

## Why Is Sheila Simon Bashing Illinois Community Colleges?

By Leo Welch

During the past year, Illinois Lt. Governor Sheila Simon toured all 48 public community colleges, apparently on a fact-finding tour, which appeared to be a meet-and-greet effort on behalf of the Governor. Most community college leaders were ecstatic that they were getting this much attention by the Lt. Governor.

In addition, she was the invited keynote speaker at the Illinois Community College Faculty Association Teaching-Learning Excellence Conference in October of 2011. Her speech to the faculty was warmly received by the attendees since her presentation was full of praise for community colleges.

The real basis for her tour became apparent when she addressed the City Club of Chicago on January 19, 2012. The City Club is a business-oriented organization that deals with civic issues in Chicago as well as the State of Illinois. The invited guests for Simon's speech included Alexi Giannoulis, chair of the Illinois Community College Board; Geoffrey Obrzut, CEO of the Illinois Community College Board; Carrie Hightman, chair of the Illinois Board of Higher Education; George Reid, executive director of the Illinois Board of Higher Education; Gery Chico, chair of the Illinois State Board of Education; and Miguel del Valle, head of P-20, the preschool through graduate school council.

Major media representatives were also present and quickly reported Simon's comments about community colleges being "revolving door" institutions with low graduation rates. Her unfavorable comments about community colleges became headlines in newspapers around the state. The perception of her being a friend of community colleges quickly changed. The old cliché seems appropriate: who needs enemies when you have friends like this?

Simon's full report, Illinois Community Colleges: Focus on the Finish was issued to Governor Quinn and members of the General Assembly in January 2012 (ltgov.il.gov). The overall goal of her

**BASHING ILLINOIS COMMUNITY COLLEGES** *continued on page 8*



## President's Message

Michael Harkins  
President, Illinois AAUP



In October 2011, the Illinois Conference of the AAUP held its fall meeting at Columbia College, Chicago, Illinois. Our program stressed the role of shared governance in higher education and the current state of adjunct faculty in Illinois. Ken Andersen and Diana Vallera, Illinois Conference Board members, made major presentations. The local Columbia College AAUP Chapter was well represented. Both full and part-time faculty participated. The presentations were relevant and meaningful given the increasing reliance of adjuncts throughout higher education. The question and answer session following the presentations was lively, pointed and open. The current issue of *Academe* will continue that discussion and debate. I would like to thank Columbia College and the Chapter for inviting the State Conference to the College for this important meeting.

Since the fall meeting, your offices and Board members have continued to serve and assist individual faculty members and our Chapters. Through on-site visits, Chapter presentations, email updates, our web page, chapter chair meetings and collaboration with National, the Illinois Conference has been a strong voice in the issues and challenges confronting our faculties of higher education in Illinois.

Through the efforts of our membership outreach committee, new Chapters and members are being added to the Conference on a regular basis. Congratulations to the faculty at Elmhurst College for starting a new Chapter. The State Conference stands ready to help you move forward with local Chapter activities and events.

Our Committee A members have continued to step forward to provide leadership in assisting faculty members in the protection of tenure, academic freedom and faculty rights. As we started the new year, the Conference received two grants from National to help in Chapter development and membership outreach. As our Chapter and state membership continues to grow, we will seek additional funding to increase assistance to our local Chapters. To help us, please continue to encourage your colleagues who are not members to join and to start Chapters.

As we continue to face challenges such as proposed reductions, layoffs, program elimination and restructuring, a strong AAUP Chapter can have a voice in those deliberations. Faculty participation and engagement is primary. Since January I have served as an observer at faculty hearings and visited with Chapter Chairs. Also, I have attended a number of Chapter meetings and explained our role in higher education in Illinois. The involvement of our members at all levels continues to increase. We all must be vigilant and active. Our current and future students need us to protect their education now.

Last month we completed our nomination process for delegates to the National and Association State Conference Annual meetings this June in Washington, D.C. Ken Andersen of the University of Illinois and Joerg Tiede of Illinois Wesleyan University, will represent our Conference. John Wilson of Illinois State University will serve as alternate. In closing I would like to invite you to attend our Spring Conference on April 28, 2012 at Concordia University in River Forest, Illinois and the AAUP Summer Institute July 26-29, 2012 at Roosevelt University, Chicago, Illinois. The details can be found in the current issue of *Academe* and on the National AAUP website (aaup.org).

For current state and local news and updates, please check the Illinois Conference website (ilaap.org) or contact any of your State Conference Board members. In the interim, join us as we move forward in the Campaign for the Future of Higher Education. The future of our Republic demands it.

## ILLINOIS AAUP ANNUAL MEETING

Saturday, April 28, 2012

Concordia University, 7400 Augusta St., River Forest, IL  
Christopher Center room 341

Free to all AAUP members and guests

Complimentary parking is available in the parking garage on the northeast side of the campus

### Annual Meeting Schedule:

**11am:** Leo Welch, Illinois AAUP Legislative Liaison: Legislative initiatives impacting higher education in Illinois and nationally.

**Noon:** Lunch

**1pm:** Robert Kreiser, National AAUP, "Committee A Matters: How the AAUP Maintains Its Credibility in Pursuing Academic Freedom and Tenure Complaints and Cases."

**2pm:** Panel discussion, "Shared Governance and Academic Restructuring: A Viable Process?" led by Dan Tomal, Concordia University and Todd Alan Price, National-Louis University.

**3pm:** Illinois AAUP membership meeting and elections.



B. Robert Kreiser, Associate Secretary, AAUP Department of Academic Freedom, Tenure, & Governance

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**Columbia**  
COLLEGE CHICAGO  
creating...  
change

Occupy Columbia  
Demands:  
Halt Prioritization  
Freeze Tuition  
Stop Union Busting  
Budget Transparency

**PRIORITIZATION**

musical theater writing  
radio cultural studies  
book and paper arts  
Center for Black  
Women and Gender  
in Arts and Media  
Music Research

**whether you**  
like it or not...

Poster by Hope Alysa

# Using the Power of Narrative

## KEN ANDERSEN



Despite nearly unanimous agreement that we need to significantly expand the number of higher education graduates, our legislators endorse the goal but repeatedly cut higher education appropriations while decrying rising tuition levels. ISU's Center for the Study of Higher Education participated in a study that showed 41 states cut higher education spending last year, ranging from 1% in Indiana and North Carolina to 41% in New Hampshire. All the demonstrated rationales for funding, and the logic for doing so, seem powerless to change that process of "de-funding" higher education threatening our nation's future.

The power of narrative to hold attention, create a sense of empathy and engender understanding and belief is well known. True whether practiced by Ronald Reagan, a favorite novelist, short-story writer or a master of "shaggy dog" stories. Why not use narratives to reach the public in demonstrating education is a societal and civic good as well as a personal good? In truth they are aspects of one reality.

This essay offers three narratives that I might develop whether in conversation with friends, letter to an editor or possibly an Op Ed piece. (Sorry my hubris knows no bounds.) Each demonstrates the impact of education. These are offered as a stimulus for your undertaking such a task

### Ken's Story

I was born on an Iowa farm, the youngest of 5 children: My father a Danish immigrant with essentially no formal education, a mother whose parents were Danish immigrants. My brother quit school in second grade to work on the farm. While unable to compete with him as a farmer given his 12 year age advantage, I had success in academic areas, particularly in debate. I planned to go to college, but my father was adamantly opposed saying "I will send the Sheriff after you." (I was 17.) But I submitted my application materials and was awarded a partial tuition scholarship. I left home with a suitcase of clothes riding with a friend to Iowa State Teachers College. I did not see my father again for 13 years. I had a total of \$275 in savings but received no financial support from my family, only encouragement from my mother and sisters.

The morning after I arrived I applied for a job at the college food service and was at work by noon as a busboy at 50 cents an hour. (Later 60 and then 70 cents.) The food service staff were my family for three years: cooks Daisy, Mame, Minnie, Mrs. Frank; dishwasher Delva Rottmyer; food service director Margaret Fitzgerald. I did every job: cooking, mopping up, serving banquets. One example of being family:

Mame and Daisy would sneak me into the women's dorm where they lived to watch Liberace with them. My entire undergraduate expenses were paid by my food service work.

I quickly knew "I was home." What a change for a farm boy with a small town high school. Superb faculty, most with PhDs. A year of Western Civ with Josef Fox. (Quality faculty matter.) A debate coach preparing us to be colleagues: our scheduling debate tournaments, running the tab room, and sharing innumerable hours of conversation on debate trips. A great education, much of it outside the formal classroom. Lectures given by people like Salvatore Dali; concerts by artists like Boris Goldovsky; crewing two operas his company brought to campus; "curtain puller" for Ballet Rouse and Bidu Sayao, designing the lighting for a production of Menotti's "The Consul."

It was an incredible experience for me. I was hooked on the transformative power of higher education. Age 21, four years after enrolling, I left ISTC with no debt, savings of about \$275, a bachelor's and master's degree, and an appointment as Instructor and assistant debate coach in the Dept. of English at the University of Colorado.

I never repaid the taxpayers of Iowa for a great education. I was so lucky! In today's world, I could never duplicate getting a B.A. and M.A. in four years, paying for it myself in part-time work. I have more than repaid the cost of my education in taxes, in giving continued donations to three different universities and many art organizations. But I like to believe the real give back has been to and through my students, the institutions where I taught, and the professional and voluntary associations to which I have belonged. Yes, a personal good but far more than that! Many current potential students are being denied the opportunity offered to me.

### Henry

The GI Bill made a huge contribution to our country as well as individuals. What is less recognized is the Armed Services are a huge educational system reaching far beyond training for specific roles. My army service was at the Army Education Center at White Sands Proving Grounds from late 1956 to August 1968. The Army had a program to ensure a minimal level of education by assigning educationally deficient personnel to attend "on duty" school while on full pay. My first assignment was to teach English and science at an elementary school level to such a group.

Henry, one of my students, was a Sergeant First Class with well over a decade of service. Henry was not fully literate, a re-

ality shared with many other career Army personnel at that time. But he and others had developed amazing ways of coping. Example: cooks memorized recipes and then would count the number of characters on a line to know what to prepare. The training of many soldiers was hands on, books not needed.

I was not well prepared to cope with the reality of the needs of my students. Frustrated one day, I asked Henry to write the alphabet on the blackboard. He got stuck on the letter "p." I thought he knew the letter because it was in his last name and he had to sign his name to be get paid. Turned out on payday his wife wrote his name on the side of his left hand and he copied it--one of manifold ways he overcame the limitations of not being fully literate. Henry was not dumb--far from it. He progressed very rapidly through the courses and went on to complete his high school competency exam, studying on his own after finishing the "on duty" class.

In my view we owed Henry his education for his past service and enriching the potential of his future service--a public good. But my most vivid memory is the surge of emotion I felt when he came in one day with a huge smile to say, "Thank you! Thank you!" Puzzled I asked, "For what?" His voice conveyed so much: "Last night I was able to help my daughter with her homework. She hugged me!" A personal good for a father almost beyond measure.

When I left White Sands for graduate school, my CO said, "Ken, no matter how long you teach, you will never do more to change the lives of people than you have done here." I had seen the transformative power of education: the miracle of adults becoming literate, living in a richer, different world than they had known.

### Steve

Last December, Mary and I had dinner with Steve, one of my debaters of exactly 50 years ago at the University of Michigan. In a long evening we talked of many things, particularly shared memories of Michigan days. I asked Steve if he remembered a particular incident. I had taken Steve among others to participate in a panel discussion before a local service club. Dinner included. But the menu provided certain limitations for Steve who adheres to dietary restrictions tied to his faith. I started to ask if he remembered but he interrupted and grinned: "I learned some people add bacon to green beans."

Our laughter led to an intense personal discussion of what education had meant to him, and how the time at Michigan and a later year in Germany after he finished his law degree so profoundly altered his

life. Yes, he talked about the value of intercollegiate debate and experience in public speaking and his education being so helpful in law school and throughout his life. But the experience of working in a different environment, meeting people with different backgrounds, experiences, and commitments was so valued by him. He said the two biggest influences on his life were his time as an undergraduate at Michigan and a year after graduating from law school working with a professor in Germany.

Steve has had a successful life by any measure: financial, professional, personal. Our interaction over the years had been incredibly meaningful to me. Steve works with a large number of German clients and represents them in business dealings in the Far East among other things. He enjoys the opportunities that living in New York offers in terms of opera and the arts. He is active in his faith. His awareness of current events is amazing. His education has been of great personal benefit and of significant social and civic value as well.

That evening I suggested to Steve that sharing his views on the impact of education could be of great value and encouraged him to think about an Op Ed or some means of sharing the richness of his insights about the impact of his experiences in higher education on his life. I doubt given the press of matters in his life that he will do so. This editorial is a result of the germ of an idea that sprouted that evening.

### To Sum Up

All of these stories relate to a decade from 1951 to 1961. The world is very different today and Iowa farm boys grow up in a different environment. But the point of the three narratives still apply.

Currently, we seem to live in a world of apartness, of separation, of extreme partisanship focused on division not unity. Issues are stated as an either/or propositions: Is education, particularly higher education, a public good or a private good? The truth is that it is simultaneously both. Ultimately, it cannot be one without being the other. We will never end the false dichotomy, but we can clarify the issue by using our own narratives and those of students, business and non-profit leaders, ministers, to enrich the understanding of the many publics out there of the inevitable dual nature of education: Education is both a public good and a private good. Good education serves both ends. Higher education and education at all levels merits and needs maximal public support. Our future as a nation and the quality of our individual lives depend upon it.

## Killing Lincoln Reviewed by Ken Andersen

*Killing Lincoln: The Shocking Assassination that Changed America Forever* by Bill O'Reilly and Martin Dugard has become a best-seller, and already announced is a fall book, *Killing Kennedy*, by the duo. Propelled by the public's persistent interest in/fascination about Lincoln, the fame/notoriety of its lead author and deserved word of mouth that it is a "good read," sales remain high.

Despite knowing the outcome, the reader is caught by vivid descriptions of battles, people and events, the focus on the inevitable march toward the assassination, and a host of specifics such as Lincoln's shoe size. Chapters are often short and diagrams of battles and Booth's escape route and pictures of many individuals helpful.

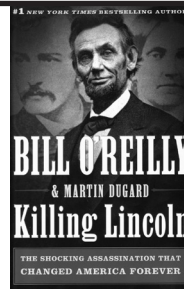
The book traces events of the last 14 days of Lincoln's life. After a brief prologue linking Lincoln and John Wilkes Booth, the book moves through four parts: Total War, The Ides of Death, The Long Good Friday, The Chase. The main text is supplemented by an interesting "Afterward" that briefly traces the future of many people noted in the text. We gain a sense of the nature of the era given the number of killings, sicknesses, madness, and some with positive futures. An Appendix provides a "Re-Creation of Harper's Weekly" of April 25, 1865. The Appendix has particular appeal to those interested in the rhetoric and style

of the period. The index is useful but the lack of source citations for the material troubles to the degree one remembers this is not a novel.

The authors engage in a good bit of literary license offering Booth's thoughts, emotions and motivations. Somewhat less so for Lincoln, where the focus is often on his appearance and actions. At the Second Inaugural, "so many black faces...make him (Booth) want to vomit." Errors in the text have been acknowledged but I have not seen specifics. Many elements are supplied that enrich the sense of being there: "The night air smells of early spring, damp with a hint of floral fragrance." At times the use of such "literary license" is appropriate and helpful, at other times it is of concern.

Given the use of literary license, one reward of this book is a powerful sense of the time and place: Strangers sleeping overnight on the floor in the White House. The mud and stench of battle. The randomness of death. The ragtag army with soldiers melting into the woods and going home. The generals who did not obey orders, increasing the violence and the length of the war. The contrast of personalities of Grant and Lee. Above all the incredible carnage, a loss of over 600,000 lives, both sides incurring massive losses.

The authors do not make Lincoln a saint but paint a



rewarding picture of a compassionate man who would have made this a different nation had he survived. They show a detailed picture of Booth, but his conspirators are not given extensive development as to the reason they joined the conspiracy, actions due to preexisting motivations and to a degree the magnetism of Booth.

One engaging feature of the book is the interlarded specifics. For example, Mary Surratt, one of four convicted conspirators hung is the only woman ever hanged by the United States government. The authors raise questions about the extent of her involvement and note other conspirators were not sentenced to death. Somehow I had largely forgotten that others were involved were part of the conspiracy to kill Lincoln and that many aided Booth during his initial escape and later evasion of the manhunt.

It is tempting to ask what the impact of the book would be if we did not come to it with all our knowledge of Lincoln. Read just as a novel I believe it would be a good read just as are many other narratives. That speaks to the quality of narrative developed and the quality of the writing. Coming to the book having read Vernon Burton's "The Age of Lincoln," I had a richer grounding for appreciation of this book with its more limited scope but immense popular appeal.

# Legislative Report

By **Leo Welch, Legislative Officer, AAUP-Illinois**

## Senate Bill 2949, Silverstein

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 and shall be provided with an opportunity to make up the examination, study, or work requirement, and cannot be charged a fee for making up missed work. 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.

## Senate Bill 3804, Lightford

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; sets forth the duties of the committee. Requires the Board of Higher Education to collaborate with the Community College Board to recommend to the General Assembly a revised, statewide articulation agreement that shall govern the articulation and transfer of credit between and among this State's secondary and post-secondary institutions; sets forth related requirements. Requires the Board of Higher Edu-

cation to establish limits on the number of credits that institutions are allowed to require transferring students to complete on campus for graduation in order to minimize the time needed to complete a transfer degree. Provides that the Illinois Community College Board is authorized and it shall be its duty to periodically review student records from students who, having formerly studied at a State community college, have since transferred to a 4-year institution that is authorized to receive Monetary Award Program funds in order to produce a course articulation report and shall also support the Board of Higher Education in convening a Statewide Articulation and Transfer Committee.

## House Bill 5696, Tryon

Amends various Acts relating to the governance of State universities. With respect to any contract or collective bargaining agreement entered into, amended, or renewed on or after the effective date of the amendatory Act, provides that a university is prohibited from entering into a contract or agreement that offers its employees or contractors tuition waivers, grants, scholarships, or any other higher education benefits for the children, spouses, or other family members of the employees or contractors. Provides that nothing in this prohibition prevents or diminishes the right of a child, spouse, or other family member of an employee or contractor to borrow money for higher education expenses or apply for and be awarded a tuition waiver, grant, scholarship, or other award for higher education expenses, provided that there is no

conflict of interest and no preference is given on account of the person being the child, spouse, or other family member of an employee or contractor. Provides that nothing in this prohibition shall diminish the value of contractual rights existing before the effective date of the amendatory Act that are enjoyed by employees and contractors of the university or their children, spouses, and other family members. Repeals provisions that permit the children of employees of a State university who have been employed by any one or by more than one State university for an aggregate period of at least 7 years to receive a 50% tuition waiver.

## House Bill 5790, Winters, Morrison, Evans

Amends the State Employee, State Universities, and Downstate Teacher Articles of the Illinois Pension Code. Provides that service credit is not available for unused sick leave accumulated by a person who first participates in the System on or after the effective date of this amendatory Act.

## House Bill 5791, Senger, Morrison, Evans

Amends the Illinois Pension Code. Requires the actuary of each of the 5 State-funded systems to conduct an investigation of the system at least once every 3 (rather than 5) years.

## House Bill 5488, Tryon

Creates the Pension Stabilization Act. Creates the Pension Stabilization Board and a new Pension Stabilization Fund. Provides for the certification of certain revenues and expenditures in FY2012, and directs certain future gaming and racing revenues and bond savings to be deposited into the Fund. Authorizes the Board to re-

lease money from the Fund to the 5 State-funded retirement systems based on their insolvency or unfunded liabilities. Amends the Budget Stabilization Act to repeal provisions relating to the existing (inactive) Pension Stabilization Fund. Amends the Illinois Income Tax Act. Reduces the rate of the tax imposed under the Act upon individuals, trusts, and estates to 4.75% (now, 5%) for taxable years beginning on or after January 1, 2013, and ending prior to January 1, 2015, 3.5% (now, 3.75%) for taxable years beginning on or after January 1, 2015 and ending prior to January 1, 2025, and 3% (now, 3.25%) for taxable years beginning January 1, 2013, the amount of federally taxable retirement and survivor income that may be deducted from income for Illinois income tax purposes does not include retirement or survivor income received by an individual before he or she has attained age 65. Amends the General Obligation Bond Act. Directs the Governor to refund and refinance the outstanding Illinois pension bonds from the bond sale authorized by Public Act 93-2, if he or she determines that the refinancing will produce significant savings. Amends the Illinois Pension Code, the State Pension Funds Continuing Appropriation Act, the Riverboat Gambling Act, the Illinois Horse Racing Act of 1975, and the Video Gaming Act to make corresponding changes. Also makes revisions.

## House Bill 5350, Mitchell

Amends the Illinois Pension Code. With respect to the 5 State-funded retirement systems, provides that final passage of a bill changing the State contribution formula requires the affirmative vote of 3/5 of the members elected to each house of the General Assembly.

## AAUP SUMMER INSTITUTE 2012

Roosevelt University | Chicago, Illinois | July 26-29, 2012

The Summer Institute is the premier resource for developing the faculty voice on campus. This intensive, four-day series of workshops and seminars will prepare you to stand up for academic freedom, improve due process, and advocate for research and teaching as the core priority of higher education. Learn from experts on faculty organizing, academic freedom and shared governance, university finances, contract bargaining and administration, media, government relations, and more. Collaborate with colleagues from across the country in interactive workshops focused on building skills and practical knowledge. The 2012 Summer Institute will include workshops on organizing your colleagues; strengthening shared governance and academic freedom protections on campus; analyzing institutions' audited financial statements; bargaining and administering contracts; building active, influential chapters and state conferences; creating successful contract campaigns; planning creative mass actions in support of your issues, and more.

Registration opens May 1. For details, see: <http://www.aaup.org/AAUP/about/events/si2012>

Sponsored by the AAUP's Assembly of State Conferences and the Collective Bargaining Congress

## A Misguided View of Religious Liberty

*This essay by Peter N. Kirstein (professor of history at St. Xavier University, Vice President of the Illinois AAUP and chair of the Illinois AAUP Committee A) originally appeared on his blog, <http://english.sxu.edu/sites/kirstein>.*

By **Peter N. Kirstein**

John Garvey, president of censured Catholic University of America (CUA), a pontifical university that has a dismal record of aggressively promoting conformity to religious theological dogma over academic freedom, is protesting the government's alleged encroachment on Catholic and religious institutions across the spectrum of American life. Beware of university presidents who believe truth is not subject to continuous skepticism and revisionism!

This ironic state-within-a-state approach that asserts the right to carve out a religious national sovereignty even takes aim at adjuncts who are paid \$2300 a course at St Xavier University. Malcolm X and other luminaries of the Nation of Islam also advocated for a time a black state within the US. At least that was motivated to avert Jim Crow and discrimination. I assert as a person who demands academic freedom, that the President Garveys and his allies are seeking not to liberate but to dominate and restrict freedoms, in the name of religious liberty, of reproductive choice, contraception and the right to form a labor union in the United States of America.

In an op-ed piece entitled "Religious Liberty," in the *Chicago Tribune* on February 19, President Garvey wrote his complaint against alleged radical secularism eviscerating the religious clauses of the First Amendment. This includes faculty rights to organize at St. Xavier University in Chicago: "The National Labor Relations Board regional office ruled that St. Xavier University in Chicago was not Catholic enough to be exempt from federal labor laws. The board's New York office ruled the same way against Manhattan College, a Christian Brothers school."

Adjuncts have the right to form a union, President Garvey. They have the same rights as full time faculty at St. Xavier have. I am sure the president is unaware that there is a faculty union at St. Xavier and has probably never been to the campus or spoken to one of its adjuncts. The union was formed in 1979 and the adjuncts, the majority of faculty at St. Xavier, merely demand the American right to attempt to organize for purposes of collective bargaining.

St. Xavier is non-creedal, its board is predominantly layperson, its faculty is diverse in terms of religious affiliation or the lack thereof, and there is no religious test; Roman Catholic Theology is not required in its Gen Ed program. Indeed, its charism is the Sisters of Mercy and it has a Roman Catholic tradition that it deservedly is proud of. Yet 55% of its students are on Federal Pell Grants and many receive state aid from Illinois. The university accepts other federal grants and borrows money from banks that are part of the Federal Reserve System and are FDIC insured. Asserting a strict barrier between the federal government and any religious institution is cynical in its attempt to prevent on an a la carte basis, faith-based institutions from having to adhere, when convenient, to civil rights, labor, and other forms of established law.

The National Labor Relations Board (NLRB) that Garvey is so critical of has more progressive ethical values than many so-called faith-based institutions. Maybe the author should read the Leo XIII papal encyclical, *Rerum Novarum* of 1891. As the president of a censured, pontifical Catholic university, I presume he is aware of this document and its impassioned call for workers' rights, its denunciation of the exploitation of labor and its demand for worker justice and decency. How does this encyclical comport with his call for a wild-west show in which faith-based universities can apparently determine how to treat their employees as if decades of worker-related laws

dating back to the New Deal have a phantasmagorical religious exemption?

Garvey then develops a laundry list of alleged provocative secular intrusions into religious matters. President Garvey has no standing, in my opinion, within the academic community to be lecturing other institutions on how to conduct their affairs or to claim a paternalistic interest in protecting religious-educational sovereignty. He should be concerned about the lack of academic freedom on his own campus and justice for the downtrodden, as opposed to carving out an autonomous-religious state exempt from federal law.

For 22 years the administration of Catholic University of America has been censured by the American Association of University Professors. This hall of shame is directed at out-of-control administrators who use the power of their office to suppress, punish and cajole professors into intellectual conformity. This includes CUA, which removed a tenured, liberal theologian, Reverend Charles E. Curran, from the classroom because he supported contraception and refused to proselytize Roman Catholic theology in the classroom. It is apparently acceptable to CUA to teach merely one's subject matter with robotic objectivity; one must suppress any commentary or opinion in the area of one's discipline. What results is a "pall of orthodoxy over the classroom." And this is the voice of reason?

I wonder if the former Boston College Law Dean has anything to say about his censured university's persecution of Rev. Curran? Not on your watch but it is your watch now, sir! CUA professors are not allowed to think in some instances but instead become robotic enforcers for the church. A censured university is one of shame and deserves to be shunned and denounced: not its faculty, not its staff, but its administration. The AAUP censuring of Catholic University of America is an inconvenient truth that needs continuous public referencing: an exercise unfortunately ignored by the press and other media that publish Garvey's edicts and promote his right-wing agenda.

## Loud and Clear

By Mike Theune

On September 16, 2011, the Office of Student Activities at Illinois Wesleyan University held a variety show in the Hansen Student Center intended to feature the artistic diversity of IWU's student organizations. However, Bryn Saunders, one of the poets representing Lyrical Graffiti, the student group at IWU that promotes the art of performance poetry, was not allowed to perform his work. Approximately one-third of the way through his poem, his microphone was intentionally cut off, having been deemed inappropriate for the family weekend event—though no explicit parameters were given regarding what kind of material could be performed.

The week after this event was a difficult, perplexing time—for the students directly involved, of course, but also for other writing students who had heard about this and wondered what it might mean for them, for their artistry and their ability to express themselves freely on IWU's campus. These students also wanted to know what the faculty thought about what had happened. When initially asked this question, I responded that I didn't think that many faculty knew what had taken place, let alone if there was any strong opinion one way or another. I very distinctly sensed that this response was not what the students were hoping for, and I felt that my own method of responding to the event—essentially, meetings with various involved parties, and posting an invitation to faculty to support Lyrical Graffiti at an upcoming event—was not adequate. Something more, something more concerted, needed to be done.

And this is why I'm very glad that IWU's chapter of the AAUP got involved the way it did. The chapter helped notify faculty of what had

taken place, composing and disseminating a letter that clearly disapproved of what had happened and that stated clearly what steps should be taken to remedy the situation. This letter, signed by over 30 faculty members, was published on the front page of *The Argus* (in the September 30, 2011, issue), along with the front page story "Faculty condemns recent variety show censorship." Students could see very clearly what a sizeable contingent of IWU faculty thought about this issue.

IWU's AAUP chapter did the vital work of making public a significant event, and then helped to place that event in context, insisting that it be understood and treated as an issue of policy. As a result, in part, of the chapter's advocacy and efforts, the faculty passed a motion during the November faculty meeting to recommend to the Provost that he update the Faculty Handbook by including in it the 1990 AAUP statement on Academic Freedom and Artistic Expression, a statement that ensures that student work is protected as well as the work of faculty. The chapter also plans to meet with new Vice President of Student Affairs Karla Carney-Hall to discuss the new statement's ramifications for student affairs.

The responses of IWU's AAUP chapter to Bryn's microphone having been cut off seem to me to be strong, appropriate, and simply necessary. I thank the chapter for its sustained, energetic efforts on behalf of academic freedom and artistic expression at IWU.

*Michael Theune is the editor of **Structure and Surprise: Engaging Poetic Turns** (Teachers & Writers, 2007), an associate professor of English at Illinois Wesleyan University, and host of the blog [structureandsurprise.wordpress.com](http://structureandsurprise.wordpress.com). This essay originally appeared in the IWU AAUP newsletter, [iwu.edu/~iwuaaup](http://iwu.edu/~iwuaaup).*



## Letter by Bryn Saunders

People have a tendency to doubt me when I tell them that the most difficult aspect of poetry for me is performance. The truth is, despite my outgoing nature and the machismo I exhibit in my comedy, I feel uneasy when it comes to addressing the underlying human sentiments that are at the heart of my poems. At its core, my poetry examines the human condition; many times, the issues I am most unwilling to examine, such as mortality, are hidden beneath the façade of the masculine aesthetic.

As a performer, it was disheartening to have my microphone cut off mid-poem. More difficult than this, however, was the blow dealt to my morale. I felt that I was shooed off stage because my poem was misinterpreted as obscene on a superficial level. What I failed to realize was that at the heart of the matter was an issue of free speech.

I am lucky as a poet and performer to have had the support that I did during this censorship debacle. After having been silenced on stage, I had a group of my closest friends (who I will admit, actually laughed at my jokes) who were willing to leave the venue by my side, in support of what my poem was trying to accomplish.

I am even luckier, though, to have had the support of Dr. Theune and the AAUP. In situations such as these, it is difficult to know where to turn, with whom to talk, and if there are any academic repercussions for having chosen to not self-censor my poem prior to its reading. Resiliency was the most difficult part for me, but was made possible by the help of Dr. Theune and your organization. It was simply an issue too large for a student to fight alone.

For this, devoid of all clichés, I owe each and every member of the AAUP, along with Dr. Theune, my utmost thanks. In all sincerity, thank you all: for setting a precedence for future issues regarding free speech, for your swift response to the university within two weeks of the incidence, but most importantly, for guaranteeing future students the right to freely express their feelings.

*Bryn Saunders is a senior English-Writing major at IWU.*

## The Common Good and the Censored Poet

By James Simeone

The Illinois Wesleyan University AAUP reading group met on September 29, 2011 to discuss Matthew Finkin and Robert Post's *For the Common Good: Principles of Academic Freedom* (New Haven: Yale University Press, 2009). The discussion was framed by the censoring, earlier in September, of a student poet in Hansen Student Center. A student had his microphone turned off on the grounds that the poem he was reciting could have been offensive to those parents and children attending the poetry reading as part of Parents' Weekend. Let me discuss the book some before I return to this case.

Finkin and Post clearly explicate the basic principles of academic freedom as developed and currently practiced in the United States. The book is a timely reminder of the important role the AAUP plays as a watchdog organization investigating alleged infringements of academic freedom. Professors need the freedom to pursue knowledge fearlessly because new truths about how the universe works or how society impacts individuals often offend existing sensibilities.

Most university faculty in the United States enjoy great autonomy in the selection and promotion of their research topics. Many professors either have tenure or are on a tenure track, which shields them from being fired simply because of the content of their research agenda. Those new to the profession often ask: If professors are employed by boards of trustees, which have fiscal control over the university, why is the hiring and retention of faculty directed by the professors themselves? Is this self-regulation justified? Since 1915 the AAUP has argued that it is justified, and the organization offers compelling reasoning.

As the 1915 Declaration of Principles of Academic Freedom and Academic Tenure states, "the relationship of professor to trustees may be compared to that between judges of the federal court and the executive who appoints them." Finkin and Post argue that this analogy makes sense: "[B]ecause faculty are professional experts trained in the mastery of ... disciplinary

practices, they are 'appointed' to discharge the essential university function of producing knowledge. In this task they are answerable to the public at large rather than to the particular desires of employers" (p. 35). Like judges, academics have a duty to apply the standards of their profession in the search for truth. This they do to satisfy their own curiosity, but also as a service to the public to further "the common good."

Of course the public can be just as perturbed with the findings of academics as they are of the decisions of judges. Searching inquiry often trespasses on the norms and taboos of a given society. Academic freedom also protects researchers from the censorship that originates with the community at large. Finkin and Post detail the landmark 1929 case at the University of Missouri which involved a questionnaire on sexual practices distributed to students. A group of Columbia townspeople were offended by its explicit wording and focus on "illicit sexual relations" (p. 63). They requested that the university trustees fire the researchers responsible; one was suspended and the other dismissed, but the AAUP investigation defended them and articulated principles that were eventually recognized in the 1940 Statement of Principles of Academic Freedom and Tenure and later adopted by many universities across the country including Missouri and IWU.

The book reviews the history of academic freedom in the United States, tracing the roots of the concept back to Horace and the motto "sapere aude" (dare to know). The concept was first championed in the modern era by German university professors, who rallied behind Christopher Wolfe after he was banished in 1723 by Frederick

William I because of his theological views. Frederick II reinstated Wolfe in 1740 and German universities became protected zones of academic freedom; not coincidentally, they also become leading producers of knowledge thereafter and throughout the nineteenth century.

The Americans who founded the AAUP

who were influenced by "the German model" in their fight to obtain academic freedom in the United States. The organization created "Committee A" in 1915; its first academic censorship report was produced by Arthur Lovejoy, whom AAUP president John Dewey sent to investigate the resignation of seventeen faculty members at the University of Utah. Since 1915 the AAUP has evolved standards of academic freedom from the cases these investigations have generated. Last year IWU was honored when Professor Joerg Tiede was appointed to sit on Committee A. His oar will power a boat loaded with nearly a hundred years of case law. And it will be a hard pull because, as ever, contemporary social forces of certainty and incredulity blow very hard in the opposite direction.

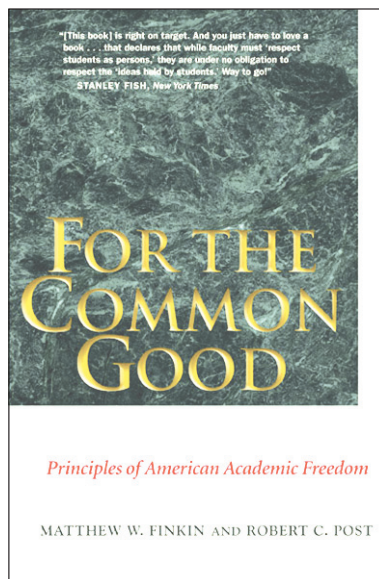
Finkin and Post underscore that the "right" to academic freedom is neither individual nor absolute. The generation of new knowledge is a community effort—as all engaged in a research program will acknowledge. But why isn't the right to research absolute? Because, like all endeavors in a liberal society, the research endeavor is limited by the harm principle. The need for balancing fundamental values is readily apparent in cases such as Laud Humphrey's infamous 1970 book *Tearoom Trade*. Humphrey studied the hidden communities among gay men in airport washrooms. He sought the truth fearlessly but at the same time irrevocably harmed the men he outed. To protect against such abuse,

the scholarly community responded again with self-regulation: Institutional Review Boards or IRBs.

All this brings us back to the poetry reading in Hansen. Finkin and Post outline the protections that the AAUP has evolved for four distinct kinds of scholarly activity: (1) research and publication; (2) teaching; (3) intramural expression (i.e., university-focused); and (4) extramural expression (i.e., society-focused). Where do artistic productions and expressions fit into this? They don't—at least not in any obvious way. Thus in 1990 the AAUP addressed the issue in a statement on Academic Freedom and Artistic Expression. Because IWU had not yet adopted this statement, and the Hansen censorship indicated that a change was needed, the faculty voted to adopt the 1990 Statement at the November 7, 2011 meeting. This statement notes that while artistic expression can be limited by "reasonable content-neutral regulation of the 'time, place, and manner' of presentations.... Academic institutions are obliged to ensure that regulations and procedures do not impair freedom of expression or discourage creativity by subjecting artistic work to tests of propriety or ideology."

The devil is in the details. I would argue that university campuses, and especially student centers, should maintain a generous default setting in terms of time, place, and manner restrictions. The default setting should allow students to speak their minds, to recite poetry without fear of being heckled, to think without the intrusive internal checking that prompts self-censorship. The default setting at a place like IWU should be that in all campus locations the search for the truth and creative self-expression will be protected, indeed encouraged. All exceptions to this rule should be clearly marked and delineated. Were this approach accepted, the next step should be to communicate the university default setting to all IWU staff.

*James Simeone is Associate Professor of Political Science at Illinois Wesleyan University. This essay originally appeared in the IWU AAUP Chapter Newsletter.*



# Corporatizing Columbia College of Chicago

*Diana Vallera is a Fine Artist and Photography Instructor at Columbia College of Chicago, a member of the Illinois AAUP State Council, and President of the Part-Time Faculty Union. This essay is based on a talk Vallera gave at the Illinois AAUP meeting in October 2011, and is followed by a response by Columbia College Professor Pangratios Papacosta, with a reply by Vallera and other members of Columbia's Part-Time Faculty Union.*

## By Diana Vallera

I would like to begin with a snapshot of Columbia College Chicago ("CCC") from my perspective as a part-time faculty member and president of the part-time faculty union.

The essence of CCC's mission is to "provide a comprehensive educational opportunity in the arts, communications, and public information within a context of enlightened liberal education."

It is important to realize that CCC is not in a financial crisis. It has purchased new buildings and according to statements made by President Warrick Carter has a growing endowment and is in a strong and nimble financial condition.

From its inception, part-time faculty have been the faculty majority at CCC.

About 10 years ago we noticed changes taking place within the College as corporatization started to take hold, and we saw this:

- significant expansion of administration on all levels, including assistants, with high-paid salaries;
- an increasingly top-down system of management;
- an administration that seems most concerned about creating curriculum that helps guarantee higher retention rates and cost-saving measures;
- standardization of classes so that faculty have less choice in the design of syllabi and selection of texts;
- increases in classroom enrollment caps; and
- an overall decline in the quality of education.

The corporatization of Columbia College has resulted in a rapid decline in morale among faculty who face a growing disconnect from the courses they teach. Despite being unionized, part-time faculty have had few opportunities to influence the policies and procedures under which they work and do not have a voice on the committees that shape curriculum within the areas they teach. Academic freedom for part-time faculty has always been limited but has narrowed further under corporatization. Despite being unionized, part-time faculty are treated like freelancers constituting a second class citizenry of faculty. These realities shape the current contract struggle of the part-time faculty union.

As the administration has become more corporatized bringing in more human resources in the form of associate deans and assistants and attorneys, the union leadership did not. As a result, the administration was able to run the school for 12 years as if there was no union. In fact, there was not one grievance on record in 12 years – not one, no case ever went to arbitration, and no unfair labor practices were filed. In the midst of this corporatized academy,

the union had little member involvement. Because unionization is one of the only means for part time faculty voices to be heard, the union has undergone significant change in just the last year. It seems that the corporatization process has a capstone – at Columbia College this is being called "prioritization."

Prioritization at Columbia College of Chicago

"Reprioritization," or as it is called currently, "Prioritization," includes ranking all programs according to how they fulfill the mission of the college, as well as what resources they consume.

What we do know is that Prioritization was brought in by the college during the summer of 2011. The purpose and goals of which were created without faculty or student voices. Soon after the fall semester began, the Faculty were invited to IMPLEMENT a vision for CCC that they had no role in imagining or shaping.

In addition to prioritization the administration has resisted bargaining. The part-time faculty union has been bargaining for over 18 months. We are committed to a fair contract one that includes due process, transparent and fair evaluations, job security, benefits and a dignified work environment. In my experience as lead negotiator, the college spent many months stalling, intimidating, and allowing legal to run bargaining.

fusing to bargain collectively and in good faith...."

- The College "has been interfering with, restraining, and coercing employees...."

- The College "has been discriminating in regard to the hire or tenure or terms or conditions of employment of its employees, thereby discouraging membership in a labor organization...."

In connection with the complaint issued against Columbia College, the General Counsel of the NLRB has further sought an order requiring the College to make whole all affected employees, and to provide all other relief as may be just and proper to remedy the alleged unfair labor practices.

Despite productive small group meetings with Columbia and P-fac and a federal mediator over the summer, the College has decided not to engage in settlement talks and to turn back to what seems to be regressive bargaining and union busting tactics.

The College seeks to exclude any third party (an arbitrator, for example) from making a decision impacting the college. This is telling of the institution's opposition to due process. The Administration wants management to be the sole decision maker, thereby excluding a shared voice in college policies, practices and vision. Because there is no genuine dialogue or commitment to labor relationship, the union is left protecting its part-time faculty through Unfair Labor Practice charges and grievances.

## The Climate of Fear

This prioritization is taking pace within a larger context of fear where no one is safe (we have seen tenured faculty member fired, the provost left abruptly, and there is talk of eliminating and renaming programs).

President Carter has stated publicly that he does not believe in tenure. Bullying by administrators is condoned by inaction in the face of complaints. There are cuts to classroom support, but the number of attorneys has tripled in one year, contributing to a growing administration.

The administration has been successful in squelching dialogue as a matter of policy and overall climate (As an example I used to meet with department chairs to resolve complaints by members and it worked well, but now these conversations are either prohibited or monitored.)

This environment has dramatically impacted peoples lives. I would like to share a few examples:

1. A part-time faculty member who had been teaching at Columbia over 15 years, who was in good standing and had a good teaching record found herself placed in remediation – the reason given was a SINGLE poor student evaluation. When she sat to meet with the chair of her department, she was told: "you have no recourse" and "you are fired, what don't you understand." This situation provides just one example of many that reveal serious problems with the evaluation of part-time faculty and a lack of due process.

2. Another example comes from those faculty in History, Humanities, and Social Sciences who are particularly vulnerable, because most make a full-time living by teaching part time. So cuts in classes as-



signed to senior part-time faculty reveal how damaging it is for part-time faculty to be treated as freelancers who can be discarded. Many part-time faculty here fear the loss of homes and are scrambling to secure teaching elsewhere. This situation reveals that all faculty have the need for a fair system of job security as one advances in their number of credit hours taught at the College reflecting mutual investment.

3. A faculty member with more than 30 years of teaching at the College, facing radical changes in curriculum for administrative reasons, has been repeatedly denied the opportunity to address the curriculum committee, to meet with the department chair, or to talk with the dean and numerous other administrators. Her experience reveals the need for part-time faculty to share in the overall faculty voice in curriculum decisions and other college decisions.

4. And finally, a Columbia College administrator equated a part-time faculty benefit with the opportunity to go a museum. I will quote a part-time faculty member's response:

"To equate the opportunity to go the Museum of Contemporary Art with a union benefit offends me. I'm offended because I have cancer. I'm offended because in order to treat that cancer without health insurance would cost me between \$3,000 and \$4,000 a month. With insurance it costs \$48.

"Today, I spoke on the phone with my daughter. We joked that I could visit the museum in a wheelchair. And then she added, 'if you had insurance, and you could afford it.' Health insurance is a reasonable issue, and (name of administrator removed) doesn't address it in any of her communications, as if part-time teachers don't get sick.

"She doesn't bring up the issue of sick leave at all, except to say unit members take advantage of it. They seize the opportunity to get paid to take a day off. The mental strain of teaching isn't considered or discussed. The need for rest is not discussed. I agree a teacher should do an honest day's work, for an honest day's pay. There's nothing sophisticated about that. But to assume that teachers, especially part-time teachers, may not need a day away from teaching to attend a meeting for professional development, or that a mother or father won't ever face the problem of caring for a sick child, in an emergency and to argue that teachers take advantage of the opportunity, begs the question, and undermines the basic integrity of teachers."

This is the environment in which we find ourselves.

## The Response of Faculty

In this environment I continue to hear faculty and administrators say we have "no choice" and otherwise reflect a defeatist response to the prioritization. Within this environment, faculty are silencing each other. "Collegiality" has been rendered a tool of our own oppression. Since when is asking and even demanding factual information not collegial? Since when is posing difficult and insightful questions not collegial? When did "collegiality" come to mean being silent in public while devaluing our colleagues and programs behind closed doors hoping that yours is still

CORPORATIZATION continued on page 6

I witnessed a complete disregard for labor law and the grievance process, and a refusal to work together toward a common goal. As a result, the union filed several Unfair Labor Practices and recently heard that the National Labor Relations Board (NLRB) has decided to issue a complaint against Columbia College. The NLRB complaint alleges that Columbia College committed numerous violations of federal labor laws in connection with certain actions or conduct taken against the Part-Time Faculty Association (P-fac) and its members.

The complaint alleges that Columbia College committed the following illegal activities:

- The College "has been failing and re-

## CORPORATIZATION AT COLUMBIA COLLEGE continued from page 5

standing at the end of the day?

On the topic of collegiality, Anne Cassebaum in *Academe* argues that “Collegiality suffers when inequalities separate us. At my first job all new faculty members were people you got to know. And now? There is stigma and exclusion to overcome. One adjunct faculty member where I worked was initially excluded from a departmental email list, although he was teaching an advanced course in the department. The justification that he was not ‘committed to the program’ was based upon his temporary status—reasoning that usually goes unchallenged. When faculty members in contingent appointments are excluded from collegial conversations, as well as opportunities in teaching, scholarship, and service, we lose the voices, energies, and insights they might have added.”

Today at Columbia College some faculty are allowing themselves to be used as “straw persons” to remove the focus from top administrators where decisions are rendered. Similarly, faculty are parroting administrative directives even while claiming that they personally disagree. In these ways and others, faculty generally are supporting prioritization and allowing ourselves to be divided and pitted against each other in the process. Indeed the process of prioritization itself is a setup of division.

While the full-time faculty formed a Senate and requested that a faculty advisory group for prioritization be formed, the faculty conversation is dramatically curtailed by the overall climate wherein asking a critical question can result in being labeled a “trouble-maker.”

This is a critical moment for Columbia College and for academia. This is a chance for faculty to believe in ourselves; to bring a demand for facts, for broader context, for clarifying questions and for criticality out from our classrooms and into the larger Columbia College forum; to realize that the current prioritization can only take place if we allow our minds and bodies to participate. This is a choice, and we make it every day.

Here is a letter (dated August 29, 2011) from an academic manager in the Department of Humanities, History, and Social Sciences, who chose to say NO:

*“As many of you may know by now, I resigned from my position as academic manager in HHSS. Due to my abrupt departure, I wish to share a few things with*

*you. First, I regret that I followed some directives in my position, and I want you all to know that in my time as an academic manager I was not in charge of decisions regarding course assignments and other departmental policies. Some of you may have lost courses or were denied courses. These were not my decisions even though I was the one ostensibly ‘in charge’ of these things.*

*“I made a conscious decision not to participate in intra-departmental politics, and I thought I could maintain my position while taking directives from the administration; it proved untenable for me. This job has been the worst professional experience I have ever had and I’m glad it’s over. Despite the negative experience, I had a chance to meet many great people that I hope to remain friends with. This message is meant to express support for the part-time faculty and explain why I left the department. I know there will be rumors and counter-claims. I plan on ignoring them.*

*“Second, I know that you have been working without a contract since 2010. I also know that negotiations are ongoing. I disagree with the administration’s policies regarding part-time faculty. I believe that experienced part-time faculty should be retained and all part-time instructors should have a degree of job security.*

*“I have spent many years as an adjunct instructor, and I am all too familiar with the lack of respect and difficulties of holding a position with no benefits or job security. I wish to express my best wishes to all part-time faculty and continued support for your struggle for fairness and justice.”*

We need to realize the strength of our voices that must not only fill classrooms but administrative offices and college board rooms. We need to realize that we are ONE faculty, united also with staff workers.

### The Role of the AAUP

The AAUP is needed today. The content of faculty research must be protected, the current climate of corporatized academia demands that dialogue within academic institutions about academic institutions, policies, “reprioritization” and “prioritization” must be fostered and protected.

There is a curtailing of dialogue today at CCC through policies that have imposed

silence, the creation of a new position to handle grievances has blocked P-fac from interacting with someone with the power to address problems raised.

There is a curtailment of dialogue at CCC through the tightening of controls over college space and resources.

There is a reason that today at CCC important questions are NOT being asked (for example, why are 2008 enrollments, a year with unprecedented enrollment, the measure of whether enrollments are up or down?). There is little challenge publicly expressed to prioritization and the administration’s approach to bargaining.

The exploitation of the part-time faculty and the corporatization of academia is not new, nor is it unique to Columbia College. What is fairly new are the attacks on collective bargaining as a tool for a much larger national effort to shape minds along a corporate model for generations to come.

We need to stop perceiving of and treating part-time faculty via the old model of freelancers and start to view each other as colleagues.

We are colleagues who need access to all the rights and privileges of the professoriate though accessed through a structure reflecting part-time, portion of full-time, and full-time status.

We need to support the right for all faculty to earn a living wage, have health care benefits, and opportunity for advancement. Those of us fortunate enough to have health insurance need to be willing to have a reduction in pay if it’s necessary so that everyone can have adequate health care.

We need to stand together as faculty to protect tenure.

We need to define “collegiality” through a framework of intelligent dialogue guided by principles that we share.

We are colleagues who need access to all the rights and privileges of the professoriate in order to secure academic freedom and quality education. Failing to perceive and experience ourselves as colleagues divides us.

We share the same goals and interests and are creative enough to structure fair systems of access that reflect a part-time, full-time, or portion of full-time status.

Dialogue and exchange is a cornerstone of democracy and colleges and universities have historically been places where vigorous dialogue and debate were encouraged.

Without policies and procedures to protect dialogue, faculty (and most of the rest of the college community) are rendered followers to administrative will.

I want to acknowledge that many important things have happened on this campus just this last year. The full-time faculty have formed a Senate and we look forward to part-time faculty inclusion within it. The part-time faculty union has been taking every measure to stand up to this administration and has refused to be silent. I am so proud of our members who have refused to trade their morals for a temporary slice of “prioritization.” The union has been building alliances with outside organizations because it is only through our collective efforts that “prioritization,” or “re-invention,” or “re-forming” higher education can be examined, critiqued, and contested where appropriate. Perhaps the most important alliance lies before us now: the full-time and part-time faculty have formed an AAUP chapter in the midst of prioritization. This is a historical meeting taking place.

The AAUP is important today on this campus, in part, because it is an outside institution; also partly because it is highly respected within academic circles. But the AAUP is important primarily because it offers principles upon which to ground a critique of what is happening at CCC and guide a response to it. These principles provide a means of unification that get beyond full-time vs. part-time faculty or union worker interests versus nonunion worker interests.

We have a union that believes in grassroots unionism one that is based on principles of rank-and-file communication, development, and involvement. As a result I see the potential of power we have when we are unified. This power only becomes strengthened by unification with full-time faculty and the Columbia college community.

AAUP can serve as a unifying force here. Our AAUP chapter has an opportunity to respond to what is a national crisis in academia. I have great hope for this AAUP chapter, and for Columbia College Chicago.

I’d like to end with a quote by Margaret Mead: “Never doubt that a small group of thoughtful, committed citizens can **change** the world. Indeed, it is the only thing that ever has.”



## Response by Columbia College Professor Pangratios Papacosta

Dear Editor,

I wish to respond to some of the remarks made by Diana Vallera. These comments express only my own personal opinion and not that of my institution.

Diana Vallera describes Columbia College Chicago as a place where shared governance and due process are in retreat. This is not true. During the past 25 years this college has achieved historic and ongoing improvements in all the fundamental AAUP principles, those of shared governance, academic freedom, and due process. Ten years ago, and thanks to faculty efforts and administrative support, we adopted a tenure system that works well. We have developed working Faculty and Tenure Handbooks that safeguard academic freedom, due process, and shared governance. A few years ago, the Board of Trustees approved a reduction in teaching load from 12 hours to 9 hours per semester so that full-time faculty can spend more time in their professional development. Since 2008, a full-time faculty member has been serving on the Board of Trustees, and for a much longer time a faculty committee has been meeting with the Board each semester to discuss academic issues and faculty concerns. Last year the full-time faculty voted to create a Faculty Senate. The administration and the Board of Trustees honored that vote and we now have a functional Faculty Senate, the first in the college’s history.

Accountability and faculty voices do matter. The results of annual faculty surveys that poll the faculty on many issues are shared with the administration



and the Board. The full-time faculty also evaluate regularly their chairs and deans. I cannot claim that everything is perfect in our current shared governance system, but no college anywhere can claim to have a perfect governance system in place. Through constant effort and vigilance we have helped shared governance to evolve to the working model that it is today. We still have issues that we need to address and areas that need to be

refined or improved, but that is always the nature of an evolving shared governance. Sometimes we the faculty or the administration stumble but we always learn from such setbacks and we go on to redress and further enhance the related principles. Vallera’s claims that the college is going back on its hard-earned and faculty-driven AAUP principles, or that the President of the college is against tenure are incorrect, unfortunate, and very misleading.

When I arrived at Columbia College Chicago in 1987, I was horrified by the absence of shared governance. Department chairs could hire and fire faculty at will, there was no college curriculum committee, no faculty handbook, and no tenure. Yet I dare say that no other institution in this country can claim such a vast improvement in adopting AAUP principles as a way of life as Columbia College Chicago has done in these past 25 years. I am proud of these changes because like many of my colleagues I have worked hard towards them. The Board of Trustees and the subsequent administration have long ago sensed that the overall health and growth of our institution must be grounded on these AAUP principles. As Ken Andersen,

past AAUP-IL President and long-standing senior AAUP member, often said, “Academic Freedom, Shared Governance and Tenure are not just good for the faculty. The institution itself benefits enormously from these principles.” Do I believe that we have a perfect system in place? Absolutely Not! But to ignore or dismiss the great strides taken by Columbia College Chicago towards these fundamental AAUP principles will be an unfair and distorted characterization of this great college.

Vallera has a good reason to be upset if the rights of some part-time colleagues were violated. Any chair or dean at Columbia or elsewhere who purposefully violates adopted shared governance principles, whether these affect full-time or part-time faculty or members of staff, should be reprimanded by their superiors. Whenever such violations take place, they often evoke an outcry from all the faculty of that institution. Faculty are important stakeholders of an institution and they must see themselves as the guardians and upholders of adopted shared governance policies. To suggest that a plan was set up by Columbia’s administration to encourage chairs to do as they please or that there is a plan to target senior part-time colleagues who earn top salary amongst adjuncts is absurd. I am certain that such a policy does not exist in my own department of Science and Mathematics, and statistically the number of senior part-time faculty has increased over the years, contrary to Vallera’s claim. The so-called “persecution of senior part-time faculty” that Vallera claims makes no sense. No decent institution could establish, allow, or

## RESPONSE BY PANGRATIOS PAPACOSTA continued from page 6

encourage practices that destroy faculty morale. Most institutions still regard faculty morale as a precious asset and any action that jeopardizes it is nothing short of committing institutional suicide.

Vallera claims that as a result of recent college developments the quality of education that we offer to our students has declined. This is absolutely and categorically false. The quality of our offerings has been rising steadily during the last 10 years. We have been attracting excellent faculty that come to us from the best institutions all over the county and around the world. Incoming students are better prepared and eager to fully explore our unique programs. To serve them better we have created an Honors Program that has grown steadily during the last two years.

Every year our students and faculty are winning some of the most prestigious awards in arts and media. During industry week, recruiters from some of the top media companies are on our campus to recruit our students. Thanks to a series of significant efforts, student attrition is down and graduation rates have increased. I admit that we can still do more. But I categorically reject Vallera's claim that the quality of the education we offer to our students has been declining. Indeed, the opposite is happening.

The establishment of the part-time faculty union (P-fac) at Columbia was another historic and significant accomplishment. The union has brought many benefits to our part-time colleagues, benefits that have improved their lives significantly. Our part-time colleagues are now some of the highest paid – if not the highest paid – part-time faculty in the state of Illinois and beyond. The union has achieved major victories for all our adjunct colleagues and we applaud that. All these victories came out of a series of ongoing good-will negotiations that in the end turned into a win-win situation.

It pains me – and many of my colleagues – that the current P-fac leadership has decided to abandon this approach and to use instead an adversarial and war-like rhetoric in a polemic style of negotiations that in my opinion has harmed our community. I am in full support of our part-time colleagues and their ongoing efforts for improved benefits. But I am also a realist and I recognize that not all demands made currently by the new P-fac leadership can be met by our college now or in the future. In an ideal

world, all teaching at Columbia and elsewhere should be done by full-time tenured or tenure-track faculty. But the reality in academia is very different. I know very well that our part-time colleagues serve an important role in the life and mission of our college and as such they deserve all that is realistically possible. The following are highlights of the latest offer made by our administration to the P-fac. These were listed in a letter sent to all the faculty by Louise Love, the Vice President of Academic Affairs and Interim Provost, in December of 2011:

**COMPENSATION & BENEFITS** – *The offer will keep Columbia's part-time faculty among the highest paid of all schools with IEA/NEA contracts, as you have been for at least the past five years.*

- Offering a 1% wage increase for all unit members effective fall semester 2012.

- Offering to re-open wage negotiations in one year.

- Offering to increase payments to union leaders who represent you to a total of \$44,800 (an increase of 6.7%).

- Offering to increase payments for committee work by 50+% to a range of \$75 - \$125 per meeting.

- Offering to increase course cancellation fees by 150% from \$100 to \$250.

- Offering to increase compensation for required training by 200+% from \$25 to \$75 - \$125.

- Offering to double the current budget for the Professional Development Fund to \$50,000. This is in addition to existing training provided by departments and the Center for Instructional Technology and the Center for Teaching Excellence.

### JOB SECURITY

- Offering a minimum of 30 renewable, two-year teaching appointments to unit members with a guaranteed minimum of six credits a semester.

- Offering salary protection by increasing the interruption period from four to eight semesters. This doubles the period before your salary can be reset and guarantees your rate of pay for a longer period if your teaching is interrupted.

- Offering to protect you from an interruption of service if you are not given a class assignment in a semester for which you have indicated your availability.

### GOVERNANCE

*Offering to appoint a unit member to each departmental Curriculum Committee.*

### EVALUATION

*- Offering to include adjunct peer review as part of the regular evaluation process. The new policy was negotiated but is not part of the contract. The policy would be available on the College intranet.*

My advice to my colleagues of the P-fac leadership is to take a hint from the many accomplishments that the full-time faculty have managed to achieve during these past few years. We worked hard, patiently, and with determination, achieving goal after goal only because we were able to convince the administration and the Board of Trustees of the value of our proposals, working at all times With rather Against the administration. Our demands were realistic and showed clearly that they would benefit not only the faculty but also the institution. The current offer to P-fac by our administration may not be perfect, but it is clearly an improvement over the expired contract and that in my opinion is good news for our part-time colleagues. No matter how imperfect or incomplete this latest offer might be, it is nevertheless a forward step to well deserving improvements in the rights of our part-time colleagues who have been and continue to serve our institution well, with caring and devotion towards our students and our college. In my opinion the latest offer made by the administration to the P-fac leadership is a reasonable step forward. It also includes the promise of further negotiations after only one year.

We dearly value and support our part-time colleagues, but we are also distraught by the current impasse between the administration and the current P-fac leadership. The tension has been felt by the entire community, full and part-time faculty alike as well as by our students. We remain hopeful and optimistic that soon a realistic and viable resolution to this painful standoff can be found, so that a new and improved contract can be agreed upon, one that will benefit our part-time colleagues and our institution.

Sincerely,

PangratiOS Papacosta

Professor of Physics, Columbia College Chicago

Past President of AAUP-IL (2002-05)

## Reply by Part-time Faculty at Columbia, P-Fac Steering Committee

By Diana Vallera, John Stevenson, Christina Gonzalez-Gillett, Brianne Bolin, Mary Lou Carroll, Nancy Traver, Susan Tyma

It's unfortunate that the honest struggle and defense of the faculty who provide three-fourths of the instruction and who make Columbia what it is, is mischaracterized as an attack on the college as a whole. Indeed, the love of Columbia College and our students is the very essence of what fuels the part-time faculty in our struggle for representation on faculty governance, quality course instruction, and dignified working conditions.

Pan Papacosta's letter is a good example of the myopia and self-centeredness which can afflict some of our colleagues. He describes improvements at Columbia: a tenure system, reduction in teaching load, representation on the Board of Trustees, and the creation of a Faculty Senate – all for full-time faculty and only for full-time faculty. He cites faculty surveys and faculty evaluation of chairs and deans. Again, for "faculty" read "full-time faculty."

This makes a substantial difference, and especially at Columbia, because more than 75% of the school's faculty are part-time faculty. There are, in addition, full-time lecturers who also are not eligible for tenure, do not have representation in the Faculty Senate, etc., as well as increasing numbers of graduate students who teach. Yes, Columbia has come a long way with respect to the rights and privileges of full-time faculty, and we are happy for their gains. But it's very wrong to cite gains for some faculty as representing progress while ignoring or downplaying the situation of the great majority of faculty at Columbia.

The part-time faculty has a union, in which I serve as president. Without this, we would be in a far worse situation than we are. In recent years, however, the school has sought to undercut the union, and has been effectively stalling and refusing to

bargain in good faith in negotiations for a new contract. These negotiations are now entering their third year.

We have been fighting throughout that time for greater job security (one and two-year contracts for long-serving adjuncts), the ability to participate in the college health insurance coverage, and for a fair and consistent evaluation policy. Basic issues, in other words, of respect and security for faculty.

Unfortunately Professor Papacosta has chosen to ignore the real situation of the great majority of his colleagues, and to believe whatever Columbia's administration may choose to tell him with regard to part-time faculty and their union.

Surely, as a physicist, a scientist, an educator, Papacosta knows the unfounded nature of a conclusion reached without real investigation. Yet he sees fit, in his letter, to repeat the precise words of the Columbia administration as if they represented objective truth.

He gives no evidence of having tried to ascertain what really goes on in the professional lives of his part-time colleagues, and in fact he gives quite a bit of evidence of real ignorance as to the real practices of the school's administration – practices which I have described above. This is what we have heard from our members, and what we have investigated and found to be the case. To assert that this is not true, on the basis of no investigation whatsoever, and to simply accept administration statements at face value, is not worthy of Papacosta's position and training.

Papacosta goes so far as to pronounce on the contract negotiations between the

union and the college – from a position of almost total ignorance. He quotes a letter from the administration concerning an offer, and then tells us that the offer is a good one and that we should accept it. Yet it's evident that Papacosta has never seen the actual contract proposal by the college, nor studied our current (expired but extended) contract. He has no knowledge of how the current contract has actually worked in practice, nor does he know anything at all about the last two years of our negotiations with the college. (And he has never tried to educate himself on any of these matters.)

Papacosta states that this offer by Columbia's administration "is clearly an improvement over the expired contract." In actual fact it is a big step backward from the (very inadequate) expired contract.

The offer referenced by Papacosta relieves the college of any obligation to provide "just cause" for an adjunct's termination. It eradicates the already too weak provision in the current contract which gives experienced faculty some expectation of employment from semester to semester. It guts the grievance procedure for part-time faculty. It makes the college the sole arbiter in defining management rights. It proposes to take back the union's rights (protected by existing labor law) to bargain over the effects of managerial decisions impacting our members. And the "no strike" clause has been altered in such a way that we would lose our right even to interpret the contract. The school's latest offer represents a regression.

The National Labor Relations Board has charged Columbia with refusing to bargain in good faith, among other charges. Trial

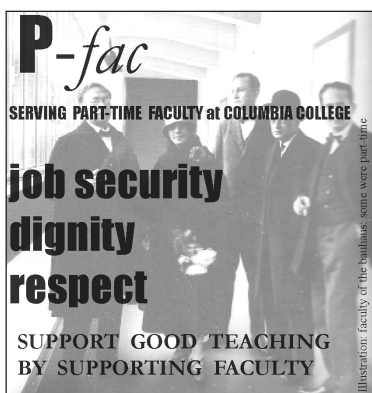
took place the week of Feb. 6, 2012, and a decision by the judge will be rendered two or three months from now.

When Papacosta describes how the full-time faculty was able to make gains, he says "Our demands were realistic and showed clearly that they would benefit not only the faculty but also the institution." Everything that P-fac has worked for is for the benefit of the institution, of the college. To imply otherwise is an insult to the part-time faculty who comprise 77% of the faculty at Columbia.

What is most unfortunate is how Papacosta blames the union leadership for defending the part-time faculty. Yes, we have fought hard against the school's attacks on the rights of our members, and for the contractual protections we need. We've done this in the face of determined opposition and attacks from the administration. Is Papacosta blaming us for fighting to gain what he already has?

Finally, I'd like to point out that the AAUP has specifically endorsed, for part-time faculty and other contingent appointments: assurance of continued employment, including protection against arbitrary dismissal; participation in governance; and fully equitable compensation ("the applicable fraction of the compensation [including benefits] for a comparable full-time position," *Contingent Appointments and the Academic Profession*, adopted by the AAUP Council in 2003). Not only have none of these objectives been achieved at Columbia, but the school's administration seems bent on aggressively pushing us backward, particularly on points one and two, as we struggle to come nearer to these just goals.

We want to join with our full-time colleagues to create a better climate and better practices at Columbia for all faculty. We hope that Pan and others will join us in this struggle.



**BASHING ILLINOIS COMMUNITY COLLEGES** continued from page 1

initiative is to increase the proportion of working-age adults in Illinois who have graduated with career certificates and colleges degrees from today's 41% to 60% by 2025.

The entire basis for her report, however, is the utilization of a simple and misleading metric: graduation rates based on degree or certificate completion in three years or less. This simple metric should appeal to politicians and taxpayers. But the metric doesn't take into account how current students utilize higher education in today's society.

Many community college students take credit courses with no intent to finish a degree. Some enroll for just one semester to take a general studies course for transfer to another institution. Students already enrolled in another institution may be taking a summer course at their local community college. Students who have full-time jobs may take one evening course a semester. There are many other students of this type. But Simon assumes that all enrolled students are pursuing an associate degree or certificate at that community college. This is misleading and creates a misunderstanding on how students utilize community colleges. It also distorts the statistics in Simon's report.

When a student initially enrolls in a community college, they are asked to

choose from several options—one of which is the intent to complete a certificate or an associate degree. It is these full-time students, and these students only, that should be used in the metric to determine if the graduation goal is completed in three years or less. A more accurate measure of graduation rates would result.

Simon has a one-page outline of her report that she titles "Four Steps to Focus on the Finish." Each of her four steps has three recommendations. Some of these recommendations raise significant questions, especially from a faculty perspective.

**STEP 1: Start high school students on the right path**

*Require more high school students to complete four years of math to graduate*

I agree with proposal, but recommend that it be expanded to include science and English. A number of sources indicate that 36% of Illinois public high school students entering community colleges as freshmen in 2006-2008 enroll in a remedial math course. Based on ACT scores, only 23% of 2011 Illinois high school graduates met the college readiness benchmarks in math, science, English and/or reading.

*Offer dual credit courses to juniors and seniors at all public high schools*

I have serious doubts concerning the effectiveness and cost of the dual credit course system. Dual credit (not dual enrollment) means that a high school student is given both high school credit and college level credit for the same course. These courses are not the same as Advanced Placement courses. In dual credit courses, the student is in the same classroom as non-dual credit students and taught by the same high school instructor.

The student pays no tuition for the course, but the State gives funding to the high school for that student and funds the community college for the credit hours generated by that high school student. This is a classic case of "double dipping." The community college student's transcript will not indicate that the credit was earned while the student was in high school.

There is little or no oversight to determine if dual-credit courses are college level in their rigor. Lewis and Clark Community College in Godfrey, Illinois, claims that 98% of their dual-credit course students in 16 area public high schools and 3 private high schools have earned a C or better in these dual-credit courses. The College Board that administers Advanced Placement courses, however, announced that

in 2011 43.8% of public school students nationwide failed their AP tests. These differing statistics raise serious doubts as to whether dual-credit courses are college level in their rigor.

There is little or no oversight to determine if dual credit courses are college level.

*Promote collaboration between college and high school faculty*

Since public community colleges, by law, are open admission institutions, I have no idea how collaboration would produce more community college graduates. The report does not make this clear.

**STEP 2: Anticipate the needs of modern college students**

*Contextualize and embed remedial skills courses in credit-bearing courses*

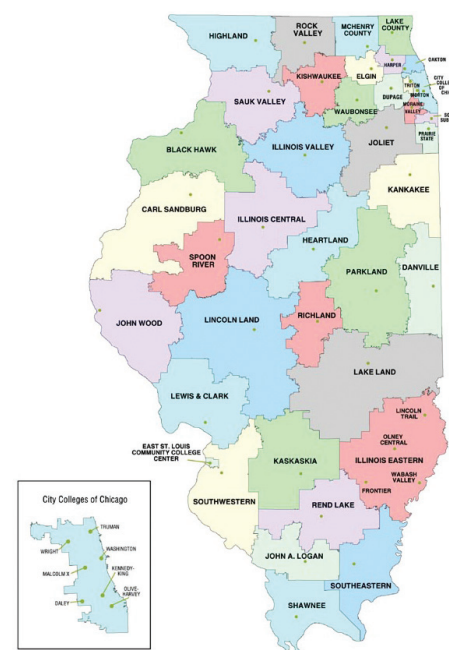
Simon wants to reinvent remediation by placing as many students as possible in credit courses. This assumes that courses will be modified to accommodate students that are not college-ready in math, reading or writing. Her recommendation flies in the face of the Community College Act that states: "students allowed entry in a college transfer program must have the ability and competence similar to that possessed by students admitted to state universities for a similar program." Her recommendation also ignores the expectation of the Illinois Articulation Initiative that courses designated as transfer courses will be equivalent to those courses in a senior institution.

An alternative solution to the number of remedial students entering community colleges is to require high schools to adequately prepare their graduates to be college ready. Put the onus back where it belongs by letting the K-12 system absorb the cost and frustration of graduating students that are not academically prepared.

**STEP 3: Create clear pathways to success**

*Create a general education certificate that guarantees transfer students sophomore status*

The Illinois Articulation Initiative (IAI) was supposed to solve the long-standing problem of course transfers. The transfer of courses from community colleges to four-year institutions remains an issue. Simon proposes that a binding agreement should be developed to ensure transfer. I suggest that any binding agreement should be based on state funding eligibility. Public community colleges and public universities all receive state funding. So do the

**Illinois Community Colleges**

independent (private) and for-profit institutions. The latter utilize the Monetary Awards Program (MAP) as well as capital funding. Place some teeth in a binding agreement on course transfers. Failure to accept agreed upon courses by receiving institutions should result in cutting or eliminating their funding.

**STEP 4: Report and reward progress and completion**

This step appears to be essentially the same as the Illinois Board of Higher Education's performance-based funding metrics for community colleges. Simon's report lists the following:

Degree and certificate completion: Students completing a degree or certificate within 150% or the time (three years for a two-year degree).

Degree and certificate completion of at risk students: At risk students can be defined in several ways, including those receiving a Pell grant or students who were enrolled in remedial education.

Transfer to a two-year or four-year institution: Full-time and part-time students who make lateral transfers or transfer to a four-year institution prior to completing a degree or certificate.

Remedial and adult education advancement: Remedial students who advance to remedial or college-level courses.

All of these recommendations are going to fall right on the heads of instructional faculty. If adopted, we can expect more grade inflation, reduction of class rigor, and the equivalent of social promotion. Her report falls clearly in the realm of a political agenda and not an educational one.

**Who Is Sheila Simon?**

Sheila Simon is the Democratic Lt. Governor for the State of Illinois. She was the running mate of Governor Pat Quinn, who was elected to office in 2010, and is also the daughter of former U.S. Senator Paul Simon. She was a faculty member at Southern Illinois University School of Law at Carbondale. Her husband, Perry Knop, is a faculty member at John A. Logan, a community college located near Carbondale.

# Join the AAUP!

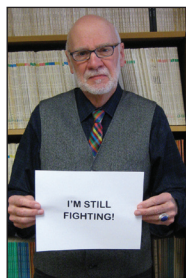
## The Greater Our Numbers, the Stronger Our Voice

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](http://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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The Nominating Committee is nominating Michael Harkins for President, Peter Kirstein for Vice-President, and For State Council: Todd Price, Lisa Higgins, Patrick Williams, Edward Carroll (Heartland Community College), and Loretta Capeheart (NEIU). Nominations may also be made by petition signed by at least 15 members of the Conference, counting no more than 5 from any one chapter, and must be received by the President at least 5 days prior to the Annual Meeting.

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