

The Crisis of Academic Freedom at Northeastern Illinois University



INSIDE: Read the Illinois AAUP Committee A's letter to NEIU about the denial of tenure to Prof. John Boyle, page 6.



WZRD Censored

Online at ilaap.org and academeblog.org, read John K. Wilson's analysis of NEIU's decision to shut down the student-run radio station, WZRD.

Loretta Capeheart's Struggle for Academic Freedom

By Steve Macek, North Central College

For the past five years, Loretta Capeheart—a tenured professor of Justice Studies at Northeastern Illinois University (NEIU) and a member of the Illinois AAUP's Committee A—has been engaged in a protracted battle for free speech and academic freedom at her university that has gotten remarkably little public attention. But as the AAUP and an increasing number of faculty around the country have recognized, it is a fight that may well have enormous consequences for the rights of academics and public employees everywhere.

Dr. Capeheart has taught at NEIU, an affordable and extremely diverse state school on Chicago's north side, for over ten years. A committed anti-war and labor activist, she has also been a vocal participant in academic governance at her institution, a leader in her faculty union, and a mentor to the student Socialist Club.

Not one to hold her tongue, when a group of Latino state legislators visited her school in September 2006 on a fact finding mission, Capeheart told them that the university needed to do more to recruit qualified Latino faculty. A few months later, when members of the Socialist Club were arrested in an anti-CIA demonstration on campus, she spoke out on their behalf and publicly questioned the supervisor of campus security about NEIU's handling of the incident.

Such candor ought to be the defining characteristic of all discussion taking place inside the walls of the ivory tower. Yet, rather than accept Capeheart's criticisms as part of the open give and take appropriate to an institution of higher learning, the administration at NEIU chose instead to punish and intimidate her.

Stunned into Silence

At a faculty meeting at which the student arrests were discussed, NEIU Vice President Melvin Terrell attacked Capeheart, falsely claiming that a student had filed "stalking" charges against her.

"I was shocked and stunned into silence," said Capeheart. The slanderous allegations were completely unfounded, but were serious enough that she feared they could damage her reputation. Later, then-NEIU Provost Lawrence Frank told her a student aide in Terrell's office had "misidentified" her in

CAPEHEART'S STRUGGLE AT NEIU *continued on page 7*



President's Message

Michael Harkins
President, Illinois AAUP



In April, Concordia University in River Forest hosted the Spring meeting of our Illinois Conference. The meeting was well represented by our chapters and membership. During our morning business meeting the Board and officers voted funding for 10 grants to help our Chapter members attend the 2012 National AAUP Summer Institute at Roosevelt University in Chicago. The grants covered registration for commuters. We awarded all grants. I attended the Institute and fully participated. As a participant I was particularly impressed with the course by Howard Bunsis, current AAUP Treasurer and Rudy Fichtenbaum, current AAUP President covering Institutional Financial Analysis. The opportunity to understand how to analyze institutional audited financials and comprehend fiscal priorities was outstanding. I would encourage all future Summer Institute participants to take this course. In these economic times it is critical that we examine how our institutions report actual expenses and revenues.

I also had the opportunity to attend AAUP Senior Consultant Ernie Benjamin's workshop covering key academic contract clauses. This session covered specific language and clauses for contracts and handbooks. His presentation provided significant depth with multiple examples. The due process discussion concerning tenure and non-tenure track appointments was timely and relevant. I will ask Ernie to share his expertise in an upcoming issue of Illinois Academe.

As National plans for the Summer Institute 2013, I would ask that all Illinois Chapters consider sending a faculty member. At our fall Conference meeting I will ask our Board to again consider providing grant support to our Chapters.

Over the past year, the Illinois Conference officers and Board have continued to advocate on behalf of our members and faculty throughout Illinois. Our website is continually updated, our committees are active and daily we respond to calls and emails for assistance. Our goals include adding new chapters and members, service existing chapters, and protecting academic freedom, tenure, and shared governance. Our officers and Board members are ready to visit Chapters and conduct specialized workshops on topics relevant to your faculty. This fall the Illinois Conference will be hosted by North Park University in Chicago on Saturday, November 3, 2012 (see details below).

In closing, I would like to acknowledge and thank the officers and staff at the National office. As the officers and Board of the Illinois Conference have engaged in the issues and challenges confronting higher education in Illinois this year, we have relied on National for expertise. Our National officers have been with us at every turn as our faculties have faced adverse situations. This cooperative and collaborative approach has worked in the best interest of the faculty we serve. Let us all continue that approach.

ILLINOIS AAUP FALL MEETING

Saturday, November 3, 2012
North Park University
Magnuson Center 310
5000 N. Spaulding, Chicago
11am-3pm, Free

Fall Meeting Schedule:

11am: Peter Kirstein, St. Xavier University, "Ten Years On: The Kirstein Suspension Case and Academic Freedom."

Noon: Lunch (on your own, campus cafeteria)

1pm: Leo Welch, "Legislative Initiatives Impacting Higher Education in Illinois."

2pm: Michael Grossman, past president of the University of Illinois Senates Conference and Ken Andersen, University of Illinois, "Shared Governance in the 21st Century."

FALL CONFERENCE OF IL AAUP at North Park University



American Association of
University Professors of Illinois
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Champaign, IL 61821-6010

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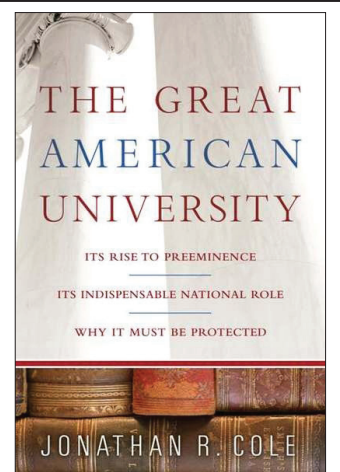
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Review Your Shared Governance Process

KEN ANDERSEN



Higher education confronts enormous challenges in a rapidly changing environment. Financial concerns may appear to be the most important challenge facing colleges and universities, even in some cases raising questions of the institution's survival. But simultaneously, we face the challenge of educating more students, many who in the past had no need of a higher education. We need more effective instructional strategies utilizing new technologies and a renewed national commitment to funding ground-breaking research to retain the nation's international educational and research standing. Recent comparisons suggest we are falling behind—certainly at the elementary and secondary level. And we need to reverse the view that a higher education in only a private good and not a public good.

Given the stresses besetting the academy, it is no surprise that the shared governance—the hallmark of American higher education and key to its quality—is and will be tested, perhaps as never before. Our AAUP State Conference is receiving more requests for help at institutions with and without AAUP chapters. Many calls suggest a failure of administrations to utilize the shared governance process to cope with the dilemmas we mutually face. That failure frequently results in significant mistakes harming the institution in varied, multiple ways by not using faculty expertise for curricular innovation, incorporation of technology, accommodating budgetary restrictions while assuring students a high quality education. That failure results in a loss of trust in the institution and its officials, and a decline in faculty morale.

Faculty and administrators should continuously assess the effectiveness of shared governance in addressing issues as they arise. Systems that exist on paper or worked in the past may fail for any number of reasons including changes in faculty or administrative leadership and any number of external or internal forces. No institution is exempt from the necessity to ensure that a strong, functional system of shared governance is in place. Periodic joint assessment of the shared governance system by faculty and administrators serves all parties well.

Recent events at the University of Illinois may serve as a case study of the need to ensure that the shared governance process functions with maximal efficiency and effectiveness. At a time when consistency in leadership and clarity of mission are of great importance, the University has seen four presidents at the helm in less than five

years, including Stanley Ikenberry, president from the late 1970's into the 1990's, who served on an interim basis. The former Board of Trustees was asked to resign by the Governor. At one time or another from 2010 into 2012 almost all major leadership positions—chancellors, provosts, vice-presidents—were filled by interim appointments.

With appointment of an excellent array of new administrators, new president Robert Easter, new Board of Trustees led by Christopher Kennedy, and a renewed commitment to the processes of shared governance, the university has stabilized administratively and is moving forward in a dynamic fashion. For most faculty and students, their own work as teachers, researchers, and students was essentially unaffected. But faculty participating in shared governance activities were fully engaged in efforts to rebuild the system of shared governance.

Much of the turmoil resulted from a failure to utilize the shared governance process. The process was in place, but not utilized by the former Board of Trustees and key administrators. Some prior Board members acted improperly going far beyond their proper role. Two presidents appointed from the outside failed to appreciate the nature of faculty commitment to the shared governance system and did not utilize it effectively, and at times not at all. Thus, significant mistakes were made as a result of not drawing upon faculty expertise and not using normal decision-making processes. Inevitably this failure of the shared governance process resulted in a loss of faculty trust in the decisions being made. As Ikenberry said at the time of his 1990's retirement—as best I recall his words—“Lose the trust of the faculty, you lose the presidency.”

One mark of the renewed commitment to the shared governance process was a joint retreat this summer by the Board of Trustees and the University Senates Conference, faculty leaders from the three campuses. The retreat was markedly forward looking in addressing current needs, aspirations, and future goals of the university and its campuses.

Larry Faulkner, former Urbana-Champaign faculty member and administrator, and later president at the University of Texas, focused on the value of shared governance in his presentation. He cited Clark Kerr's 1972 book, *The Uses of the University*: “About 85 institutions in the Western world established by 1500 still exist in recognizable forms . . . 70 [are] universities

with professors and students doing much the same things, and with governance carried on in much the same ways.”

Faulkner, an excellent colleague and administrator in my experience, described at length the value of shared governance: “A university is a distinct human activity, and shared governance is essential to its healthy, optimal operation.” He offered eight principles as a guide to developing

a “sensible balance among the delegated authority of the faculty, the executive authority of presidents, chancellors, provosts, department heads and other officers, and the fiduciary oversight by trustees.” These eight principles serve as a guide and an excellent test to use in reviewing the health of campus shared governance.

Larry Faulkner's Eight Principles of Shared Governance

Underlying everything is a clear, mutual understanding of the university's mission and social purpose. All parts of the university have a role in speaking to such matters, but the trustees manifest the institution legally on behalf of the public, and, in the end; they have the responsibility to define the mission and social purpose. In the complex institutions of today, defining overall mission also means addressing the desired balance among the most prominent aspects of effort and output, including instruction at different levels, research and outreach in various forms.

The second essential is integrity throughout the governance structure. The board must operate with fiduciary integrity. Every appointed officer must be a person of integrity. All faculty-based processes must manifest integrity. If integrity is lacking, changes must be made.

Every participant in the governance structure—trustees, appointed officers and faculty leadership—must be committed to act consistently in the institutional best interest.

The faculty should be granted operational authority in matters that are genuinely academic. They should also have advisory rights on other institutional matters, such as budgeting and finance, that bear on academic quality and integrity, even though they may not be in themselves academic.

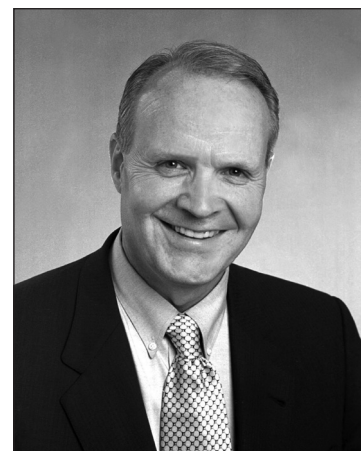
Depending on the pattern by which authority is delegated, the trustees, president, and chancellors should be satisfied that the mechanisms of faculty governance are appropriate in scope and sound, both in design and in operation.

Appointed officers should have clear responsibility and authority for most institutional policies and for daily operation. They should have the obligation to defer to the faculty in genuinely academic areas, but they must be willing and able to act in a timely manner.

Over many years, I have found the greatest aid to effective decision-making is listening carefully. Three decades ago, as a department head in Chemistry at Urbana-Champaign, I developed the personal practice of talking to everyone in the primary circle of those likely to be affected by a significant decision. In that job and all later ones, I found to some lasting surprise, that people will grant the right of decision to the decision-maker, if that person has heard them out. It is not necessary to accept their views, but one does have to actually listen, not just go through the motions. People can tell the difference. I commend this practice to every officer and even to trustees, within the bounds of practicality. In the end, it is quicker than not doing it; it sometimes allows one to avoid egregious missteps, and it clarifies and facilitates, rather than paralyzing, decision-making.

Let me stress again that timely decision-making is extremely important at every level. Faculty processes that fail consistently on this point should be changed. Administrative officers who cannot act timely should be replaced.

Excerpt quoted by permission from Larry R. Faulkner, “An Indispensable Arrangement,” presentation at the University of Illinois Board of Trustees Retreat, Chicago, Illinois, July 18, 2012.



Legislative Report By Leo Welch

Senate Bill 3244, Frerichs (Chapa LaVia), Public Act 97-0704

Requires the State Board of Education to coordinate the acquisition, adaptation, and development of middle and high school mathematics curriculum models to aid school districts and teachers in implementing standards for all students by March 1, 2013. Provides that the development process shall include the input of representatives of statewide educational organizations and stakeholders. Provides that the curriculum models and training programs must be made available to all school districts, which may choose to adopt or adapt the models in lieu of developing their own mathematics curricula. Request the Illinois P-20 Council to submit a report to the Governor and the General Assembly on the extent and effect of utili-

zation of the curriculum models by school districts. Provides that within four years after the effective date of the amendatory Act, State mathematics test results and higher education mathematics remediation data must be used to gauge the effectiveness of high school mathematics instruction and the extent of standards attainment, and be used to guide the continuous improvement of the mathematics curriculum and instruction.

House Bill 5531, Arroyo, Lost

Amends various Acts relating to the governance of State universities. Repeals provisions that permit the children of employees of a State university who have been employed by one or more state university for an aggregate period of at least seven years to receive a 50% tuition waiver, unless household income is \$50,000

or less, or employee or child is a veteran.

House Resolution 897, Biss, Tabled

Resolves that the Illinois Student Assistance Commission shall convene a task force to deliberate options for the adoption of new rules for the Monetary Award Program (MAP), with the goal of improving the outcomes for students who receive these awards.

Senate Bill 3800, Maloney, Public Act 97-0950

Amends the Higher Education Student Assistance Act. Authorizes the Illinois Student Assistance Commission to deduct from the salary, wages, commissions, and bonuses of any employee in this state and, as otherwise permitted, any employee outside the State of Illinois by serving a notice of administrative wage garnishment on an employer for the recovery of a student loan debt owned or serviced by the Commission. Pro-

vides that levy must not be made until the Commission has caused a demand to be made on the employee such that the employee is provided an opportunity to contest the existence or amount of the student loan obligation.

Senate Bill 3803, Lightford, Referred to Assignments

Creates the College Completion Report Card Act. Provides that the report card must be (i) clearly linked to performance funding metrics and the goals of the Public Agenda and (ii) simple to read and clearly indicative of minority and low-income student access, student progress, and progress towards increasing college completion.

Senate Bill 3804, Kotowski, Referred to Assignments

Amends the Board of Higher Education Act and the Public Community College Act. Requires the Board of Higher Education, in conjunction with the Illinois Community College Board,

to establish a Statewide Articulation and Transfer Committee.

House Bill 5248, Cunningham (Maloney), Rules Committee

Amends the Public Community College Act. Provides that the provisions of a Section requiring the award of a contract to the lowest responsible bidder do not prevent a community college from complying with the terms and conditions of a grant, gift, or bequest that calls for the procurement of a particular good or service, or the use of a particular contractor, provided that the grant, gift, or bequest provides all funding for the contract, and that the grant, gift, or bequest must comply with all applicable laws and must not interfere with, or otherwise impair, any collective bargaining agreements the community college may have with labor organizations.

LEGISLATIVE REPORT
continued on page 8

Performance-Based Faculty Union Contract at City Colleges of Chicago

By Leo Welch

Illinois has implemented performance-based funding for the twelve public universities and forty eight community colleges in the state. This means that allocations to the public institutions of higher education will be based in part, upon performance metrics incorporated into budget recommendations to the Governor and General Assembly. This funding component is in effect for the current fiscal year 2013.

It is hoped that performance-based funding will allow the state to meet the Complete College America goal by 2025, that 60% of Illinois adults will have a college degree or credential. Performance-based funding is based on performance metrics designed to promote student retention and success in degree and certificate completion.

The Illinois Board of Higher Education (IBHE) is the state agency that determines these specific performance metrics that in turn will determine the monetary allocation to each public institution. To that end, the IBHE has appointed a Performance Funding Refinement Committee that determines the specific metrics that are utilized. Of the 25 members of the committee, seven are staff members of the IBHE, 17 are administrators from the public universities and one is a staff member from the Illinois Community College Board. No full-time faculty are represented on this committee – even though the burden of performance will have the greatest impact on faculty.

The impact on faculty is illustrated by a surprise announcement on September 2, 2012, that the Cook County College Teachers Union (CCCTU) had agreed to a five-year contract that emphasizes “pay for performance.” The CCCTU represents ap-

proximately 1,500 full-time professors and professional staff members at seven City Colleges of Chicago. The contract was ratified by 72 percent of the voting faculty and 80% of the professional staff member.

A vocal minority, including union leaders at two campuses, recommended not voting for the contract. One of the sticking points was the elimination of pay scale “steps” from the contract. Steps in the contract incorporate an automatic pay increase based on years of service. Some of the opponents view this as an attack on seniority rights. Cheryl Hyman, the Chancellor of the City Colleges of Chicago, has stated the goal of rewarding “performance over seniority.”

The CCCTU contract will take effect in July of 2013. Steps will be retained in the first year and be replaced with a cost-of-living increase in the remaining four years. The contract also calls for a one percent increase based on the following metrics:

The number of students who earn degrees or certificates.

The number of at-risk students earning degree or certificates.

The number of students who transfer to a four-year institution within three years of enrollment.

The number of remedial students who advance to college-level work.

The number of new full-time students who earn 30 credits in their first year.

The number of part-time students who earn 15 credits in their first year.

The percentage of former students who are employed in the fields for which they received training.

The median earnings of graduates in fields that they studied.

Larent Pernot, a Vice Chancellor at City

Colleges, said that a joint faculty-administration committee will meet to discuss issues such as grade inflation. The contract states that grades will not be used to measure student success.

The one percent “bonus” for student success is the current allocation that was established by the IBHE. However, an advisor to the IBHE recommended that performance-based funding should be much higher with a goal of 50% in the future.

A 50% goal for performance-based funding of Illinois higher education is not out of the question. Based on a 2010 law in Tennessee, nearly all of the higher education appropriation is based on credit completion and graduation rates.

Since the 1970s half of the states have some form of performance based funding, with the prediction that other states will follow. For example, Ohio plans to award 30% of state funds by 2015, on outcomes.

Rudy Fichtenbaum, Professor of Economics at Wright State University and President of the American Association of University Professors, had a negative reaction to the CCCTU contract. He stated that he does “not buy the argument that bonuses improve accountability.” He also expressed concerns on holding faculty accountable for the earnings of graduates. Richard Boris, Director of the National Center for the Study of Collective Bargaining in Higher Education and the Professions at Hunter College in New York City, indicated that the ideas in the Chicago contract may soon be seen at more colleges. The concern expressed by Boris could be prophetic. Linda Hefferin, a Professor of Business at Elgin Community College, stated that the administration at Elgin informed the faculty union that performance-based funding for

faculty salaries would be on the table during the next negotiations.

Various speculations exist as to why the CCCTU union agreed to these terms without a battle. One possible reason is the mayor of Chicago Rahm Emanuel. The trustees at the city colleges are all appointed by the mayor and are expected to do his bidding. In the rest of Illinois, trustees for public community college districts are elected by the general public. It appears that the city college trustees were following Emanuel’s marching orders.

Based on the metrics adopted in the CCCTU contract, it appears that “performance” falls directly on the heads of faculty. Shouldn’t the performance and accountability fall on the Illinois General Assembly, since they have reduced funding for public university and community colleges by approximately 6 percent? What are the metrics for administrators and trustees? They all play a part in performance and accountability as well.

The current climate for public sector unions is not favorable based on the results of severe attacks that have taken place in Wisconsin and Ohio. In Wisconsin and Ohio the attempts were to eliminate most collective bargaining rights for public employee unions. Is the CCCTU contract a way to help defray threats to unions in Illinois? Judgment will be withheld until the performance based funding component is implemented. It will remain for other higher education faculty unions to watch closely the impact on faculty in the CCCTU.

Unions only exist as a need-based organization, and in today’s climate they are needed more than ever. It remains to be seen whether the CCCTU contract meets the “need of the faculty.” Time will tell.

Forced to the Edge: The City Colleges of Chicago Contract

By Héctor R. Reyes, Assistant Chapter Chair of AFT Local 1600, Harold Washington College

The full-time faculty and both the full-time and part-time professionals of the City Colleges of Chicago (CCC) are represented by the Cook County College Teachers Union, AFT Local 1600. On September 1, 2012, the officers of Local 1600 oversaw the counting of ballots on a vote to ratify a tentative agreement that these officers had reached with the CCC chancellor, Cheryl Hyman, eight days before. No one among the regular union membership knew that this momentous negotiation was taking place. Our understanding was that attempts at early negotiations had failed, and not much was to be expected until the spring of 2013. After all, our contract would not expire until July 12, 2013.

Then on August 25, some of us began receiving in the mail, to our shock, a packet with news of the tentative agreement and a ballot that we had to cast by September 1st. The shock was that we had to digest the terms of what is a very exacting contract, attempt to discuss and clarify it with our fellow union members, and have the vote reach the union’s office in less than seven days. It was even more shocking for those who had heard the news, but not received their packets even by the middle of the week. By August 28, when we took a straw poll during an emergency union meeting at Harold Washington College, about 50 percent of the members had not received their packets. The tentative agreement specified that a vote had to be taken before September 3rd.

When the president of Local 1600, Perry Buckley, came to Harold Washington College (HWC) on August 30 to speak to our members about the tentative agreement, he acknowledged that Mayor Rahm Emanuel wanted the vote swiftly because it was convenient for him in the current climate. Recognizing substantial opposition in our college, Buckley admitted that the contract “sucks” (his word). Buckley insisted that there was nothing we could do because rejecting this bad deal would lead to an even worse contract. The basis of the refusal of the leadership of Local 1600 to reject this contract was fear. The membership found itself like a deer caught in the headlights. The leadership affirmed its incapacity to lead an honest resistance to a draconian contract. The Mayor got his deal.

The agreement was approved by about 75 percent of Local 1600 members. The leaders of the union chapter at HWC and the Faculty Council at Wright College took an unequivocal stand against the agreement. In all likelihood the bulk of the votes rejecting the contract came from

these two colleges. Unfortunately, we had no established links to the membership of the other colleges.

Once the Mayor got his prize, he didn’t waste any time in using it against his main target, the Chicago Teachers Union (CTU). He told NBC News Chicago: “I commend the leaders of both Local 1600 and the City Colleges of Chicago for this progressive agreement – a solution that helps keep our City Colleges students and teachers in the classroom...”

The Chicago Tribune then added insult to injury through a ruthlessly sarcastic editorial that began this way: “We interrupt preparations for a Chicago schools strike — union members chanting, ‘Enough is enough,’ district officials conjuring alternative activities for children — with a bulletin: The teachers have a new five-year contract — ratified by more than 80 percent of professional staff members! And it sounds like a sensible pact for all involved... No, no, it’s not the teachers in Chicago Public Schools who have this new contract. We’re describing the pact covering 1,483 union faculty, training staff and other professionals at the City Colleges of Chicago.”

Therefore we became patsies in the crusade of Rahm Emanuel against the CTU, but at a very high cost to our membership and higher education in general.

Regressive Precedent

Consider this: the CCC system is one of the largest community colleges systems in the U.S. Therefore the nature of the concessions in this contract has garnered AFT Local 1600 the dubious distinction of becoming a national trend-setter in the degradation of higher education.

Among the key concessions were:

- Faculty will lose the use of steps as legitimate indicators of their experience in the establishment of pay scales. Pay raises will take place under the rubric of a cost of living adjustment (COLA) scheme. After the first year of the 5-year contract, the COLA will be 2.5%. Not much above the inflation rate, which will also be diminished by increased health insurance contributions. This is exacerbated by the forced incorporation into the Mayor’s “voluntary” Wellness Program, which will result in the increase of health insurance premiums by \$600 per year for those who either don’t join or don’t keep up with the prescriptions of the program.

- Faculty (and professionals who work directly with students) will participate in a group performance pay, labeled “student performance pay.” Only this fraction of the union membership will become eligible for a 1% non-recurring bonus at the end of the year. This bonus depends

on compliance with district-wide performance indicators such as graduation and transfer rates, the percentage of alumni employed in the fields for which they received training, and their median earnings.

- Shrinking of the lanes structure from four to three. Under the current contract, faculty with a Master’s degrees could move up to Lane 2 after earning 15 graduate credit hours and could make their way into Lane 4 after enough graduate courses and years of experience. Under the new contract the graduate credit hours required for lane advancement to Lane 2 have been increased to 45 and Master’s level faculty will never be allowed to reach Lane 3.

- A number of significant and detrimental concessions pertaining the loss of sick days and retirement healthcare benefits.

- The long-standing needs of our full-time and part-time professionals were completely ignored.

Interviewed by Inside Higher Ed, the president of the AAUP, Rudy Fichtenbaum, addressed the negative role of performance pay in the contract: “What happens in the classroom is just one small factor in determining graduation rates.... [B]onuses will simply provide an incentive to lower academic standards.”

As to the far-reaching consequences of this deal, Richard Boris, director of the National Center for the Study of Collective Bargaining in Higher Education and the Professions at Hunter College of the City University of New York, “said that the ideas in the Chicago contract may soon be seen at more colleges,” according to Inside Higher Ed.

Rebuild

After such a profound setback, the faculty and professionals at the CCC have no choice but to rebuild our union. In addition to the burdens of this new contract, we still need to deal with the so-called Reinvention campaign of the CCC, which the union leadership has failed to confront for the past two years. Much has been eroded in the way of academic freedom and morale by an administration that chose to publicize its Reinvention by humiliating our long-standing professional efforts.

What should be our model to defend community college education and our working conditions? I propose that it be the Caucus of Rank and File Educators (CORE), which succeeded in turning the Chicago Teachers Union into the solid force it is today.



The Great American University

By Matthew Abraham, DePaul University

Research universities are now complex formal organizations. They depend less on patterns of stability, loyalty, and friendship—the hallmarks of the ecclesiastical model of academia—than on formal rules designed to reinforce core values associated with excellence. In concrete terms, for example, the better the university, the less likely it is that scholars will be granted tenure because they happen to be wonderful colleagues, deeply “loyal” citizens of the place—members of the family—and the more likely it is that will be judged on more impersonal criteria, such as how academically productive they have been.

If you were charged with creating a great university, and were given unlimited funds to do it, how would you go about selecting the faculty, creating admissions standards for students, attracting Nobel Prize winners to your university, selecting and securing the physical grounds for the campus, and obtaining the support of captains of industry for the creation of a major endowment? For the presidents of America’s first universities, these are precisely the kinds of questions that had to be faced and dealt with. Even today’s modern university presidents contend with questions about how to balance the various demands of trustees, faculty, staff, and students; how to acquire additional property for increasing university building expansion; how to recruit superstars for sustaining programs in key academic areas; how to retain productive researchers; and how to resolve numerous conflicts of interest between parties external to the university and faculty researchers. Jonathan Cole, the John Mitchell Mason Professor of the University at Columbia University, has been struggling with these questions for quite some time.

Cole’s *The Great American University: Its Rise to Preeminence, Its Indispensable National Role, and Why It Must Be Protected* should be required reading for all university presidents and provosts, as well as anyone else who cares about future of the university. Cole brings his 50 years as a student, faculty member, administrator, and former Provost at Columbia to his reflections on the current state of the university in this book. While *The Great American University*’s length might intimidate the casual reader, Cole’s lucid prose and deep breadth of learning and understanding guide one through the trials and tribulations of the university in the 19th and 20th centuries.

From his discussions about the rise of medical science and its influence upon the funding of the modern university, to his exploration the central role universities have played in developing some of the key inventions of the historical era, a thoughtful evaluation of the conditions around, and threats to, intellectual life at major research centers, and a thorough assessment what is in store for the future of the Ameri-

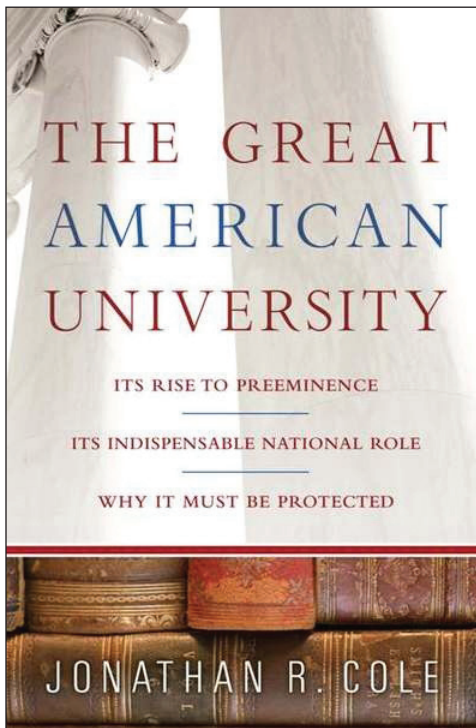
can university, Cole proves to be an able guide. A consistent theme that emerges in the book is the historical importance of strong university leaders at key universities such as Columbia, Harvard, Johns Hopkins, Princeton, Stanford, CUNY, Yale, the University of Chicago, the University of California, the University of Michigan, and the University of Wisconsin. Nicolas Butler Murray, Charles Eliot, Daniel Gilman, Woodrow Wilson, Fredrick Terman, Benno Schmidt, Bartlett Giamatti, William Rainey Harper, Clark Kerr, James Duderstadt, and Irving Shain were the visionaries that led their respective universities through important changes. Cole notes how juggling the demands of multiple constituencies, such as trustees, faculty, students, and alumni, is one of the most daunting tasks any university president faces. In spite of the pressures that may influence university leaders to cut corners in the name of profit, it is incumbent upon those seeking to maintain a great university to maintain a set of core values (academic excellence and standards, for example) that cannot be compromised. These are the core values Cole identifies:

1. Universalism
2. Organized skepticism
3. Creation of new knowledge
4. Free and open communication of ideas
5. Disinterestedness
6. Free inquiry and academic freedom
7. International communities
8. Peer review system
9. Working for the “Common” Good
10. Governance authority
11. Intellectual Progeny
12. The Vitality of the Community

These core values inform how any great university does its business with the rest of the world, ensuring that faculty and administrators are driven to move beyond the provincialism associated with class, ethnicity, and national borders in the quest for knowledge production and in the training of the next generation of researchers and teachers.

Corporate-sponsored research, infringement upon the academic freedom of the faculty by parties external to the university, demands for greater accountability, and the push to make universities responsive to ever changing conditions within society constantly pose challenges to a university’s core values. In a math and science world, where the capacity to obtain major grants and to produce research that has direct societal benefit places a premium on expediency and profitability, the humanities and social sciences have been marginalized within the university’s political economy. While Cole laments some aspects of the rise of big science and the infusion of funds by interested parties seeking to steer research results, he clearly recognizes—for better or worse—that the ex-

pansion of the university has relied upon external funding from pharmaceutical companies, corporations, and the government. Cole repeatedly comes back to the leading research universities in the United States in his analysis. Although Cole’s focus in *The Great American University* is on Columbia, Stanford, Johns Hopkins, UCLA, Harvard, Yale, Princeton, the University of Chicago, and the University of Wisconsin, he is clearly interested in sustaining the 4,300 colleges and universities throughout the country as national institutions.



Cole believes that great research universities hold the following characteristics in common:

1. Faculty research productivity
2. Quality and impact of research
3. Grant and contract support
4. Honorific awards
5. Access to highly qualified students
6. Excellence in teaching
7. Physical facilities and advanced information technologies
8. Large endowments and plentiful resources
9. Large academic departments
10. Free inquiry and academic freedom
11. Location
12. Contribution to the public good
13. Excellent leadership

According to Cole, these aspects of great American universities are being threatened, especially at state-funded institutions. He notes in the book’s introduction that universities in China and India, for example, are poised to challenge the US dominance in higher education in the years ahead. Cole wishes to see US universities maintain their preeminence, fully realizing that the threats to this preeminence come from forces within and outside the university. In the age of the capital campaign where public image is everything, universities struggle to maintain their independence from societal and market forces that will infringe upon their mission. Furthermore, universities struggle to prevent their educational programs from becoming completely profes-

sionally oriented, indicating yet another capitulation to market forces. Majors and graduate degrees that do not yield high-paying salaries are likely to face questions about their feasibility and eventually eradicated.

While Cole recognizes the greatness of the American university system, he knows that its continuance depends upon the maintenance of a fragile balance, a fragile balance that can be easily exploited by political interests.

A number of different forces are aware of this fragility, attempting to capitalize upon the university’s political precariousness for gain. David Horowitz’s campaign represents one just effort, as does the Columbia Unbecoming attack that targeted Joseph Massad and the Middle East Languages and Cultures (MELAC) Department at Cole’s own university.

Cole laments the various threats scientific researchers faced during the Bush administration. Researchers pursuing work related to global warming, stem cell research, and bioterrorism faced ideological litmus tests that curtailed their ability to obtain grant funding and other support. Those seeking to advance arguments out of step with the Bush administration’s national vision were censored and removed from key advisory boards. Cole relates in some detail the cases of Thomas Butler, Steven Hatfill, and James Hansen. Each was subject to either censorship, government surveillance, or criminal prosecution for pursuing controversial lines of research on bubonic plague, bio-defense, and global climate change respectively. Cole rightly blames the Bush administration for seeking to control, and even prevent, scientific research that did not align with the administration’s political vision on key social issues.

As Cole notes in the introduction, the book is essentially divided into three parts. The first part “tells the story of how our universities were transformed from sleepy colleges to powerful, complex engines of change”; the second part examines “the discoveries made at American research universities that continue to enhance our standard of living and quality of life”; the third part considers “the threats faced by... universities today, some of which result from government intrusion into the freedom of academic inquiry” (8).

In Chapter 1, “The Idea of a University,” Cole traces the rise of the American university from the mid-nineteenth century, noting the particular challenges Eliot, Gilman, White, Murray Butler, Rainey-Harper, and Dwight faced in establishing Harvard, Hopkins, Cornell, Columbia, the University of Chicago, and Yale. While Johns Hopkins is noted for bringing the German research model for graduate education to

Review of Jonathan Cole’s *The Great American University: Its Rise to Preeminence, Its Indispensable National Role, and Why It Must Be Protected*. New York: Public Affairs.

the United States, other schools such as Princeton focused their efforts on undergraduate education. In this chapter, Cole explores the origins of the research university in the United States, expressing particular interest in the structures and mechanisms that were put into place to support the academic mission.

In Chapter 2, “Coming of Age in Tumultuous Times,” Cole explores how the early 20th century American university responded to the climate of intellectual repression in the years after World War I. As Cole observes, “Academic freedom was still a novel idea, but it would become one of the fundamental values of the emerging profession.”(51) In this chapter, Cole provides readers with context for understanding the firing of Edward A. Ross at Stanford and the rise of the AAUP under the leadership of John Dewey, Arthur Lovejoy, and Edwin Seligman. Professions, Cole reminds us, have three essential properties: powerful knowledge, considerable autonomy, and a very high level of fiduciary responsibility to individual clients and the public welfare.

In Chapter 3, “The Path to Greatness,” Cole traces how Jewish German émigrés seeking to flee from the persecution in Hitler’s Germany in the early 1940s—which was engaging in a “purge” of the universities—contributed to the expansion of American research universities. For example, the following significant thinkers were part of a list of 196 thinkers who were removed from German universities: Max Planck, Theodor Adorno, Max Horkheimer, Karl Mannheim, Paul Tillich, Alfred Weber, Paul Courant, Max Born, and Paul Klee. These scholars left Germany for other parts of Europe and the United States. In the second part of this chapter, Cole discusses the key contributions of Vannevar Bush and James Conant to the development of the American research university. Bush, a vice president and dean of engineering at MIT and the author of *Science: A New Frontier*, played an instrumental role in promoting math and science as a central part of university education.

In Chapter 4, “Building Steeples of Excellence,” Cole looks at the incredible contributions that Fredrick Terman made as provost, from 1955 to 1965, to Stanford University. As Cole states, “The ascendance of Stanford is a post-war phenomenon of great significance because it shows how an intersection of local and national history with the ambitions of exceptional leaders could create a world-class university with the ambitions of exceptional leaders could create a world-class university within a generation.”(117) Terman’s role in Stanford’s rise cannot be underestimated, as he “embraced the ingredients nec-

An Interview with Author Wayne Lanter

In his new book *Defending the Citadel* (www.waynelanter.com), Wayne Lanter draws on his experience with 25 years of union struggles at an Illinois community college against corporate management and corruption. John K. Wilson interviewed Lanter via email; his answers are excerpted below. Read the full interview at www.il-aaup.org and www.academeblog.org.

Illinois Academe: You write about the personal experience of being at Southwestern Illinois College (then called Belleville Area College) when it became the first AAUP chapter to unionize in 1967. Amazingly, you unionized first, and then informed the national AAUP about this after the fact, somewhat to their surprise. Did you ever fear that the AAUP would refuse to recognize your union?

Wayne Lanter: The AAUP chapter at Belleville Area College (BAC) did not exactly unionize in 1967. The chapter supported a “salary committee” but the committee was board sanctioned, as was the BAC Faculty Senate....The 1967 BAC/AAUP did not especially like the idea of “union” applied to “higher education.” Shortly after BAC became a Class I Junior College the faculty chose the AAUP over the AFT and NEA. The choice was promoted and driven by a disdain for the

AFT and NEA, which were thought of as “unions” and as having a blue collar tint. The AAUP was seen as collegiate and somewhat above and beyond the mundane machinations of high school faculties....

As it turned out the national office simply looked the other way. Even though AAUP President Clark Byse eyed the innovation with a smile and said, “I cannot say I am displeased with the development,” the AAUP did not bother to inform other AAUP members of Belleville’s innovations. The BAC chapter was not mentioned or recognized as a “bargaining unit” until 1970 when several university chapters became faculty bargaining agents. In other words the Belleville apostates were tolerated rather than acknowledged.

Of course the AAUP seemed not to have had any reason to consider unionization, at least not until 1981 when Belleville forced the first joint AFT/AAUP local/chapter merger--when the AAUP had to agree to the AFT “union” affiliation or lose the Belleville chapter. Despite the fact that we had built our programs at BAC on AAUP principles and would continue to use them, those of us who sponsored the merger were less concerned about losing the AAUP than we were interested in getting the local union support the AFT offered. During

the 1980 strike on a number of occasions people stopped to ask our pickets, perfectly sincerely, “Is this a real strike? I mean, do you have a union?”

As it turned out, from 1981 on we were pleased to have both the AFT and the AAUP. It worked well. We needed both organizations.

Illinois Academe: You were also involved in one of the first strikes by an AAUP chapter, in 1980. Do you think college faculty unions need to undertake more strikes in order to exert power, or did some of the faculty resistance you encountered (including from AAUP members) suggest that strikes are unlikely to unite the faculty?

Wayne Lanter: At this late date I would see educational strikes as tornadoes or earthquakes, a severe condition imposed on a mostly unsuspecting community. Of course you can’t win a tornado or earthquake; you simply endure them and then clean up afterwards. So it is with strikes. And though I suppose sometimes extreme events bring communities together, in a strike, as in the aftermath of natural disasters, there is also a good bit of despair and disorganization in the community. Strikes discourage and polarize, but seldom unify.

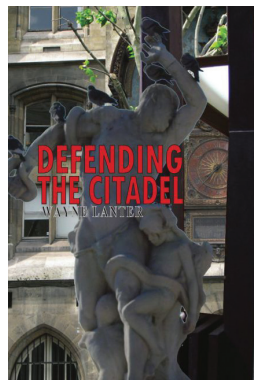
On the other hand, faculty are sometimes so beleaguered and maltreated and boards and administrations so incompetent and malevolent that the entire bargaining or agreement (governance) structure

of an institution breaks down. A faculty strike may be necessary as part of the bargaining process--business by other means, to be undertaken, regardless.

Illinois Academe: Some critics have argued that the AAUP’s move to have collective bargaining units marked a long decline in the organization, causing members to resign and reducing the AAUP’s credibility as an objective arbiter of its principles. What do you think unionization did to the AAUP?

Wayne Lanter: From the beginning the AAUP has been on the right track. The

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continued on page 8



GREAT AMERICAN UNIVERSITY continued from page 4

essary for international distinction.” These ingredients included the recruitment of highly esteemed individuals as faculty members, a commitment to “expanding the research base by attracting government financing,” and a recognition that bringing the best faculty to Stanford would ensure that the best students would attend.(129) Other universities such as MIT, Columbia, UCLA, and the University of California at Berkeley were making similar strides during the 1950s.

In Chapter 5, “In Search of a Golden Age,” Cole explores how the rise of big science—particularly basic and health science—led to a massive infusion of funds into the university from government and industry. Cole recognizes that the commercialization of research has resulted in overwhelming pressure on scientists to produce original, path breaking, and profitable research. These pressures often lead to researchers to take shortcuts, to fabricate data, and to overlook clear conflicts of interest. These problems are particularly acute in medical research, where pharmaceutical companies seek to rush drugs to market.

In Chapter 6, “Growing Pains,” Cole examines the various complexities with which university administrations must contend as they seek to assess the productivity of their faculty over the course of a 30-year career, determining which faculty members are most likely to best promote the university’s mission and to advance its research and teaching goals. Today’s best universities have faculty and students from all over the world. As the demography of the academy has changed, so have the sources of funding for research. As Cole points out, “The infusion of public dollars for university-based research since World War II has come principally from the National Science Foundation, the National Institutes of Health, and the Defense Department, although a healthy share of financing has come from private industry and foundations as well.”(184) In a section of this chapter entitled “The Competitive Spirit,” Cole relates his experiences as Columbia’s Provost in attempting to retain star faculty who regularly receive serious offers from other institutions, but who can be retained at Columbia with the right dollar amount and other incentives. Cole makes it clear that it is imperative for Columbia to retain these faculty members, regardless of how much money it takes to do so. As he writes, “Without the most talented faculty members, it is difficult for universities to legitimately claim that they are among the best in the world.”(187)

In Chapter 7, “Finding a Smoother Pebble: A National System of Innovation,” Cole takes a look at some of the many inventions and discoveries that the university has played a key role in developing. From GPS navigation systems that get drivers to the correct destination to the orange juice we drink in the morning, university research has played a key role in their discovery and improvement. Cole observes, “The universities play a huge role in bring-

ing all of these inventions and discoveries into our daily lives, but they do not do it alone. The research conducted at our great universities is part of a larger national system of innovation.”(195) The interrelation between universities and industry is obviously huge. As Cole notes, “It is clear that research universities represent the main pipeline to our nation’s industrial laboratories.”(195) There are clear economic, social, and cultural costs associated with discovery. When inventions and discoveries fall into the wrong hands or are misused in the right ones, how do we work through the ethical implications and questions of such wrongdoing. Cole insists that the humanities have much to teach us about such questions.

Chapter 8, “It Began with a Fly: Genetics, Genomics, and Medical Research,” looks at the remarkable strides that have been made in genetics research within research universities. Cole takes readers through the history of recombinant DNA technology, the development of the insulin gene, the gene for Huntington’s Disease, oncogenes, as well as anti-cancer drugs such as Gleevec and Alimta. In addition, Cole discusses advances in prenatal care, the Hepatitis B vaccine, and Vitamin A supplements.

In Chapter 9, “Buckyballs, Bar Codes, and the GPS: Our Origins, Our Planet, Our Security and Safety,” examines the many miraculous advances that have been made in particle physics, particularly quantum mechanics. Cole also discusses discoveries in superconductivity, transistors, medical diagnostics, and magnetic resonance imaging (MRI) technology. Cole concludes this lengthy chapter with a brief survey of strides that have been made in developing artificial intelligence.

Chapter 10, “Nosce te Ipsum: Culture, Society, and Values,” Cole looks at discoveries related to our reasoning and decision making. He divides this chapter into five categories: “concepts related to our decisions and reasoning”; “values and opinions”; “culture, economy, and society”; “ourselves and our sensibilities”; our “thinking about thinking—that is, the discoveries made in philosophy, literary theory, and the like.”(301) In the first category, Cole discusses the self-fulfilling prophecy, election polling, problems with eyewitness testimony, the theory of cognitive dissonance, the impossibility theorem, game theory, bounded rationality, conditions of uncertainty, congestion pricing, and tragedy of the commons. In this chapter, Cole makes much of the work by the Israeli social scientists Daniel Kahneman and Amos Tversky, who have produced some remarkable research on decision making. Once again, Cole affirms that it is impossible to create a preeminent research university without a first class humanities program.

In Chapter 11, “Academic Freedom and Free Inquiry,” Cole demonstrates his genuine commitment to intellectual inquiry and exchange. He understands quite well that a

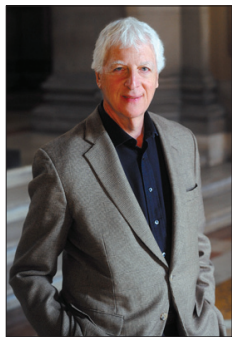
university without an abiding sense of what academic freedom is, and the necessity of defending it as an inviolable right, does not deserve to be called a university. He documents several cases at Columbia and at other universities where academic freedom has been tested or violated. Cole laments the fact there are university administrations who are willing to compromise the tenets of academic freedom in their desire to kowtow to trustees and powerful parties outside the walls of the university. As Cole reminds us, fellow faculty members are as guilty as administrators in giving short shrift to academic freedom protections when evaluating faculty members advancing troubling ideas.

Chapter 12 (“The Enemy is Us”), Chapter 13 (“Political Science”), and Chapter 14 (“Trouble in Paradise?”) provide a number of different cautionary tales about the censorship of scientific work under the Bush administration, political calculation and corruption in the university as a result of poor managerial oversight, and the naked careerism that often gets in the way of the core values of the great research university. While Cole placed much hope in 2009 in the Obama administration to protect the integrity of scientific research on such basic issues as global warming and stem cell research, as well as Obama’s commitment to providing increased federal funding for cancer research, it remains to be seen what the long-term effects of this about-face from the blatant arm twisting tactics of George W. Bush will be.

I noted with interest this quotation toward the end of the book, where Cole offers us a caution about intellectual orthodoxy, which pervades the contemporary academy:

In truth, there is both intellectual and personal risk involved in challenging the presumptions of the group. The weight of the community on the individual scholar is found in the way those who challenge “group think” are treated. More often than not, it’s the faculty not administrators, who define and enforce dominant orthodoxies. I doubt that any young social scientist who challenged the idea that the paucity of women in science and engineering was a consequence of a series of complex social and cultural processes that led women to select themselves out of these occupations, rather than adopting the belief—deeply held in academia—that the cause of the limited number of women was gender discrimination, would have as great a chance of obtaining a position at a major research university in the United States today as a scholar holding the orthodox view, regardless of the quality of the evidence.

The university must remain a space within which intellectual orthodoxy, any intellectual orthodoxy can be challenged. Refusing to tackle tough issues such as the one Cole addresses above, out of fear of offending internal or external constituencies, is a sure prescription for the enforcement of a type of political correctness that will be the end of the American university. Cole has provided us with the necessary diagnosis in his terrific book; it is our responsibility to heed that diagnosis and to chart a course of action to save the great American university.



Letter to NEIU From the Illinois AAUP Committee A

July 13, 2012

Sharon K. Hahs, President,
Northeastern Illinois University

Dear President Hahs:

I am writing on behalf of Illinois Committee A on Academic Freedom and Tenure of the American Association of University Professors concerning the tenure and promotion case of Assistant Professor John Boyle. He is a member of the Department of Linguistics at Northeastern Illinois University. He received his Ph.D. from the University of Chicago. His areas of expertise include syntax, morphology, Native American Languages (Siouan languages), second language acquisition, language documentation and revitalization and language pedagogy. He serves as the Department of Linguistics undergraduate adviser. He initially contacted the American Association of University Professors, Illinois Committee A on Academic Freedom and Tenure on April 12, 2012. Professor Boyle requested intervention concerning his application for tenure and we advised him to defer pending administration review and recommendation. We also received several inquiries from other colleagues. Dr. Boyle contacted Illinois Committee A on July 3, 2012, informed us of your non-recommendation for tenure and requested an investigation.

On June 11, 2012 you informed Professor Boyle that you “plan to submit a negative recommendation to the Board of Trustees.” His credentials in the area of Research/Creative Activity and Service were given a “significant” rating that satisfies your standards for tenure. In the area of Teaching/Performance of Primary Duties you indicated he failed to meet the tenure-standard requirement of “superior.” You stated he “minimally meets the standard of Highly Effective” and you recommended that he not receive tenure. Your judgment is in direct contravention of his department chair, college dean, department and University Personnel Committee. Each assessed his teaching/performance of primary duties as “superior” and recommended Professor Boyle receive tenure. Your letter did not assess his classroom instruction that by all accounts from student evaluations to peer review is superior.

The central issue that you raise against Dr. Boyle concerns a quarrel over advising turf and competing for student minors. Dr. Lawrence Berlin, chair of Anthropology, Philosophy, Teaching English as a Second/Foreign Language & the English Language Program accused Professor Boyle in a letter dated October 20, 2011 of a “grievous act” of encouraging students to change their minors from Teaching English as a Second Language (TESL) to Linguistics (LING). Former Provost and Vice President for Academic Affairs Lawrence P. Frank circulated the letter and eventually Professor Boyle received a copy. Astonishingly, Dr. Berlin states “there are enough students at Northeastern to go around to maintain the various programs currently being offered.” We wonder, therefore, what this is all about? Dr. Berlin claims at the beginning of fall semester 2011, the TESL program had “over 200 enrolled students” but as of October 20, 2011 the “COGNOS system only identified about 110 students.” His letter, without any evidence or documentation, suggests that Professor Boyle encouraged ninety students to change their minors from TESL to LING. Dr. Berlin states he “firmly uphold(s) the concept of academic freedom” for Dr. Boyle but accuses the professor of violating the academic freedom of students to choose their minor. There is no evidence of coercion or intimidation but merely an expression of advocacy. In addition, Dr. Boyle is entitled to academic freedom when advising students and suggesting appropriate courses of study. He has every right to suggest a minor track to a student and any suppression of this would violate his academic freedom as enunciated in the AAUP 1940 Statement of Principles on Academic Freedom and Tenure.

Dr. William Stone, associate professor TESL program, in a letter dated October 24, 2011 “For” three additional TESL faculty, Teddy Bofman, Jeanine Ntahirageza and Marit Vamarasi, accused Professor Boyle of “unethical” advising practices and “underhand” action in recruiting students to switch their minors from TESL to LING. Dr. Stone derives his evidence from a conversation with a student, unnamed in the letter, who stated Dr. Boyle in the LING 303 class, instructed TESL minors to switch to LING. There is no evidence in the letter that Dr. Stone sought confirmation from other students in LING 303. In any event, academic freedom enables professors to discuss such matters in the classroom. The 1940 Statement of Principles on Academic Freedom and Tenure declares

“teachers are entitled to freedom in the classroom in discussing their subject...” It is not uncommon for professors to discuss registration and programmatic preferences in class.

Leaving aside the academic freedom intrusions in both the Berlin and Stone letters, none were initially sent to Professor Boyle. He was not afforded an opportunity beforehand to respond to these accusations. We construe this as a violation of due process when the accused is not confronted directly with his or her accuser. The student in question ultimately filed a complaint several months later on February 9, 2012. The complaint stated Dr. Boyle during the LING 303 class asked her to switch her minor from TESL to LING. Needing only one additional TESL class to complete the minor, she was upset more courses were necessary to satisfy LING-minor requirements. On March 9, 2012, Professor Boyle denied the student’s charge in a written response to Associate Provost Alan Shub, University Contract Administrator. Dr. Boyle claimed he “never told [the student] that she should change from a TESL minor to a Linguistics minor.” Professor Boyle asserts the student’s concern about taking additional courses was incorrect since all TESL-minor classes are applicable toward a LING minor.

Cyndi Moran, University Professionals of Illinois (UPI) grievance officer, informed Associate Provost Shub on June 24, 2012 that Professor Marit Vamarasi encouraged the student to file a complaint during the spring term of 2012 while the student was enrolled in Professor Vamarasi’s individualized-study course, TESL 399 Clinical Experience. The UPI found it “troublesome” and in violation of the administration’s request not “to mess with students.” While not unusual for a professor to encourage a student to file a complaint against another professor, Dr.

Vamarasi was one of the three endorsers of the Stone letter. She clearly has skin in the game in the TESL-LING recruiting-minors spat. This raises serious questions about the voluntary nature of the student complaint and whether it was coached. There is evidence of only one student complaint during Dr. Boyle’s six-year probationary period. It concerned an alleged but permissible opinion that a professor made in the course of instruction concerning academic minors. While we respect student complaints, and cannot prove or disprove the accuracy of its substance, this is a trivial matter in the

tenure and promotion case of Professor John Boyle.

Professor Boyle had submitted a response on November 2, 2011 to Dean Wamucij Njogu, College of Arts and Sciences denying “actively “recruiting” students to minor in LING and indicated there was considerable confusion between state requirements for teaching endorsements and catalog descriptions of the requirements for minors in TESL and LING. Professor Boyle was operating in an advising environment that was not clearly defined although one can always seek clarification. Encouraging students to select a particular program is unexceptionable. Many students seek guidance from an advisor. In the absence of any evidence of coercion, intimidation, or threat of sanctions against a student, this issue should not derail an application for tenure. Personal venting of anger, a competition for student minors, and confusion over programmatic details of TESL and LING appear to be the cause of this unnecessary conflict.

You requested on June 14, 2011 that Professor Boyle develop an action plan to remedy his alleged advising inadequacies. Your request appears appropriate, reasonable, and sensible. Dr. Boyle consulted with Dean Njogu, Acting Linguistics Program Chair David Rutschman, and Linguistics Program Coordinator Richard Hallett to implement an action plan. He subsequently underwent training in Banner and AdvisorTrac, NEIU’s online student advising tracking software.

On October 7, 2011, Acting Chair Rutschman affirmed that Professor Boyle successfully completed Banner and additional training to improve advising. Professor Boyle received additional training with AdvisorTrac on October 19, 2011 with David Nissim-Sabat, coordinator of student services, pre-professional advising. On October 25, 2011, Mary Hay Verne of the Office of the Dean, who had trained Professor Boyle on Banner, praised him for “your dedication to our students is evident.” On November 7, Nissim-Sabat thanked Professor Boyle by letter for participating in training on AdvisorTrac. Professor Boyle followed your instructions and the evidence is overwhelming that he successfully completed the action plan.

Dean Njogu recommended Dr. Boyle for tenure on January 10, 2012 and assessed his teaching as energetic and well-received by students. She proffers two concerns: one

is related to an absence of a progress report on the implementation of the advising-action plan and the other refers to Dr. Boyle’s missing a September 15 deadline to submit a final-status report to the Office of Academic Affairs. Dean Njogu notes that Dr. Boyle apologized for failing to satisfy the deadline. The Dean indicated Professor Boyle claimed he mistakenly sent it to advising. The Dean states advising could not find the letter “but it cannot be sure it was not delivered and misfiled or lost in the mail.” Yet Dean Njogu explicitly contextualizes her concerns within the overall “superior” performance of Professor Boyle. Dean Njogu concludes that Dr. Boyle’s teaching/performance of primary duties over a six-year probationary period satisfies the tenure requirements governing the university: “My concerns notwithstanding, I find that on balance, Dr. Boyle meets the **superior** criterion in teaching required for tenure and promotion.” {Emphasis in original}

Dr. Boyle’s Department of Linguistics unanimously recommended him for tenure and promotion to associate professor on October 26, 2011. Professor Judith Kaplan-Weinger, chair of the department personnel committee, stated the “performance of his primary duties of teaching [was] rated as superior.” The report describes him as “highly dedicated and a skilled teacher.” Student traffic to his office is heavy; he engages students in an “open and encouraging” manner “and is the most approachable professor a student could hope for.” The department praises his advising skills and understanding of the various programs and student needs. She corroborates other units in affirming that John Boyle implemented and succeeded in the completion of your action plan:

Per the recommendation of President Hahs and the workplan drawn up in consultation with Dean Njogu and Interim Chair/Associate Dean Rutschman, John has engaged in advisor training this past year with both Mary Hay Verne and David Nissim-Sabat. Letters in John’s promotion and tenure portfolio from these individuals attest to his cooperation in this training, the content that he has learned, and, in turn, to the completion of the required assignments.

Acting Chair Rutschman recommended the granting of tenure to Dr. Boyle on November 21, 2011 and rated his teaching as “superior.” He concluded that his course evaluations are uniformly positive and he witnessed during a classroom visitation “high academic expectations... that engages students and encourages their participation.” Acting Dean Rutschman notes in particular that Professor Boyle “has improved his advising skills” and “completed” your presidential request for an advising action plan with Banner and AdvisorTrac.

The University Personnel Committee (UPC) unanimously recommended the granting of tenure to Professor Boyle on February 20, 2012. The UPC informed Acting Provost Dr. Victoria Roman-Laguna that it determined “unanimously that the candidate has met the criteria of superior” in his teaching/performance of primary duties. Dr. Stone’s suggestion of overly aggressive behavior in his advising of a student is dramatically at variance with UPC generated student-evaluation data: 94% of his students rated Dr. Boyle as “excellent or above average” in his effectiveness of instruction, 96% of his students rated him as “excellent or above average” in his ability to encourage students, and 97% of his students rated him “excellent or above average” as fair and respectful to students. {Emphasis in original} The UPC report is consistent with other documentary evidence that Professor Boyle “developed and fulfilled the required “action plan.” It found no evidence of misadvising students and unanimously concluded such charges were “unsubstantiated.” A duly constituted, elected faculty committee concluded that charges of misadvising were neither proven nor credible.

Illinois Committee A believes the issue of the September 15, 2011 deadline was raised improperly. On August 22, 2011, Professor Boyle mistakenly sent a letter, co-signed and co-dated in handwriting with Richard Hallett, addressed to academic advising instead of academic affairs. Dr. Boyle did not realize the routing error until he was told on October 31 that the administration had not received the action-plan report. On November 1, Professor Boyle informed Academic Affairs of the routing mistake, apologized for the error, and attached the initial August 22 action-report summary. This proves Dr. Boyle submitted his report summary prior to your deadline but sent it to the wrong office. In any event, almost seven and half months prior to your June letter, the action report arrived at the Office of Academic Affairs.

Your letter of non-recommendation of tenure and promotion at Northeastern Illinois University includes the missed deadline as an argument for rejecting four assessments of Dr. Boyle’s teaching/performance of primary

LETTER FROM IL AAUP continued on page 7



John Boyle

Northeastern Illinois University's New AAUP Chapter Hits the Ground Running

By Loretta Capeheart

On September 27, 2012 the new AAUP chapter at NEIU held its first public meeting. The meeting was attended by about thirty faculty, staff, and students. The event gained a boost from an article in the *Chicago Reader* published on that same date. As Deanna Isaacs of the *Reader* wrote, the administration at NEIU has a long term campaign to turn faculty into obedient Stepford Wives. It is the resistance to this obedience that created the need for an AAUP chapter at NEIU and drew many to the meeting.

We were welcomed to campus by Sophia Mihic, president of the NEIU chapter of University Professionals of Illinois (the faculty union affiliated with IFT/AFT). Then a student from the student radio station, WZRD explained the situation with the radio station. Finally, John K. Wilson, editor of *Illinois Academe*, spoke about the connections between the student and faculty concerns urging those present to join forces in service to our common goals.

WZRD, the formerly student run radio station at NEIU was shut down and taken over by the university administration this past summer. Wilson offered eager students resources and ideas for regaining control of the station.

As Wilson pointed out, due process is required in any fair system. Such process seems lacking with regards to the Wizards (the name used by disc jockeys working at the student station).

Other ongoing problems at NEIU were discussed including a controversial non-tenure decision reviewed by Illinois AAUP's Committee A which recommended reconsideration of the non-tenure decision by NEIU President, Sharon Hahs. President Hahs failed to recommend tenure for Linguistics professor, John Boyle even after he had received glowing support for tenure and promotion from his department, the Dean of the College of Arts and Sciences, and the University Personnel Committee. The president alone did not recommend Boyle for tenure. Wilson explained the problems inherent in such a unilateral decision and its implications for others on the campus.

Wilson also addressed the flagrant disregard for faculty rights exhibited by the university administration in their arguing in *Capeheart v. Hahs* that faculty have no right to free speech when engaged in their official duties. As Mr. Wilson explained, these arguments made by the university in federal court put all faculty in danger of retaliation for any and all speech made while teaching, engaged in research, and while carrying out faculty service including duties required by shared governance.

Attendees engaged Wilson with questions and were eager to find ways to make NEIU a more open and fair university. The wishes expressed by those in attendance were for exactly the values and principles of the AAUP; academic freedom, shared governance, due process, and respect for faculty, students, and staff engaged in the important work of higher education. We hope that our presence will move the campus toward these values.



CAPEHEART'S STRUGGLE AT NEIU continued from page 1

a complaint that was in fact withdrawn two days after the Vice President's defamatory outburst.

The administration subsequently denied Capeheart a merit raise and a faculty excellence award for which she was recommended and eminently qualified. Even more troubling, when Capeheart's colleagues elected her to serve as department chair, the administration refused to let her assume the position and ultimately put her department into receivership.

Initially, Capeheart chose to combat this pattern of abuse via the NEIU's internal grievance procedure. Eventually, though, she decided to sue the school's administration in federal court for defamation (the bogus "stalking" claim) and for retaliating against her for speech protected by First Amendment. That is when things went from bad to worse.

Dangerous Precedents

NEIU's lawyers responded to the Capeheart's lawsuit by invoking the Supreme Court's 2006 decision in *Garcetti v. Ceballos* to claim that her criticisms of the university administration were not covered by the First Amendment. In *Garcetti*, the Court ruled that expression by public employees "pursuant to official duties" is unprotected by constitutional free speech

rights. Even though the original *Garcetti* decision explicitly exempted professors at public universities, the federal district court for Northern Illinois accepted wholesale NEIU's reasoning and in February 2011 threw out Capeheart's suit on the grounds that the speech that got her into trouble with her administration was part of her official responsibilities as a member of faculty.

The district court's ruling potentially imperiled the academic freedom of faculty at all public colleges and universities. As the AAUP put it at the time, "the message of the district court's ruling is chilling and clear: university administrators need not tolerate outspoken faculty dissent on matters of broad public concern or on the university's institutional response to those concerns."

With the backing of a \$5,000 grant and a friend-of-the-court brief from the national AAUP, Capeheart made the difficult decision to take the case to the 7th Circuit Court of Appeals, despite the fact that she was already \$100,000 in debt. At the same time, she and her lawyers decided to file a state defamation claim in Cook County Court.

Unbelievably, on June 19th, 2012, Cook County Judge Randy Kogan granted NEIU

and Terrell immunity from Capeheart's defamation suit under provisions of the Illinois Citizen Participation Act (CPA). The CPA was passed to prevent corrupt government officials and wealthy corporations from using nuisance lawsuits—sometimes called Strategic Lawsuits Against Public Participation (SLAPPs)—to discourage ordinary citizens from speaking out about abuses of power. Perversely, Kogan's decision turned the CPA on its head, framing Capeheart as the powerful interest supposedly interfering with Vice President Terrell's ability to "participate in government" by means of her defamation lawsuit. In the process, yet another dangerous precedent—this one limiting the free speech rights of all Illinois citizens—had been set.

To make matters worse, because the court found that Capeheart's suit violates the CPA, she is now liable to pay NEIU's legal expenses related to the state lawsuit—according to NEIU's estimate, some \$88,000.

Finally, Some Good News

On August 29, 2012, the 7th Circuit Court of Appeals vacated the district court ruling invoking *Garcetti* on the grounds that the case was "unripe" at the time it was brought and that Capeheart's claim of retaliation by the administration was

"too speculative." While this outcome was a setback for Capeheart and her original case, it did nullify the district court's disastrous application of *Garcetti* to faculty speech.

Capeheart and her supporters are now pursuing an appeal of the Cook County ruling that struck down her state defamation case. They expect NEIU to spend enormous sums of money to prevent her from getting a hearing on the merits of her charges. Indeed, a FOIA request filed by one of her supporters over the summer revealed that NEIU paid a Chicago law firm an amazing \$430,000 for work related to her lawsuits in 2008-2009 alone.

Fortunately, academics around the country are beginning to rally to Capeheart's cause. In addition to the grant from the national AAUP, the faculty union at Rutgers University has contributed money to help cover Capeheart's legal expenses. Faculty at Harper College, the Chicago city college system, and the University of Texas at Austin have passed resolutions of support. But more needs to be done. Everyone who cares about the future of higher education in America should support Loretta Capeheart in this struggle. For more information on the case and how you can help, visit <http://justice4loretta.com>.

LETTER TO NEIU FROM ILLINOIS AAUP continued from page 6

duties as "superior." The documentary record of his probationary period does not show a pattern of deadline violations or tardiness in satisfying multiple deadlines that we all face from grade submissions, return of student work, annual reports, and syllabi preparation.

Furthermore, you raise disturbing innuendos concerning Dr. Boyle's alleged lack of collegiality. Your letter repeatedly refers to the issue of "cooperation with colleagues and students." Illinois Committee A has not examined a single document that charges Dr. Boyle with a lack of collegiality vis-à-vis other faculty. The UPC-produced data summaries of course evaluations are also probative that Dr. Boyle established a very good relationship with students.

The AAUP discourages elevating collegiality as a separate category in tenure decisions. On Collegiality as a Criterion for Faculty Evaluation (1999) proscribes introducing collegiality as a factor of probationary performance along with research, teaching, and service. Although collegiality is not a separate area of evaluation at NEIU, it is a specific component within LING-tenure guidelines. In addition the frequency with which you refer to Dr. Boyle's need to attend "cooperation with colleagues and students" is an excessive reference to this criterion. The AAUP notes, "The invocation of collegiality may also threaten academic freedom." The Association warns against using collegiality to suppress dissent or demand a sunny disposition: "Certainly a college or university replete with genial Babbitts is not the place to which society is likely to look for leadership." Every unit from the Chair of the Department of Linguistics, the Department of Linguistics, the Dean of the College of Arts and Sciences, and the University Personnel Committee rated Dr. Boyle's teaching as "superior" and recommended him for tenure. He

implemented and completed your action plan. As noted, Dean Njogu, a member of your administration, explicitly addressed action-plan concerns and concluded his teaching/performance of primary duties was "superior" in her recommendation for tenure.

Based on the above which we believe to be accurate, complete, and fairly presented, we believe your extraordinary refusal to accept Dr. Boyle's chair, department, dean, and UPC recommendation for the granting of tenure is untenable. It violates Dr. Boyle's academic freedom and undermines shared governance at Northeastern Illinois University. The AAUP Statement on Government of Colleges and Universities emphasizes that "faculty status... [is] primarily a faculty responsibility; this area includes... decisions not to reappoint, promotions, the granting of tenure..." It is unacceptable for a president to reject recommendations for tenure from four responsible units without providing substantive and specific reasons for reversal. We ask that you respectfully consider our report's comprehensive examination of this case. We realize that those at NEIU with administrative responsibilities may have additional information that would contribute to our understanding of what has occurred. We shall therefore welcome your comments. If the facts as we have recounted them are essentially accurate, we urge a reconsideration of the tenure decision in accordance with AAUP principles and procedures.

Illinois Committee A members are John K. Wilson, Illinois State University, Walter J. Kendall III, John Marshall Law School, Loretta Capeheart, Northeastern Illinois University, Matthew Abraham, DePaul University.

Sincerely,

Peter N. Kirstein, Ph.D., Chair of Illinois Committee A and Vice President of the Illinois Conference of the AAUP.

In response to this letter, Sharon Hahs wrote to the Illinois AAUP Committee A, "While much of the information you have been provided is accurate, it is clear that it has been selectively used. Further, there is significant information that is missing. My decision and the Board of Trustees' acceptance of my recommendation is a personnel matter and could be the subject of litigation. Therefore I am unable to comment specifically on, expand, or correct the information you included in your letter. I assure you that Northeastern Illinois University fully supports academic freedom and the exercise of shared governance."



Read the AAUP's *Academe Blog* (academeblog.org) for more news including:

An interview with new AAUP president Rudy Fichtenbaum.

An essay by Peter Kirstein and interviews with Norman Finkelstein and Alan Dershowitz marking the 5th anniversary of DePaul University denying tenure to Finkelstein.

An analysis of Illinois State University's speech code.

Call for Proposals: 2013 AAUP Annual Conference on the State of Higher Education, to be held June 12-14, 2013, in Washington, D.C. Proposals will be accepted through November 30. Submit a proposal online at aaup.org. Email proposalcall@aaup.org.

The AAUP's *Journal of Academic Freedom* seeks scholarly articles relating to the topic of academic freedom and globalization for its 2013 volume. Read details at <http://www.academicfreedomjournal.org>.

North Central College

AAUP Chapter on the Move.

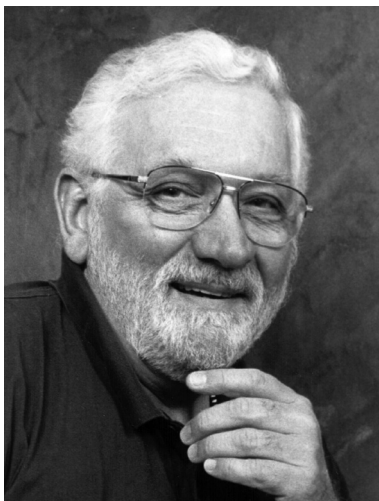
Faculty at North Central College officially revived its long-dormant AAUP chapter in spring 2011. Though the chapter is relatively small—with only 15 dues-paying members—it has been extremely active over the past year.

At the beginning of the 2011-2012 academic year, the chapter held a well-attended kick-off event which featured a talk by AAUP national President Cary Nelson and remarks by IL AAUP activists Jeorg Tiede and Michael Harkins.

The initial impetus for relaunching the chapter was faculty concern about the administration changes that would inevitably follow the anticipated retirement of college President Hal Wilde. At the first membership meeting of the year, the chapter voted to officially request that the faculty have at least one elected representative on the search committees for the President and Dean of Faculty, something not currently provided for by the handbook. Ann Keating, VP of the chapter, was elected as the representative from her division and was ultimately selected as one of the two faculty members on the search committee.

The chapter has also been focused on revising the faculty handbook to bring it into line with AAUP recommended institutional regulations. Over the coming year, the chapter plans to work through faculty governance to change policies and report on faculty/staff salaries.

INTERVIEW WITH WAYNE LANTER continued from page 5



problem, as I see it, is that the organization was overly endowed with ivory tower eighteenth century assumptions that just do not hold up in a modern, industrial, capitalist society. Remember, in the beginning AAUP membership was by “invitation alone.” It was a private academic club, not a full faculty organization intent on protecting scholars, or anyone else for that matter....

For the AAUP’s part, when confronting the new (twenty-first century) educa-

tional executives, sanctioning, shaming and complaining are not going to work. In other words, you have to get into the everyday-of-life mix of putting the principles into action and having the strength and therefore the power to enforce them. That requires hard work and, eventually, political muscle (and brains), and unionization is just about the only avenue available for that assignment.

I’m more than familiar with the corporate/academic rap that unionization has ruined or caused all the problems in higher education. Originally colleges and universities operated without unions, even without organizations such as the AAUP. We know that people do not form unions for friendship or camaraderie. They build unions for protection, and eventually to improve their professions and their lives.

So what happened in American higher education that prompted faculties to look for protection? Well, in the early twentieth century robber barons (Mrs. Stanford heads the list) taking over, or even founding colleges and universities, took to treating university professors as Chinese laborers building railroads were treated. At

the time there was no real union presence in higher education—and wouldn’t be for decades. Clearly, whatever damage was done to the academy over the years was done without a union in attendance.

On the other side, I think unionization has brought the AAUP, even if reluctantly, into the mix, and made it a much more worthy (practical) and less dreamy (idealistic) participant and opponent of those who have corporatized the academy. With unionization the AAUP has come of age, somewhat—has, so to speak, matured a bit.

Illinois Academe: To this day, community colleges have often been an afterthought for the AAUP, as they have been for a lot of higher education leaders. Do you think the AAUP is overlooking an opportunity to organize chapters and unions at community colleges, or do you think community college faculty are unlikely to find the AAUP appealing?

Wayne Lanter: ...It is time for the AAUP to show an active, organizing interest in community colleges (CC) as part of higher education. With the advent of the college or university as a business it will become more and more important for teachers’ unions, and the AAUP is a teachers’ union, to pursue the quality issue in higher education. Teachers are for the most part quite practical people who go to work every day with something in hand hoping to see tangible results. But teachers also have ideals, and in many cases and ways these “ideals” match up with AAUP principles and guidelines. But the two can only be brought together by organizing chapters. And I do think that CC faculties will be amenable to the AAUP, at least the competent faculty will.

As I said earlier, we used AAUP principles and guidelines throughout our struggles at BAC. The AAUP can be helpful to CCs. I have believed for a long time that faculties are better served by the education unions than by industrial or service unions. So maybe the AAUP needs to initiate a CC organization program. God knows all the teachers’ unions have their collective hands full. And remember, with Wall Street and Madison Avenue on the other side, we need all the help we can get.

LEGISLATIVE REPORT continued from page 2

Senate Bill 3428, Maloney (Beiser), Public Act 97-1106

Amends the Public Community College Act. Provides that, after the effective date of the amendatory Act, one of the 11 members of the Illinois Community College Board to be appointed by the Governor, and with the advice and consent of the Senate, must be the president of a public community college.

House Bill 5914, Rose, Public Act 97-0814

Amends various Acts relating to the governance of public universities in Illinois. Prohibits hiring search committees from being funded with money derived from state taxes or tuition or fees charged students.

House Bill 4687, Pihos (Dillard). Public Act 97-0827

Amends Open Meetings Act. Provides that posting of the notice and agenda on a website that is maintained by the public body satisfies the requirement for continuous posting. Specifies that if a notice or agenda is not continuously available for the full 48-hour period due to actions outside of the control of the public body, then that lack of availability does not invalidate any meeting or action taken at a meeting.

Senate Bill 2949, Silverstein (Mathias), Public Act 97-1038

Amends the University Religious Observances Act. Provides that any student in an institution of higher learning, other than a religious or denominational institution of higher learning, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work require-

ment that he or she may have missed because of such absence on a particular day; provided that the make-up examination, study or work does not create an unreasonable burden upon the institution. Prohibits fees of any kind from being charged by the institution for making available to the student such an opportunity. Provides that no adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of these provisions. Requires publication of these provisions.

House Bill 4996, Biss (Steans), Public Act 97-0968

Amends the State Universities Article of the Illinois Pension Code concerning annuitants who return to employment. Requires notification and documentation of persons receiving a retirement annuity who are employed by university and community college employers. Defines “affected annuitant” as a person who, while receiving a retirement annuity, has been employed by a university or community college employ-

er for more than 18 paid months and has received earnings in one academic year of more than 40% of his or her highest annual rate of earnings. Provides that the employer of an affected annuitant must pay to the System an employer contribution equal to the annuitant’s annual retirement annuity. Provides procedures, payment deadlines, and penalties for noncompliance.

Senate Bill 538, Kotowski (Franks), Rules Committee

Amends the Illinois Pension Code. Requires the five state-funded retirement systems, in their annual certification of the required state contribution for the next fiscal year, to specifically identify the System’s predicted state normal cost for that fiscal year. Requires the State Universities Retirement system to also include the predicted state cost for the self-managed plan for the next fiscal year.

Source: Illinois Board of Higher Education

Join the AAUP!

The Greater Our Numbers, the Stronger Our Voice

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

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

\$30,000 and less: \$46

\$30,001-\$40,000: \$61

\$40,001-\$50,000: \$82

\$50,001-\$60,000: \$102

\$60,001-\$70,000: \$143

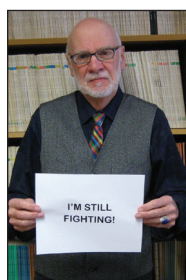
\$70,001-\$80,000: \$168

\$80,001-\$100,000: \$189

\$100,001-\$120,000: \$209

More than \$120,000: \$230

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



Join Senior Associate General Secretary Martin Snyder, head of the national AAUP staff, in the “I’m Still Fighting” campaign.

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Congrats to the Illinois Wesleyan University AAUP Chapter Newsletter (iwu.edu/~iwuaaup/), which received the award this year for outstanding chapter newsletter given by the AAUP’s Assembly of State Conferences (ASC).

To Join the AAUP, Visit www.AAUP.org