What I’m very concerned about is what this is going to do to accessibility and affordability.”

Consent Decrees on Fellowships

In February 2006, SIU signed a consent decree with the federal Justice Department to open up graduate fellowships originally created to help minorities and women gain more equal access to advanced degrees. In the wake of the 2003 Supreme Court case Gratz v. Bollinger, which banned separate undergraduate admissions pools based on race, colleges have been eliminating programs for underrepresented minorities. In response, the Illinois General Assembly’s Black Caucus is proposing legislation (supported by SIU) to require that SIU submit annual reports on minority recruitment to the legislature.

The Faculty Dissident

The Chicago Tribune editorialized on March 3 about “a mystery at SIU.” The mystery was Mike Lawrence’s decision to suspend writing occasional columns for the Tribune. Lawrence ran the Paul Simon Public Policy Institute at SIU, and had mentioned to SIU president Glenn Poshard that he was writing a column criticizing Gov. Rod Blagojevich’s plan to give a tax credit to the parents of Illinois college students with good grade and pay for it by selling the state’s student loan portfolio. (This plan has been criticized for fear it would lead to higher interest rates, and because it would cause more pressure for grade inflation.) However, Poshard supports the idea, and when telling that he had bad to lose one of his faculty attacking it, he asked an SIU trustee to contact Lawrence and try to persuade him not to write about it. Perhaps it’s one of the dangers of a college president who has a political rather than an academic background, and assumes that faculty shouldn’t be disagreeing with the president.

AAUP Meetings Coming Soon

The national AAUP Annual Meeting will be held June 8-11, 2006 in Washington, D.C. The AAUP’s Summer Institute will be held in July in Portland, Oregon. Go to www.aaup.org to learn more. The AAUP’s Annual Meeting will be Saturday, April 22, 2006 at 1pm at St. Augustine College in Chicago. For free registration to the meeting, and info about parking and directions, email Lee Malaby at lmalaby@staugustine.edu. This meeting is free and open to the public, including non-AAUP members. Cary Nelson will be the keynote speaker, discussing “Contingent Academic Labor and Academic Freedom.”

Supreme Court Rejects Hosty

In February, the U.S. Supreme Court refused to hear an appeal in the case of Hosty v. Carter, letting stand a 7th Circuit ruling that gives college administrators near-total power over the content of subsidized student newspapers. The case was sparked by Governors State University in south suburban Chicago, which demanded prior review of the student newspaper, the Innovator, in 2000. Since then, the newspaper has never appeared again. Legal experts fear that the denial of fundamental student rights may also lead to taking away academic freedom from their teachers. The Student Press Law Center (www.splc.org) is asking college administrators in the 7th Circuit (Indiana, Illinois, and Wisconsin) to designate student publications as a “public forum” where students have sole responsibility for determining the content.

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 members to make use of this Speakers Bureau. Contact IL AAUP President Michael McIntyre at (773) 510-5923, mmcintyr@depaul.edu. We invite all our chapters and charge to AAUP chapters, and the Illinois AAUP can cover most expenses. We invite all our chapters and members to make use of this Speakers Bureau.

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$167 Full-Time Active Faculty Membership
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Past President
Pampanoosta, Columbia College in Chicago, and president, IL AAUP:
1) Academic Freedom & Tenure; 2) The significance of the Faculty Handbook.

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

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

IL AAUP Speakers Bureau

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