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### Death of the Liberal Arts?

A special report from the Independent Women's Forum

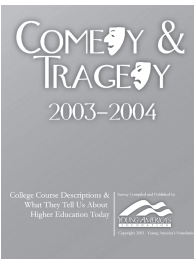
Even at the best liberal arts colleges, freshmen can't obtain a sound education in history, literature, and other fundamentals of civilization.

MELANA ZYLA VICKERS

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## PRESIDENT'S CORNER

### We Must All Become Ambassadors

At a recent faculty meeting, I spoke of the importance of having an active AAUP chapter on the campus. A colleague asked me, "But what is AAUP? I never heard of this organization." His question shocked me, and plunged me into long and painful reflection. He made me realize that some of our colleagues have never heard of our organization, its many services and the very principles that it defends and promotes. I am sorry to admit that this is a problem on both state and national levels, and it needs our urgent attention.

I believe that one of the best ways to properly address this challenge is for all of us to become active ambassadors of AAUP and all that it stands for. We need to acknowledge, openly and without fear, our affiliation and commitment to AAUP so that our colleagues can seek us out for advice, guidance and support in time of need.

We ourselves must be knowledgeable and well versed in AAUP principles and position statements. Now the gold standard in academia, they address academic freedom, tenure, due process, shared governance and many other critical issues. Each of us must be willing to become involved in the shared governance of our own institution. We must all see ourselves as ambassadors of AAUP.

The state office is doing its share of reaching out by creating a new breed of ambassadors which can be characterized as "peripatetic," a term for those whose mission can only be achieved by going from place to place. This new initiative, the Speakers Bureau, is designed to serve our members and chapters throughout the state. The Bureau is composed of experienced AAUP-Illinois leaders, who are committing their energy and time for the common good in academia. The names of the founding members of the Speakers Bureau are listed in this edition of

*Illinois Academe* and will also be posted at our web site, [www.ilaaup.org](http://www.ilaaup.org). To arrange for a speaker to come to your campus, please contact me or the speaker directly. The state office will undertake all related expenses. We urge all our members to make the most of this, the latest of our services and one which I am especially proud to announce.

Remember, the Speakers Bureau is only one of numerous services that the state office currently provides. We offer grants of up to \$300 per year to chapters that wish to arrange for a special event on their campus, as well as grants of up to \$500 to members who wish to start an AAUP chapter at their institution. For details visit our web site.

Finally, mark your calendars for what promises to be an exciting annual meeting. The theme of the meeting, which will be held in Chicago in April of 2004 (tentatively scheduled for either the 17<sup>th</sup> or the 24<sup>th</sup>), will be *Contingent Faculty*. We are planning to have a well-known figure as our plenary speaker, so do mark your calendars and plan to attend.

In closing, I wish to paraphrase a famous line from President Kennedy: "Don't ask what AAUP can do for you. Ask instead what you can do for AAUP." One of the easiest ways of responding to this challenge is to become an active ambassador of AAUP at your own institution.

**P. Papacosta**  
President AAUP-IL



## Speakers Bureau

American Association of University Professors Illinois Conference

**Ken Andersen**, Speech Communication, University of Illinois at Urbana-Champaign, past president, IL AAUP:

- 1) Shared Governance and Due Process;
- 2) Academic Freedom & Tenure.

**Joseph Felder**, Economics Bradley University, Secretary, IL AAUP (member of AAUP National Council):

- 1) Academic challenges of the national AAUP office;
- 2) Types of services and assistance from the national AAUP office.

**Jack Leahy**, Religious Studies, DePaul University, and past president, IL AAUP:

- 1) Academic issues in religious affiliated institutions;
- 2.) Contingent faculty.

**Pan Papacosta**, Columbia College in Chicago, and president, IL AAUP:

- 1) Academic Freedom & Tenure;
- 2) The significance of the Faculty Handbook.

**Lawrence Poston**, English, University of Illinois at Chicago:

- 1) Academic freedom and tenure;
- 2) Academic governance.

**Leo Welch**, Biology, Southwestern Illinois College, and past president, IL AAUP:

- 1) Legislation and academia;
- 2) Collective bargaining issues in academia.

**John K. Wilson**, editor, *Illinois Academe*; founder, [www.collegefreedom.org](http://www.collegefreedom.org); Ph.D. student, Illinois State University:

- 1) History of Academic Freedom in America;
- 2) Students and academic freedom.

We invite all our chapters and members to make use of this Speaker Bureau. Contact IL AAUP Executive Director Lynne Meyer at (773) 510-5923, [lmeyer@mindspring.com](mailto:lmeyer@mindspring.com). We are accepting nominations and applications from experienced AAUP members who wish to serve on this bureau.

**American Association of University Professors**  
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Chicago, IL 60638-3504

## St. Xavier University AAUP Response to Peter Kirstein Case

*From: Saint Xavier University-AAUP Chapter Executive Committee: Richard Fritz, President; Jayne Hileman, Treasurer; Norman Boyer, At-Large Representative; Michael Clark, At-Large Representative; Olga Villela, At-Large Representative*

On May 19, 2003, the Saint Xavier University-AAUP Chapter Executive Committee sent the attached letter via e-mail to President [now Emeritus Richard] Yanikoski and other concerned parties. Since then, several recipients have requested a "hard copy" version of the document. The Executive Committee has agreed to this request, and also decided to distribute the letter to all faculty members at Saint Xavier and the general public.

The intent of the attached letter is to articulate the Executive Committee's interpretation of AAUP policies and recommendations regarding issues of due process and academic freedom. We hope this will encourage faculty members and their elected representatives to openly discuss the faculty's role in managing and/or adjudicating complex, difficult cases. Another goal is to urge the establishment of binding rules and procedures that specify faculty participation in ensuring due process, fair remedies, as well as faculty responsibility to the university and the community.

As an advisory body, we urge the Faculty Senate and the administration to work closely with one another to uphold academic freedom and due process. We need clear policies that spell out the Senate's responsibility to conduct inquiries and, when necessary, to recommend sanctions. There are important gaps in the faculty governance structure. Right now the faculty's role, and its responsibilities, in ensuring due process are at best vague and ill-defined. In the future, elected faculty officials should share the burden of investigation and decision-making in those rare cases where sanctions are contemplated.

We need a full, open, and collaborative discussion of faculty rights and responsibilities. Current policies do not clearly specify faculty leaders' roles or the procedures they must follow in cases where sanctions are being considered. We need to establish clear rules and procedures requiring elected faculty representatives to participate in all cases, even when the unpleasant prospect of sanctioning a colleague arises. The administration should not be left to bear the onus of deciding such cases alone. Collaborative decision making, with faculty input and participation, will ease the burden on administration and pave the way for harmonious relations. Our elected faculty leaders should not be relegated to the sidelines when sanctions are considered.

We believe there is a serious need to clarify the faculty's role in ensuring due process, and we hope that the Senate and administration can work together to establish meaningful rules and procedures.

## St. Xavier AAUP May 19, 2003 Statement

*From: Saint Xavier University-AAUP Chapter Executive Committee:*

*Richard Fritz, President; Jayne Hileman, Treasurer; Norman Boyer, At-Large Representative; Michael Clark, At-Large Representative; Olga Villela, At-Large Representative*

In the aftermath of the circumstances surrounding Professor Peter N. Kirstein's e-mail communication with an Air Force Academy cadet, the Executive Committee of the Saint Xavier University chapter of the American Association of University Professors makes the following recommendations. These recommendations are made in the spirit of shared governance and collaboration. Both the administration and the faculty will benefit by sharing the responsibility for due process in cases where formal sanctions or punishments may be contemplated.

1) Faculty should not be censured or punished for their ideas or opinions. The AAUP 1940 Statement of Principles on Academic Freedom and Tenure states: "When they speak or write as citizens, faculty should be free from institutional censorship or discipline." The SXU-AAUP Executive Committee stresses that external public pressures should not influence either due process or substantive actions taken against faculty in regard to free speech. AAUP guidelines further state: "In a democratic society freedom of speech is an indispensable right of the citizen" (AAUP "Redbook" Committee A Statement on Extramural Utterances). As Stanley Kurtz observes in the National Review Online (January 8, 2003): "The best remedy for speech that offends, is more speech." Free speech is indispensable to a free society. Faculty should not be removed from the classroom for extramural utterances and activities. Suspension, dismissal, or other punishments/sanctions should not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens. (see AAUP "Redbook," Recommended Institutional Regulations on Academic Freedom and Tenure, Section 5, Dismissal Procedures). "Extramural utterances rarely bear upon the faculty member's fitness for continuing service." (AAUP "Redbook," Committee A Statement on Extramural Utterances). Professors should not be judged on their classroom teaching based on extramural statements, opinions, or activities that are unrelated to their teaching assignment.

2) Due process must precede any sanctions or punishments. Faculty members should be notified in advance of a disciplinary hearing. They should be informed in writing of the nature of the charges and of any sanctions being

considered. Faculty members should also be notified in advance of the agenda and format of the hearing. (See AAUP "Redbook," Recommended Institutional Regulations on Academic Freedom and Tenure, Section 5, Dismissal Procedures).

To ensure faculty oversight and participation in future cases involving the potential sanctioning of a faculty member, the SXU-AAUP Chapter Executive Committee recommends that the Saint Xavier Faculty Senate establish a faculty committee, duly elected by the general faculty, charged with the function of rendering confidential advice. This committee should have the right to conduct its own inquiry into whether additional proceedings and sanctions are appropriate. This committee can only function properly if: 1) there is adequate communication and a mutually respectful, constructive working relationship with the administration, and 2) it has appropriate initiating capacity and a full voice in the decision making process regarding sanctions. (See AAUP "Redbook," Statement on Government of Colleges and Universities). The principles of shared governance indicate that the Faculty Senate must seek formal, binding arrangements with the administration that require all parties to adhere to relevant AAUP guidelines.

3) Post tenure review must not be used as a punitive process. Article V of the Saint Xavier University Faculty Bylaws requires: "The purpose of the [post-tenure] review is to enhance and improve the tenured faculty member's overall performance. The review process shall be formative and shall preserve academic freedom and tenure." The procedures specified in the Faculty Policies Section of the Faculty Handbook regarding post-tenure review must be respected at all times. It is not the prerogative of either the faculty member or the administration to alter, amend, or revise these procedures.

4) As discussed in the opening paragraphs of AAUP's 1940 Statement of Principles on Academic Freedom and Tenure, the economic security of the faculty member, along with academic freedom, "are indispensable to the success of an institution in fulfilling its obligations to its students and to society." The economic security of faculty members should never be threatened by contract addenda which single out an individual for his or her speech or activities. Contract addenda should never be contemplated or implemented as a means of restricting academic freedom or requiring intellectual orthodoxy or behavioral conformity.

## A Success Story at Bradley University

**By Joseph Felder**

At Bradley University, the faculty of a college evaluates the college dean. Each faculty member is asked to fill out a form once a year. Those forms go to the Provost. Every third year those forms and other information go to an elected faculty committee that evaluates the dean.

It was not always so. The local AAUP chapter worked long and hard to put this process in place. First there was an AAUP committee. It developed a procedure and evaluation form. They were submitted to the University Senate, which then charged its own committee, made up of faculty members, including members of AAUP, and administrators, to develop its own procedure and form. Finally, in 1991, the Senate approved a process and a form. They were written into Bradley's Faculty Handbook.

That is the system we had in place for about 10 years. Then a new Senate committee, made up of faculty and one dean, was charged with improving the process and form. The committee included AAUP members and faculty members who had chaired dean evaluation committees.

The committee first revised the forms that faculty and others are asked to fill out each year. Its revisions were accepted by the Senate. (To see the forms, go to [http://www.bradley.edu/academics/fachandbook/documents/pdf/Faculty\\_Handbook.pdf](http://www.bradley.edu/academics/fachandbook/documents/pdf/Faculty_Handbook.pdf), pages 193-201 near the end of the Handbook.)

Then the committee turned to the process itself and after months of deliberation decided on a split vote to recommend to the Senate that the third year faculty committees be abolished!

The Bradley AAUP chapter was stunned and decided to fight the issue out on the floor of the Senate. Bradley has a University Senate, not a Faculty Senate. One third of the Senators are administrators and they usually vote as a block.

The AAUP chapter sent the following e-mail to the whole faculty and academic staff in April, 2002:

**MEETING ON THE PROPOSED ABOLITION OF FACULTY DEAN EVALUATION COMMITTEES**

*THE ISSUE: Every third year the dean of one college is evaluated by a committee elected by the faculty of that college. The faculty committee is charged with collecting and analyzing information about how their*

*dean is perceived by the faculty. This process has been in place since 1991. A Senate Ad Hoc Committee is recommending doing away with the faculty committees. It is recommending, in effect, that the faculty role be limited to filling out an annual questionnaire, the results of which will never be seen by any members of the faculty.*

**WHY THE ISSUE IS IMPORTANT:** *The AAUP Red Book, the document our Faculty Handbook is based on, states that faculty should be accorded the primary voice in the evaluation of academic administrators. The faculty committees are the voice of the faculty. As faculty committees elected by their peers, they are in a unique position to collect information, put it in the proper context, and speak for the faculty as a whole.*

*The committees are also central to shared governance. Shared governance means empowerment of the faculty as well as administrators. It means that we share responsibility and are accountable to one another.*

*The committees promote improved communication between the faculty, deans, and the provost. This is important even in the best of times, but it takes on added importance when there is a significant problem in dean-faculty relations. The committees are essential for detecting such problems early-on, gauging their magnitude and importance, and working toward early internal resolutions. Surely, that is in the best interest of the colleges and the university.*

At the Senate meeting last year, the chair of the committee presented his report and recommended abolition of the faculty committees. A senator moved for acceptance of the report and its recommendation of abolition.

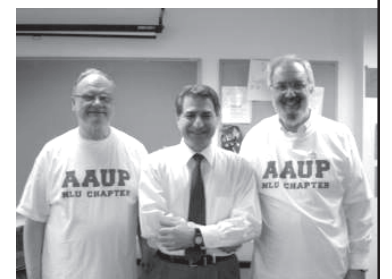
In the debate that followed the Provost and some members of the faculty spoke in favor of abolition, but a former Provost, who had returned to the faculty, spoke out in favor of retention. His argument was that faculty participate in the dean search and selection process, so they should have continued involvement in the dean evaluation process.

After impassioned debate the Senate voted to thank the committee and reject its recommendation. That is, the Senate voted to retain the third year evaluation of deans by faculty committees.

*Joseph Felder, secretary of the IL AAUP, was a member of all of the committees mentioned in this report and was a Senator when the issue was debated and voted on.*

## IL AAUP Visits National-Louis University

On June 11, 2003, AAUP-IL President Pan Papacosta and Executive Director Lynne Meyer visited the Wheaton campus of National-Louis University, where Papacosta was guest speaker at the NLU Faculty Association meeting. His topic, "Why I am a Member of AAUP," drew attention to issues of ongoing concern within the academy, and reiterated the importance of AAUP in these matters. Appropriately, Papacosta's remarks opened the meeting, much of which was devoted to related topics. Of note were the reports from the Institutional Promotion and Tenure Committee and the Sabbatical Committee, both of which included proposals for changes in policy. Also of special interest was the Faculty Platform adopted by the Association last December in order to specify particular goals to be attained in 2003. In May of this year, the Association produced and disseminated a "Report Card" describing its perceptions of NLU's progression toward these goals; this status of this pro-



*IL AAUP president Pan Papacosta (center) with National-Louis University Faculty Association Chair (and AAUP-IL Council member) Fred Widlak (on the left) and NLU Faculty Association Co-Secretary/AAUP chapter President Ken Kantor (right).*

gression generated spirited discussion. After the introduction of new business, the meeting was adjourned, and immediately followed by a meeting of the NLU chapter of the AAUP.

# Being the Ethical Professor

The October 21 Science Times section of *The New York Times* on "Ethics 101: A Course About the Pitfalls" details many complicated issues scientific researchers encounter: ownership of data, who has the right to be listed as an author on a paper, sharing of knowledge, data manipulation, requests for laboratory equipment desired but not needed for a research project. Two things particularly caught my attention: The first was the claim by scientists that even though they are not experts in ethics, they are the right people to teach courses in the ethics of doing science since "by and large people who are ethicists are not going to know much about the practical issues of doing science." Scientists generally said they were largely self-taught in scientific ethics: anyone who runs a lab deals with ethical issues several times a day. The second, a case study in which a prospective hire for a tenure-track position was asked by the prospective department head to include some expensive equipment in his start-up laboratory request that he didn't need for his lab but that the department wanted.

I take two lessons from the article: First, those of us without formal training in ethics nevertheless must address the ethical issues that arise in our work and that we are the proper people—no, the essential people—to do so. That is part of being professional, a member of a profession. Second, the individuals with whom we work or to whom we are responsible may create an ethical climate that places our values at risk. We are part of that ethical climate as our actions help to create and shape that climate and we are affected by it.

Given the furor over corporate (Enron/Comcast/Tyco), governmental (take your pick), and, yes, academic scandals (Baylor's football cover-up), it is not surprising there has been a surge of newspaper articles, magazine articles, and books focusing on ethical issues and calling upon the academy to enhance the ethical education of its students.

*Change*, which describes itself as "The Magazine of Higher Learning," and is editorially controlled by the American Association of Higher Education, gave its entire September-October 2002 issue to the topic of "Ethical Issues in Teaching and Learning." The six articles featured are well worth thoughtful consideration.

The focus upon the role of higher education in promoting ethical action is as old as the institutions of higher education in this country. The 1987 statement by the AAUP (see sidebar) notes: "membership in the academic profession carries special responsibilities." The statement stresses intellectual honesty. "Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit."

A paragraph by Peter Markie in *Professor's Duties: Ethical Issues in Teaching* summarizes a powerful view of the role a teacher: "Professors also represent certain values. We are supposed to inspire our students by communicating a vision of intellectual excellence and to help them acquire the qualities needed to make that vision a reality in their lives. Some of the qualities—analytic skills, verbal skills—are intellectual abilities, some—self-discipline and perseverance—are traits of character, and others—a commitment to the truth and objectivity, a belief in the value of free inquiry—are moral values. Like all values, these last are best taught by word, example, and expectation. Our role includes acknowledging them in word, displaying them in action, and holding students to them in their course work."

If recent events have taught us anything, it is that we should pay less attention to what we proclaim and give focused attention to what we do. And here I will make a

claim that some may dispute: Because we as members of the academy have declared ourselves to be educators, we have a particular responsibility to deal with the ethical issues that are present in every stage and aspect of the educational process where we have a role. We are not just dealing with intellectual capacities, we are dealing, as Professor Markie states, with traits of character and moral values.

We could spend a long time just listing the areas in which we as teachers do things every day that have profound ethical implications. But typically we do not think of the ethical implications unless there are unique circumstances: unusual significance, conflicting tensions, concerns of one sort or another. This is one reason that Aristotle stressed the importance of habit because we tend to repeat the same patterns and be comfortable in them.

Are we sensitive to the ethical dimensions of the grading standards we employ and the range of grades assigned? Are our standards publicly announced? Do we treat similar cases in a similar manner? Are our letters of recommendations honest, fair/helpful to the prospective employer/graduate school as well as the candidate? Is evaluation of merit of our colleagues or the article under review fair,

free of personal bias? Do we participate in the governance of our institutions addressing such questions as intellectual property rights?

As educators and members of the professoriate, are we:

- Utilizing our capacity to choose values and action?
- Keeping current given in our area of primary interest given the growth in knowledge?
- Carrying our share of the responsibilities of maintaining the discipline and the unit in which we work?
- Exercising responsible, critical judgement of our activities? Professionals are expected to be "self-policing."
- Aware of and meeting professional and ethical standards and appropriately enforcing that expectation for others?
- Being honest with and fair to all parties involved?

As Paul Simon wrote in his Oct. 31, 2003 Point of View column in the *Chronicle of Higher Education*: "If you are in a position of responsibility in education [and I argue we all] be willing to do 'the little extra' that ultimately can be meaningful. It may require risking a little, and most of us are risk-averse. But without that small risk, you won't change things."

## American Association of University Professors Statement on Professional Ethics

The statement which follows, a revision of a statement originally adopted in 1966, was approved by the Association's Committee on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting.

### INTRODUCTION

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The Statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure, the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings, or the applicable provisions of the Association's Recommended Institutional Regulations on Academic Freedom and Tenure.

### THE STATEMENT

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

## Write to Illinois Academe

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

Email editor John K. Wilson at  
jkwilso2@ilstu.edu.

# THE FALSE ATTACKS ON THE LIBERAL

By John K. Wilson

Are elite colleges responsible for the "Death of the Liberal Arts?" That's the title of a new report from the conservative, anti-feminist Independent Women's Forum ([www.iwf.org](http://www.iwf.org)). IWF's Oct 27, 2003 press release declares: "Parents who send their children to the top 10 liberal arts colleges in the country will be surprised to learn that at most of these schools political correctness has killed liberal arts." The report, written by IWF Senior Fellow Melana Zyla Vickers, proclaims that it is now "impossible" to get an education in the "fundamentals" at the top-ranked liberal arts colleges.

The IWF report begins with four assertions, which apparently reflect the most scandalous information learned by the group:

"•A freshman at Bowdoin cannot take a course in Shakespeare."

"•A freshman at Amherst isn't offered a single overview of European or American history."

"•A freshman at Williams will find that what few courses review U.S. or European history focus on 'race, ethnicity and gender,' rather than the given period's main developments."

"•A freshman at Wellesley will find that the few broad English courses offered to freshmen focus on gender and not the books' themes and styles."

None of these four claims are true, and a close inspection of the ten departments denounced as failing in the IWF report shows that all of them actually offer survey courses to freshmen.

The IWF report is full of dubious facts and questionable conclusions, such as, "At least one college requires that students focus as much coursework on the writings of the last 100 years as they do on all past centuries combined." The IWF doesn't identify this college, but the assertion itself is untenable. How could any college "require" students to make equal balance of twentieth century history and literature with previous centuries, when students determine most of the courses they choose to take?

IWF's idealized view of a survey course seems alien to any reality in higher education, past or present. According to the IWF report, "a core English course would typically review the traditional English and American literary canon." *The idea* of a single class covering the entirety of English and American literature is staggering to demand. The IWF report adds, "A core history course might trace the evolution of Western Civilization from the Greeks and Romans to the modern United States." It would be hard to find any college in the country which offers a single history course spanning nearly all of human history from ancient Greece to Europe and the United States today. It would be difficult to find a historian qualified to teach every historical period in such a vast area, or one who would want to do it, since it means covering almost 200 years of history every week in a standard semester. While incredibly broad survey classes can be done well by uniquely talented professors (although few could claim to offer a comprehensive review of everything), to demand that every college teach this way is irrational.

## English Under Fire

The IWF gives failing grades in English to Bowdoin, Wellesley, Williams, and Swarthmore. But many of its claims don't hold up under examination. According to the IWF report, "A freshman at Bowdoin cannot take a course in Shakespeare." This is false. Far from being anti-Shakespeare, Bowdoin College's small English Department offers a Shakespeare class every semester, and often teaches Shakespeare as a freshman seminar. For example, in

Spring 2003, Bowdoin offered English 024, "Shakespeare at Sonnets," which was a "systematic close reading of Shakespeare's 154 sonnets." Also in Spring 2003 (and open to freshmen who had taken one English class) was English 211, "Shakespeare's Tragedies and Roman Plays." And English majors are required to take three out of their ten courses in British and Irish literature before 1800.

Wellesley's English Department gets a failing grade from IWF because "only four courses open to freshmen could be considered overviews within the field." Only four? How many courses does a first-year student need to have in order to satisfy the IWF? According to the IWF report, "A freshman at Wellesley will find that the few broad English courses offered to freshmen focus on gender and not the books' themes and styles." In fact, the broad survey class, "Novels, Plays, Poems" is taught by three different professors, with no indication that gender is the exclusive focus. (Of course, some novels plainly include gender among their themes, so it's not clear if the IWF wants to ban all discussion of gender in, say, Jane Austen's novels.)

The English Department at Williams College is condemned as a failure because of its seminars for freshmen, of which only "two could be considered overviews": "Shakespeare's Warriors and Politicians" and "The Nature of Narrative" (which is dismissed because "it studies only narrative techniques"). The IWF report goes on to denounce the English Department merely for offering courses with the titles "Green World" and "Literature and Social Change." The report, naturally, doesn't mention the more advanced survey classes (open to freshmen who have taken one English course) on "Shakespeare's Major Plays," "American Literature: Origins to 1865," "British Literature: Middle Ages Through the Renaissance," and "Shakespearean Comedy."

Swarthmore College is *failed* by the IWF because "Swarthmore requires as much study of those authors who have written in the last 173 years as of the previous 1,730 years combined." According to the IWF report, "Swarthmore gives contemporary academic fashion a further boost over the traditional literary canon by requiring English majors to take three courses on post-1830 writing and three on pre-1830." (In this odd reasoning, nineteenth century authors like Melville and Twain are deemed by the IWF to be "contemporary academic fashion" rather than part of the literary canon.) Of course, Swarthmore English majors are free to take most of their courses on early English literature. But the IWF report advocates a kind of literary relativism, seemingly demanding some type of quota to teach an equal number of ninth century English authors compared to all nineteenth century English and American authors.

According to the IWF report on Swarthmore, "Not one of the courses listed for freshmen in the 2003 course guide could be considered an overview of a literary period." This isn't true. In addition to the introductory seminars, among the classes "open to freshmen and sophomores who have successfully completed an introductory course" in 2003-04 are "Survey I: Beowulf to Milton," "Survey II: Neo-Classical to Post-Colonial" ("A historical and critical survey of poetry, prose, and drama from Pope to Rushdie"), "Chaucer," "Shakespeare," "Milton," "American Poetry," and many more.

## Don't Know Much About History: The IWF's Distortions

In addition to criticizing English departments, the IWF report attacks the history departments at Williams, Wellesley, Bowdoin, Amherst, Swarthmore, and Carleton, claiming that none of them offer

survey classes on Western culture or American history to freshmen students (survey classes on other cultures, which are common at these colleges, are considered unimportant by the IWF).

Williams College gets a failing mark for its history department, even though 2003-04 classes offered at Williams include "Greek History," "Roman History," "Europe from Reformation to Revolution: 1500-1815," "Europe's Long Nineteenth Century," "Europe in the Twentieth Century," "British Colonial America and the United States to 1877," "America from San Gabriel to Gettysburg, 1492-1865," and "The United States from Appomattox to AOL, 1865-Present."

The IWF report admits that three classes appear to offer "quite solid overviews" but then dismisses the early American history class because "readings emphasize three themes considered to be of major importance in order to better understand the period surveyed: gender, slavery, and Indian America." Most people might think that gender, slavery, and Indian encounters could be considered important in American history (there was that Civil War thing, remember), but for the IWF the mere mention of a point of emphasis deemed too PC is enough to earn a failing grade, without even a glance at what the readings are or what is taught in the course. A European history survey class with a description that mentions studying history "with an eye toward exploring the origins of today's complex attitudes toward race, ethnicity, and

gender" is condemned by the IWF for a "narrow outlook" and leads to the unsupported conclusion that "the department cannot be said to offer a comprehensive education in history."

According to the IWF report, "A freshman at Williams will find that what few courses review U.S. or European history focus on 'race, ethnicity and gender,' rather than the given period's main developments." That's not true. Consider this description of "Europe from Reformation to Revolution: 1500-1815": "This course introduces students to the major historical developments in Western Europe during the early modern period-such pan-European phenomena as the Reformation, the Witch Craze, the Military Revolution, the rise of absolutist states, the seventeenth-century crisis in government and society, the Enlightenment, the French Revolution and Napoleon, and the establishment of European influence around the world."

Or this description of "The United States from Appomattox to AOL, 1865-Present": "This course will survey the history of the United States from its struggles over Reconstruction and westward expansion through the challenges of industrialization and immigration to the nation's increas-

## Death of Liberal Arts

A special Independent

Even at the best liberal arts colleges, students can't obtain a sound education, and other fundamen-

MELANA ZYLA VICKERS

## The Comedy and Tragedy of Attacks on Higher Education

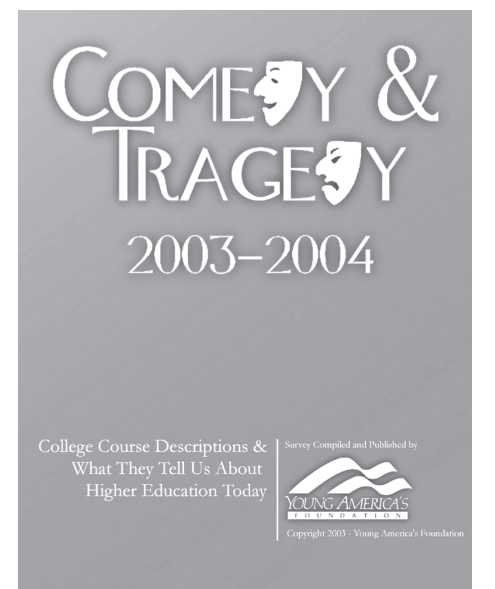
By John K. Wilson

The conservative Young America's Foundation (YAF) this fall issued its ninth annual report on college course titles, "Comedy & Tragedy, 2003-04: College Course Descriptions and What They Tell Us About Higher Education Today." Written by Rick Parsons and Roger Custer, "Comedy & Tragedy" is full of misrepresentations used to denounce higher education.

The Young America's Foundation ([www.yaf.org](http://www.yaf.org)) examined 50,000 course catalog entries at elite universities and selected 300 course titles it didn't like. From this, YAF concludes: "Academic standards continue to deteriorate." Of course, YAF can't tell anything about how a course is taught (or the standards used) from its title and a one-paragraph description. Even if course titles were a reliable measure of content, YAF's methodology would be worthless: You can't list less than 1% of the courses sampled and claim that they represent anything. This is an ideologically-motivated hatchet job against higher education.

The tiny group of 300 "bizarre and biased" courses decried by YAF sound like innovative, specialized courses about "Diversity in the Workplace" (Cornell), "Feminism and Philosophy" (Dartmouth), "Muslims in Multicultural America" (Harvard), "Race and Ethnicity" (Princeton), "Race, Racism and American Law" (Penn), "Homelessness and the Urban Crisis" (Penn), "Multiculturalism and Education" (Bucknell), "Gender Inequality" (Duke), "Spike Lee" (University of Chicago), and "Women in the Bible" (DePaul). The classes denounced by YAF include "Environmental Stewardship" (Brown University), which examines ways to improve campus policies and present these ideas to the administration, and "Christians in Crisis" (Duke), which promises "Christian thought and debate on, and theological analysis of, such contemporary issues as abortion, creationism, homosexuality, liberation, poverty, racism, and sexism." YAF dismisses almost anything mentioning prisons, sex, diversity, inequality, race, class, gender, ethnicity, sexual orientation, environment, justice, Elvis, witchcraft, Muslims, hip-hop, television, and hate crimes.

Some classes denounced by YAF are apparently based on a misinterpretation of the course titles. "Taking Marx Seriously" (Amherst College) is in fact critical of Marxism. The course description asks, "Should Marx be given yet another chance?...Has Marx's credibility survived the global debacle of those regimes and movements which drew inspiration from



College Course Descriptions & What They Tell Us About Higher Education Today

Survey Compiled and Published by YOUNG AMERICA'S FOUNDATION  
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courses." That's nonsense: all of the courses YAF are specialized, elective classes that no student would take any of these classes.

The YAF claims, without evidence, that conservative intellectual ideas are completely absent from the curriculum of elite liberal arts colleges. The free market is the most widely taught field in higher education, with 20% of student majors. Business and economics classes where the free market is not debated. (Admittedly, it is not the free market rather than the variation preferred by the far right in the free market.)

YAF presents no evidence that conservative ideas are excluded. After two minutes' search, I found various conservative classes. The University of Michigan School of Government is offering "The American Political System" with readings from Russell Kirk, Barry Goldwater, John F. Kennedy, and "Georgetown Conservative Political Thought." And the University of Colorado English Department has a list of conservative ideas in various other

The YAF study makes other claims. According to the YAF report, the University of Colorado has twice as many multicultural courses this year as American literature courses. The University of Colorado English Department listings for Fall 2003,

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# L ARTS COLLEGE

ingly global role in the post-World War II period. We will pay special attention to how Americans defined both themselves as citizens and the nation at-large, particularly as they faced the profound economic and political crises that mark this period." Several other course descriptions of survey classes could be added to show how wrong the IWF is.

At Bowdoin College, the history department is failed by the IWF grader: "Of the history courses theoretically open to freshmen this fall, two might be considered mainstream overviews, albeit with short horizons: 'The Making of Modern Europe 1848-1918' and 'The United States in the Nineteenth Century.'" Bowdoin also teaches "Medieval Europe," but once again it's not clear why these survey courses are deemed insufficient.

Amherst College's History Department fails according to the IWF report because "a freshman at Amherst isn't offered a single overview of European or American history." In fact, Amherst does offer a class in Fall 2003 on "19th Century America." In Spring 2004, freshmen can take a European history survey, "From Roman Mediterranean to Old Europe," as well as a U.S. survey class, "History from Reconstruction to the Present."

Swarthmore's history department is given a failing grade because "there is only one basic course offered to freshmen—'The U.S. to 1877.'" (Actually Swarthmore also offered a class on "Medieval Europe," but apparently one or two survey classes are not enough to satisfy the IWF, although the criteria for "failing" are never defined and seem completely idiosyncratic.)

The IWF report fails Carleton College because "Carleton's history department offers freshmen only one course that could be considered an overview. It's called 'History of Modern Europe 1789-1900.'" Because Carleton prefers to offer small seminars for freshman called "Introduction to Historical Inquiry," it is denounced by IWF, even though survey classes are available to first-year students. In Fall 2003, Carleton offered "Foundations of Modern Europe," which is "a narrative and survey of the early modern period (fifteenth-eighteenth centuries). General areas to be covered: economy and society of pre-industrial Europe; the Reformation Age; the rise of the secular state; the scientific revolution; the culture of the Renaissance and the Baroque."

At Wellesley's history department, the IWF reports, "Only one course open to freshmen could be considered an overview within the field. It is 'History of the United States, 1607 to 1877.' It does not, however, profess to give a comprehensive review of the period but stresses 'special attention to recurrent themes in the pattern of America's past: immigration, racial and cultural conflict, urbanization, reform.'" But a survey

course that fails to give special attention to "immigration, racial and cultural conflict, urbanization, reform" would itself be guilty of failing to offer a "comprehensive review."

Yoshihisa Tak Matsusaka, chair of the History Department at Wellesley College, argues that the report on his department "seems to contain a number of mistaken perceptions, if not misrepresentations, and does not seem to have entailed a serious examination of our curriculum."

Matsusaka points out that Wellesley offers History 200, "Roots of the Western Tradition. According to Matsusaka, this is a class "starting with the origins of civilization in Mesopotamia through the Islamic invasions of the 7th century CE, and is aimed at first year students as well as others seeking an introduction to the origins of Western civilization."

One reason why the broad survey classes favored by conservatives have faded is due to lack of student interest. Wellesley used to offer a survey class called "Western Civilization" but Matsusaka reports that it "failed to attract significant numbers of students because incoming first-year students felt it was something they had already covered in high school." Matsusaka adds, "The US history course, for example, stresses a thematic approach because most of our students do have strong background preparation; a general survey would not attract many students for this reason."

Matsusaka's critique suggests a deeper problem with the IWF report, beyond its numerous errors and distortions. The IWF's devotion to survey courses is never explained or defended. If elite liberal arts colleges offered more broad survey courses, most students would simply avoid them (or place out of them) after taking high school (and A.P.) courses that cover similar material. (By contrast, the IWF study gives a passing grade to all political science departments for having survey classes, since the same material is rarely taught in high school.) The ignorance of American students about history cited in studies by conservative think tanks can be blamed more on the survey class model than on its alleged absence at elite colleges. Survey classes on American and world history are taken by virtually every high school graduate, while relatively few undergrads take more specialized history courses in college. If survey classes effectively taught high school students about literature and history, then we wouldn't ever need to repeat the same survey classes in college. Therefore, it should be logical for critics to denounce survey courses for failing to educate our students, and to urge more of the intellectually exciting courses offered by professors which provide a unique perspective on history and literature.

Ideology, not pedagogy, is behind these attacks from the right. Absolutely no evidence exists that survey classes are inherently superior at educating students, even when it comes to learning basic facts (as with everything else, it all depends on how they are taught). Small seminars, considered a valuable way to educate freshmen, are denounced by the IWF as being worse than larger survey classes. Because survey classes are "traditional," they are deemed by the far right to be safer in protecting our children from alien ideas like race, gender, and class, ideas that the conservatives regard as too dangerous to permit. That's why the IWF report makes a special effort to denounce every single course that mentions issues of race, gender, or the environment, and disqualifies survey courses as "too narrow" if a word about race appears in a course description. *The IWF report does not accurately examine* whether students have the opportunity to take survey classes (they do, without exception). Instead, the IWF report denounces colleges for daring to discuss race and similar issues with impressionable students.

## The Myth of Survey Classes

Beyond the small lies told in the IWF report, there is a bigger lie: the assertion

that broad survey courses are always better for students than more "specialized" courses. But why is this? There is not the slightest piece of evidence ever offered to support this position. In fact, no one has scientifically studied the issue, nor is it truly possible to study it in a reliable way. There is no neutral mechanism for testing whether one course is better than another, particularly when they focus on different topics.

Is it better to learn a little about a lot of things, or to learn a lot about a few things? Is it better to cover the traditional topics of a broad span in history, or to look at a broad timeline from a particular perspective to understand it better? Who can answer such a question?

As Allan Bloom observed in *The Closing of the American Mind*, "[A] very small, detailed problem can be the best way, if it is framed so as to open out on the whole." But Bloom also noted about general education classes, "Everything, of course, depends upon who plans them and who teaches them."

And that's the fundamental problem with the IWF report. It fails to recognize that a survey class can be taught badly, and a specialized class can actually teach more if done correctly. A student could learn more about American history from a class on African-American history than from a traditional survey course. Everything depends on the teacher. And the IWF has no idea what is actually taught in these courses, beyond the title given and a short description.

For that reason, the IWF report warning students and their parents to be wary of colleges supposedly without survey courses is just silly. The stout defense of traditional survey classes has more to do with conservative politics than pedagogy.

The IWF report is not the only example of the right's attack on the college curriculum. On July 31, 2003, Senator Judd Gregg (R-N.H.) introduced the Higher Education for Freedom Act (S.1515), which asks the Senate to "establish and strengthen postsecondary programs and courses in the subjects of traditional American history, free institutions, and Western civilization, available to students preparing to teach these subjects, and to other students." Gregg proclaimed, "Today, more than ever, it is important to preserve and defend our common heritage of freedom and civilization, and to ensure that future generations of Americans understand the importance of traditional American history and the principles of free government on which this Nation was founded." Gregg added, "[C]ollege students' lack of historical literacy is quite startling, and too few of today's colleges and universities are focused on the task of imparting this crucial knowledge to the next generation." To Gregg and other conservatives, history is about "literacy" and "imparting" the positive "facts" of American history on students for multiple-choice exams and polls.

This legislative intrusion into the curriculum is a threat to academic freedom. Gregg's bill essentially demands the teaching of a Republican view of "traditional American history" and "Western civilization" as "free institutions," using federal funding as the tool for this indoctrination.

The Senate bill for teaching traditional history is not the only effort at ideological control of higher education. The IWF Report was released just before the Oct. 29, 2003 Senate committee hearings on "intellectual diversity" at American colleges and universities, where four speakers aligned with conservative groups announced their uniform agreement that something needs to be done to control left-wingers on college campuses.

While the IWF report offers "dubious achievement awards" to these elite colleges for murdering the liberal arts, the award ought to be given instead to the IWF for the dubious achievement of a report full of errors and misrepresentations that unfairly criticizes liberal arts colleges.



## of the Arts?

al report from the Women's Forum

arts colleges, freshmen education in history, liter- entals of civilization.

RS

## n Academia

ork?" According to the de- ion, the course requires a al reading of Marx's texts." ow to Be Gay" (U of Michi- ns not some training class for rting straights, but instead is ow gay culture is institution- . It examines "the plurality of in which people determine o be gay" in contrast to the types about homosexuals. Yet lass is number one on YAF's Dozen" and Michigan legis- and the American Family As- ion have sought to cut off ng for the course.

According to YAF, "if students a desire to graduate in four they are more likely to have oice, but to take these kind of f these classes condemned by sses. No student is ever forced

evidence, that "almost com- lum are courses that examine or the free market." In fact, ely indoctrinated idea on col- y dissent permitted. The big- is business, with more than ss and economics majors take e market is typically presumed, ften a neo-Keynesian view of Austrian or Chicago School ight, but still is in support of

at conservative views are ex- arching on the web, I found This fall, Harvard's Kennedy ng "Understanding Conserva- ll Kirk, William Buckley, and ns has "American Conserva- own has "Contemporary Con- d every college includes con- classes.

distortions. According to the Colorado English Department al and gender studies courses e courses. According to the n Department (Colorado.edu/ Colorado has twice as many

traditional literature classes (51 without including contemporary literature and literary analysis) as multicultural literature classes (26).

Although YAF claims that they don't advocate censorship, their report speaks with pride about how previous reports "may be responsible for the elimination of some frivolous courses." The headline of YAF's press release is, "*How YOU Fund a Radical Agenda on America's Campuses*" and their clear implication is that funding for colleges should be cut until colleges get rid of all these classes on race, class, gender, sexuality, and inequality: "Universities across the nation continue to raise tuition rates and complain they are not receiving enough funding from taxpayers," YAF says. "But, how are these schools spending the money in their 'tight' budgets? They continually promote leftist ideology."

The only comedy here is the laughable idea that a right-wing foundation can pretend to survey the state of higher education based on a quick scan of a few course descriptions. The much greater tragedy is YAF's effort to ban all courses mentioning race, gender, class, sexuality, and popular culture. This increases pressure on universities to restrict academic freedom and threatens the quality and innovation of higher education.

*Courses at Illinois universities considered objectionable by the Young America's Foundation's 2003 Report:*

UNIVERSITY OF CHICAGO:

Anthropology 329: Introduction to Theories of Sex and Gender  
Art History 274/374: Feminism and the Visual Arts  
Cinema and Media Studies 261: Spike Lee  
English 103: Problems in Gender Studies  
Gender Studies 177: Social History of US Sexual Subcultures  
Political Science 260/350: Race and Politics  
DEPAUL UNIVERSITY:

American Studies 270: Gay and Lesbian America From the Forties to the Nineties

Liberal Studies in Education 210: Multiculturalism and Education  
Religious Studies 270: Women in the Bible  
Religious Studies 370: Feminist Theologies  
Sociology 248: White Racism  
Sociology 271: Population Problems  
Sociology 282: Rock Journalism  
Women's Studies 312: Contemporary Feminist Sex Debates  
Women's Studies 316: Representations of the Body  
LOYOLA UNIVERSITY-CHICAGO:  
Communication 227: Social Justice and Communication  
Communication 329: Environmental Advocacy  
History 295: Gender, Race and Class in U.S. History  
Social Work 370: Cultural Diversity  
Theology 330: Liberation Theology  
Theology 344: Theology and Ecology

*YAF offers no explanation for the specific inclusion of these courses, except for DePaul University's history class on Gay and Lesbian America (because the "subject and intent are contrary to Catholic beliefs") and its class on "White Racism" (because it allegedly has a "get whitey" philosophy based on the title).*

# ILLINOIS LEGISLATIVE REPORT

By Leo Welch, Past president, IL-AAUP

Gov. Rod Blagojevich has completed action on legislation sent to him from the spring session. The Illinois Constitution requires the Governor to take action on legislation within 60 days after the legislation is officially sent to him. The last possible date that the Governor could act on legislation from the recent spring session was August 26, 2003.

Legislation that was signed (approved) by the Governor on or before August 26 has become Illinois law and is now identified by a Public Act number. Legislation that was vetoed or amendatorily vetoed will be returned to the Illinois General Assembly and scheduled for further consideration during the fall veto session. The General Assembly can choose to accept the Governor's Vetoes, override them, or not act at all. If a veto is not accepted or overridden by both houses of the General Assembly, then the entire bill is lost. The 2003 fall veto session was scheduled for October 23, November 4-6, and 18-20.

## Bills Signed into Law by the Governor

### Senate Bill 1586 - Verbatim Minutes of Closed Sessions

Requires that all public bodies (including community college boards) make a verbatim audio or video recording of closed meetings. Establishes procedures for the availability to the court of closed meeting minutes and recordings. Effective January 1, 2004.

Public Act 93-0523.

### HB 2671 - FY 04 Higher Education Budget

Sets FY 2004 appropriations to the Illinois Board of Higher Education, the Illinois Department of Public Health (for medical education scholarships), the Illinois Mathematics and Science Academy, the Illinois Student Assistance Commission, the Service System. The total budget for higher education was approved at a level of about \$25 million above the Governor's funding recommendations. The community college budget was approved above the Governor's recommended level, with the addition of \$7.4 million in new funding for "hold harmless" dollars. These additional dollars will be used to implement a new allocation of state funds to community colleges through a new funding formula.

Public Act 93-0090. Item reduction veto: community colleges' "hold harmless" funding was reduced by 50 percent (from \$7.4 million to \$3.7 million).

### Senate Bill 1239 - FY 04 Capital Appropriations

Contains funding for state capital appropriations, including \$50 million for community colleges.

Public Act 93-0587. Item reduction veto - the Governor reduced or vetoed many construction projects, although the \$50 million

earmarked for community colleges survived.

### Senate Bill 1980 - Lincoln Land Community College Election By Subdistricts

Requires the election of Lincoln Land Community College trustees by subdistrict rather than at-large, beginning with the 2005 consolidated election. The term of each trustee elected before the effective date of the amendatory Act would end on the date that the trustees elected in 2005 are officially determined. The bill also provides for 4-years and 2-year terms (rather than 6).

Public Act 93-0582.

### House Bill 1457 - Redefinition of Educational Employee

Amends the Illinois Educational Labor Relations Act to provide that an academic employee of a community college who provides less than 3 (currently 6) credit hours of instruction per academic semester is not an "educational employee" within the meaning of the Act. Amends the State Mandates Act to require implementation without reimbursement.

Public Act 93-0314.

### House Bill 3396 - Union Elections

Amends the Illinois Educational Labor Relations Act to provide that an educational employer shall (rather than may) voluntarily recognize a labor organization for collective bargaining purposes if that organization appears to represent a majority of employees in the unit.

Public Act 93-0444.

### House Bill 1119 - Increase in IIA Grants

Change the name of the Illinois Incentive for Access Grant Program to the Silas Purnell Illinois Incentive for Access Grant Program, and in FY 05 increases the maximum annual contribution of \$0.

Public Act 93-0455.

### House Bill 1118 - Limits on University Tuition Increases

Provides that, for students first enrolling after the 2003-2004 academic year, for 4 continuous academic years following initial enrollment (or for undergraduate programs that require more than 4 years to complete, for the normal time to complete the program), the tuition charged an undergraduate student who is an Illinois resident shall not exceed the amount that the student was charged at the time he or she first enrolled in the university. Community Colleges are **not** included in this legislation.

Public Act 93-0028.

### House Bill 60 - In-State Tuition for Undocumented Immigrants

Requires community college or university governing boards to deem an individual to be an Illinois resident if the individual: (1) resided with his or her parent or guardian while attending a high school in Illinois; (2) graduated from a high school or received a

GED in Illinois; (3) attended school in Illinois for at least 3 years as of the date the individual graduated from high school or received a GED; (4) registers as an entering student not earlier than the fall of 2003 semester; and (5) provides an affidavit stating that he or she will file an application to become a permanent resident of the United States at the earliest opportunity the individual is eligible to do so. Provides that any revenue lost be a university in implementing the amendatory provisions shall be absorbed by the university's income fund.

Public Act 93-0007.

### House Bill 1387 - City Colleges of Chicago Treasurer's Bond

Makes the penalty of the treasurer's bond of the Chicago community college district the same as the penalty of the treasurers' bonds of all other community college districts and school districts in Illinois.

Public Act 93-0163.

### House Bill 1543 - Higher Education Line Item Appropriations

Requires universities to identify state appropriations for universities by line items and not by lump sum. Community colleges are **not** included in this legislation.

Public Act 93-0229.

### House Bill 2805 - University Faculty Member on IBHE

Provides that one of the 10 members of the Illinois Board of Higher Education appointed by the Governor must be a faculty member at a public university.

Public Act 93-0429.

### House Bill 761 - Sale of Higher Education Directory Information

Prohibits a community college, school district, or university from providing a student's name, address, telephone number, social security number, e-mail address, or other personal identifying information to a business organization or financial institution that issues credit or debit cards, unless the student is 21 years of age or older. Effective July 1, 2003.

Public Act 93-0549.

### Senate Bill 19 - Chicago School Reform

Implements and agreement to repeal parts of the Chicago School Reform legislation enacted in 1995. The City Colleges of Chicago is included this legislation.

Public Act 93-0003.

### House Bill 2660 - Pension Bonding

Authorizes the issuance of an additional \$10 billion in general obligation bonds. Provides for the proceeds of those bonds to be used to reduce the unfunded liabilities of the five state-funded retirement systems (including the State Universities Retirement System). This is Gov. Blagojevich's initiative to provide partial relief from funding reductions in fiscal year 2004 by financing (or "refinancing") the unfunded accrued liability of the public pension systems.

Public Act 93-0002.

## BILLS VETOED BY THE GOVERNOR

### House Bill 221 - Surplus State Property

Amends the State Property Control Act to redefine the term "responsible officer" to exclude community college presidents. This bill also requires that unused state property leased by the Illinois department of Central Management Services may not be leased at less than 60% of the fair market rental value unless specified conditions are met; provides procedures for determining the fair market rental value; and prohibits the sale of surplus real property if any state agency requests its transfer. The bill was introduced in response to the disposition of the former Zeller Mental Health Center in Peoria to Illinois Central College.

Total Veto.

### House Bill 3412 - Governmental Ethics Act

Creates the State Officials and Employees Ethics Act. Prohibits state officers and employees of the executive and legislative branch of state government and the Auditor General and his or her employees from engaging in political activities during state time. Requires the implementation and maintenance of personnel policies for those officers and employees. Prohibits certain practices by those officers, candidates for those offices, and those employees with respect to campaign contributions, fund raising, public service announcements, and post-state employment. Creates protections for whistleblowers. Preempts home rule and requires units of local government and school districts to adopt similar provisions. States that a registered lobbyist may not serve on a board, commission, authority, or task force authorized or created by state law or by executive order of the Governor.

Amendatory Veto.

## BILLS THAT HAVE NOT YET PASSED BOTH HOUSES

### Senate Bill 1021 - Campus Book Stores

Adds community colleges to the University Retail Sales Act by defining "state institution of higher learning" to mean "a university, college, community college, or junior college in this state that is publicly supported by taxes levied and collected within the State on income, sales, or property." Does not permit the sale of general merchandise that was not on the bookstore shelves prior to 1980. Permits the operation of the bookstore without restrictions if it is leased out to a private vendor.

### House Bill 2279 - Community College Dormitories

Amends the Public Community College Act to allow a community college board to provide or contract for residential housing for

students and employees.

### SB 815 / HB 2806 - Mandated Ratio of Part-time / Full Time Faculty

Requires the governing board of each public university and community college to achieve a ratio under which at least 75% of all full-time equivalent teaching positions are held by part-time teachers. The bill also provides for a phase-in, starting the FY 2004, that requires a university to use 33% of its increase in state funding each year and a community college district to use 33% of its increase in its annual distribution formula grants to achieve the ratio.

### House Bill 2252 - Community College Purchasing Consortium

Amends the Public Community College Act to add contracts for goods of services procured through an intrastate or interstate governmental agency consortium as an exception to the requirement that contracts for the purchase of supplies, materials, or work involving and expenditure in excess of \$10,000 must be awarded to the lowest responsible bidder.

### House Bill 2593 - New Community College for East St. Louis

Requires the Illinois Community College Board to establish a new community college district, comprised of the territory of the former Metropolitan Community College in East St. Louis, to be known as Gateway Community College. Provides that ICCB may not abolish, restrict, or take over the operation of Gateway Community College without first notifying the General Assembly and receiving permission from the General Assembly for the action.

### House Bill 19 - Higher Education Scholarship Act

Allows scholarships for entering freshman, sophomores, juniors, and seniors who have and maintain at least a "B" average at public and private community colleges, colleges, and universities in Illinois.

### House Bill 254 - Income Tax Credit for Tuition

Creates and income tax credit of up to \$500 for taxpayer (with an adjusted gross income of less than \$100,000) for tuition and fees paid at any public or private college, university, or community college located in Illinois.

### Senate Bill 205 - Illinois Opportunity Scholarship

Creates the Illinois Opportunity Scholarship Act to be administered by the Illinois Student Assistance Commission. Provides for the award, beginning with the 2004-2005 academic year, of undergraduate scholarship awards, renewable for up to 4 years, for use at institutions of higher education located in Illinois.

### Senate Bill 334 - Mobile Home Tax

Provides the mobile homes placed on permanent foundations shall be taxed as real property.

# Fear of a Website at UIUC

By John K. Wilson

George Gollin didn't intend to launch a crusade against diploma mills that would eventually lead the University of Illinois at Urbana-Champaign to censor this physics professor's website. Gollin was just annoyed at pop-up ads that continually came up on his computer. After clicking them shut, over and over again, he says, "after a couple months, I called the number" on the ad. Intrigued by the sales pitch, he went on the web.

What they were selling was the same thing his university sells: a university diploma. But these institutions of "higher learning" were actually diploma mills, ready to sell fake degrees to anyone willing to pay. Robertstown University gave a multiple-choice quiz to give credit for "life experience." Gollin took the quiz. Because the 100-question quiz was so simple ("Where does the President live?"), Gollin knew all the answers, so he intentionally made mistakes to get only 26% correct, or roughly what random guessing would get. Gollin received an email saying that he passed the test, and could receive an Associate of Arts degree with a 2.7 GPA for a mere \$1000. He took an identical test offered by St. Regis University, got only 21% right (worse than random guessing), and received the same offer, with an even higher GPA.

Gollin posted this information on his website at the U of I, and complained to the Federal Trade Commission and state fraud agencies (one of them, in Oregon, is now posting the information the University of Illinois told him to take off the website). Gollin's criticism of diploma mills was featured on the CBS Evening News on July 25, 2003, and he appeared on CNN Aug. 30, 2003. Soon after, the diploma mills began complaining to Gollin and the University of Illinois, threatening to file a defamation lawsuit.

These letters scared the University of Illinois, which pressured Gollin to remove the offensive content. On Oct. 9, Gollin agreed to obey orders from top administrators to remove the controversial webpages.

Robin Kaler, a spokeswoman for the University of Illinois, claimed: "We were trying to help him find a more appropriate place for his website" because a website on diploma mills should be "housed in a place

that deals with accreditation." But Gollin perceived the meeting with University officials as an order to drop the controversial information from his website, and he got Oregon accreditation officials to agree to post the information on their website.

Kaler argued about Gollin, "He has a lot to offer the community and the world outside of his discipline. But for the university support he receives, it's for his work in his discipline." This seems to indicate that the University of Illinois believes faculty websites can only include information directly related to their field of research. Yet Gollin's site, like those of many faculty, includes personal and even humorous material in addition to his scientific reason. If big issues about the integrity of academic standards are banned from faculty websites for fear of criticism or lawsuits, then academic freedom is endangered.

By intervening to urge a professor to remove allegedly libelous material, the University of Illinois sets a dangerous precedent for monitoring student and faculty websites and may actually make itself more vulnerable to litigation (because now it's taking responsibility for the content of websites).

Gollin believes that as "an infringement of academic freedom, it needs to be discussed," but he is happy that the State of Oregon is putting his information on their website: "It makes me a hell of a lot safer, it makes the university a hell of a lot safer."

So why is a physics professor pursuing diploma mills? "Physics is interesting because we deal with 11 different dimensions," Gollin says. "This is also interesting because it's so unfamiliar to me." Gollin is fond of John LaCarre novels, and his crusade against diploma mills may be the closest thing to international intrigue that a physics professor in central Illinois is likely to find.

Gollin plans to continue his fight against these diploma mills and the "really, really evil" people who own them. He says, "I have this very nice life" compared to Liberia, where civil war has brutalized the people. "These sons of bitches who smell money are just using the situation there for their own ends," says Gollin. "They're monsters. They're just disgusting monsters."

## U of I at Urbana-Champaign

To mark the 50<sup>th</sup> anniversary of Brown v. Board of Education, the University of Illinois at Urbana-Champaign, the Brown v. Board of Education Jubilee Commemoration ([www.oc.uiuc.edu/brown](http://www.oc.uiuc.edu/brown)) has a year of event, including an April 1-3 Law and Education Conference.

## Illinois State University

Illinois State University has approved a policy requiring students beginning in fall 2005 to own a computer, but officials report that the rule will not be enforced and no students will be turned away for lacking a computer. The policy will include the cost of a computer in financial aid calculations.

## Eastern Illinois University

Eastern Illinois University faculty and students objected to the process used by the Board of Trustees when it voted in October 2003 to extend interim president Lou Hencken's contract by two years. The EIU Student Senate passed a resolution asking the Board of Trustees to create an advisory committee "composed of representatives from the various constituencies of the campus community to participate in the process of selecting the president." The EIU Faculty Senate passed this resolution:

"Whereas, the Faculty Senate feels that the recent Board of Trustees decision to suspend the national search for the University president has strained the working relationship between the EIU campus community and its Board of Trustees;

"Whereas, the Faculty Senate wishes to

## Freedom of the College Press and Governors State University

The October 31, 2000 issue of the Innovator, the student newspaper of Governors State University in suburban Chicago, was certainly controversial, with a front-page story about the dismissal of the Innovator's faculty adviser. It was so controversial, in fact, that it was the last one ever printed. President Stuart Fagan wrote in a campuswide memo, "I will not sit idly by, without comment, and allow the reputation of the university to be sullied by newspaper reporting that is inaccurate, insulting, and that might be driven, in part, by self-interest." The Administration did not sit idly by. Patricia Carter, dean of student affairs, contacted the printer to order that no further issues be printed until prior review had been made by a top administrator.

The Illinois College Press Association investigated the case and determined, "administrators have acted inappropriately, and probably illegally, with blatant disregard for students' First Amendment rights." Currently the case, *Hosty v. Carter*, is being reviewed by the 7th Circuit Court of Appeals, as the state of Illinois argues that colleges are no different from high schools and student newspapers should be subject to a similar censorship by administrators. The 7<sup>th</sup> Circuit will hear oral re-argument on Jan. 8, 2004. In this article, Margaret Hosty, the former managing editor and a plaintiff, reflects on the legal challenges involved in the case.

— John K. Wilson

By Margaret L. Hosty

At this moment, I am one of three pro se plaintiffs (meaning we have been forced to represent ourselves) in two federal suits brought against Governors State University (GSU), one of which is slated for a rare en banc (full bench) rehearing by the U.S. Court of Appeals for the Seventh Circuit in the coming months. The case, *Hosty v. Carter*, in which I am joined by fellow GSU students Jeni S. Porche and Steven P. Barba, is significant because the State of Illinois, in defense of a university dean, has argued that university officials should have the right to screen, approve, and censor student publications—materials which criticize and expose corruption of these very same officials seeking absolute authority to commit prior review and restraint.

Why should you be concerned? If the Attorney General's Office is successful in its attempts to disintegrate our constitutional liberties, then the right of ultimate censorship GSU seeks will apply to all these public institutions of higher learning. Not only is the preservation of self-expression and the free press necessary to good government, it is crucial to the welfare and mission of academia, as the free exchange of ideas constitutes the very essence of higher education's goals involving moral and intellectual development.

The ability to grow intellectually, and to succeed in the pursuit and establishment of truth, counter-rhetoric is crucial, for without exposure to varied and antithetical contentions, our minds, like muscles without sources of resistance, cannot be exercised to their greatest potential—yet our government is seeking to legalize suppression of the very First Amendment liberties which help guarantee the expression of dissent.

It is not simply student presses which may be harmfully affected by an adverse ruling in *Hosty*, as any situations which apply to First Amendment issues may be subject then to approval of school authorities: administrators may cancel guest lectures if they find the speakers or their lecture topics objectionable; they may disallow art exhibits of controversial subject matter; they may squelch articles or criticism about their own misdeeds upon false pretenses; they may prohibit films not to their tastes or purposes; the list goes on and on—and if the student press is subject

to the same constraints as those publications generated by university administrators, they quickly devolve into PR organs for the school, thereby constraining the free speech and intellectual (and moral) development of not merely students, but faculty, staff, and community members.

If the courts do not rule in favor of the students involved in these suits, you can kiss your constitutional guarantees goodbye, as rulings in favor of the university would precipitate an onslaught of censorship.

An administrator's covert threat to a publisher to withhold payment for services if that publisher refused to secretly provide the administration with copies of the student press prior to publication, and an order to only publish that which the administration approved, are actions which fly in fundamental opposition to everything for which the First Amendment stands—and yet that is precisely what the Attorney General's Office (courtesy of Lisa Madigan) is arguing as legally-protected action on the part of the school: If the courts permit these repugnant offenses at GSU, rest assured, they will permit them at your public university as well.

Do not idly sit by and permit your freedoms to be stripped and diminished by government officials who seek to establish the legal viability of censorship and due process insurrections. If our civil liberties are to be preserved for our enjoyment and betterment, and for those to follow, then it is the common citizen who must insist upon such liberties and which must act to defend them, from enemies foreign or domestic. GSU has argued that it has the right to suppress free speech and due process mandates.

I continue, with my colleagues, in the battle to see justice upheld and civil liberties preserved, the time has come, however, for ordinary citizens—students, faculty, civil servants, community members, and even administrators—to do their respective parts in helping safeguard the freedoms we are intended to fully enjoy at public universities and on college campuses: If my co-plaintiffs and I do not succeed, then it is not only the case we will lose, but the very liberties which constitute the fabric of our free society—and if we lose them, then you lose them, too.

For more information, goto: [www.collegefreedom.org/gsu.htm](http://www.collegefreedom.org/gsu.htm).

## University of Illinois

Because the new state "truth-in-tuition" law requires a fixed level of tuition for four years (rather than requiring public colleges to announce in advance what tuition increases will be), Illinois colleges will make massive tuition increases in Fall 2004. The University of Illinois became the first institution to set new tuition rates for next fall, increasing tuition by 8% for continuing students and 16% for incoming students. Because the "truth-in-tuition" law only applies to tuition, and not student fees or room and board expenses, students will not be able to plan their total college costs.

## State News

### University of Illinois

The decision by University of Illinois Board of Trustees to extend domestic partner benefits to gay and lesbian faculty and staff sparked a sharp reaction from state legislators. State Rep. Bill Mitchell, R-Forsyth, introduced HB 3832 in September to return the University of Illinois trustees to elected rather than appointed positions. Currently, all trustees in Illinois are appointed by the governor, with approval by the state Senate.

Other legislators want to give alumni associations (which are generally regarded as having a conservative influence) much more power in appointing trustees.

On Oct. 29, 2003, state Rep. Chapin Rose, R-Mahomet, introduced HB 3874 (which would apply to all public universities), requiring trustees appointed by the governor to be chosen from a list of three individuals nominated by the school's alumni association.

State Sen. Rick Winkel, R-Champaign, announced a bill to increase the number of U of I trustees from nine to 15, and change how they are selected. The Senate president and House speaker would appoint two members each, and the Senate minority leader and House minority leader would appoint one member each, while the governor would appoint three members and the alumni association six members to the board.

# NATIONAL AAUP NEWS

## Contingent Faculty Policy Adopted

The governing Council of the American Association of University Professors adopted a new policy statement, *Contingent Appointments and the Academic Profession*, on November 9, 2003. The statement addresses the increasing overreliance on part-time and non-tenure-track faculty that threatens the quality and stability of higher education and the academic profession's capacity to serve the public good. Read the new policy at [www.aaup.org](http://www.aaup.org).

The Illinois AAUP's Annual Meeting in April 2004 in Chicago will focus on contingent faculty, as will the next issue of *Illinois Academe*. For more information or to submit an article or book review, contact editor John K. Wilson at [jkwilso2@ilstu.edu](mailto:jkwilso2@ilstu.edu).

The AAUP also has announced a new contingent faculty fund for research, publi-

cation, leadership development, and other assistance to contingent faculty. Benjamin Johnson, Patrick Kavanagh, and Kevin Mattson will donate all royalties from the new book they have edited, *Steal This University: The Rise of the Corporate University and the Academic Labor Movement* (Routledge, 2003) to the AAUP fund. Contributions may be mailed to: Contingent Faculty Fund, AAUP, P.O. Box 96132, Washington, DC 20077-7020.

## National Security and Academic Freedom

In a new report (published in the Nov./Dec. issue of *Academe*), an AAUP Special Committee on Academic Freedom and National Security in a Time of Crisis assessed the risks to academic freedom in the wake of 9-11. UIUC law professor Matt Finkin was one member of the committee.

## AAUP Annual Meeting

The national AAUP Annual Meeting was held in June in Washington, D.C., and IL AAUP representatives at the event included Ken Andersen, Joe Felder, Pan Papacosta, and John K. Wilson.

The AAUP members voted to remove four institutions from the censured list and added none, although a resolution criticizing the administration of the University of South Florida for its violation of due process in the Sami Al-Arian case was passed (censure was not recommended by Committee A because internal appeal procedures have not been fully exhausted). The president of one institution was on hand to urge removal from censure, and noted that his first priority upon becoming president was to urge changes in campus procedures so that the university would no longer be under AAUP censure.

Rep. Sherwood Boehlert (D-N.Y.) received the Henry T. Yost Congressional Recognition Award. Eileen Burchell, an AAUP member from Marymount College

of Fordham University received the Georgina Smith Award for improving the status of academic women or advancing collective bargaining. San Francisco Chronicle reporter Seth Rosenfeld won the Iris Molotsky Award for Excellence in Coverage of Higher Education for his remarkable series that took more than a decade of fighting for Freedom of Information Act requests, "The Campus Files: Reagan, Hoover and the UC Red Scare" (available online at [www.sfgate.com/campus](http://www.sfgate.com/campus)).

The Alexander Meiklejohn Award for Academic Freedom went to Molly Corbett Broad, president of the University of North Carolina, for defending the right of faculty and staff to select a book about the Qu'ran for a freshman reading program in 2002 (see the summer 2003 issue of *Illinois Academe* for more details). Shortly after the AAUP meeting, conservative groups and state legislators launched an attack on the book selected by the University of North Carolina at Chapel Hill for 2003, Barbara Ehrenreich's *Nickel and Dimed*.

## AAUP's Summer Institute, July 24-27, 2003

By Lynne Meyer, Executive Director, AAUP-IL

Held in Albuquerque at the University of New Mexico, this year's Institute boasted a record 230 attendees from across the nation. The Illinois Conference was represented by two delegates: State Council member Leo Welch (Conference lobbyist and past president), and Lynne Meyer, Executive Director of the Conference.

Seminars on a wide variety of topics, followed by a welcome banquet and an informative, if sobering, panel discussion on the topic "State Fiscal Crises and Higher Education," marked the start of the four-day event. The next two days were devoted to workshops on everything from faculty handbooks, shared governance, and contract negotiations to membership recruitment, lobbying, and effective campaigning. Conversations were enlightening and often spirited, as people exchanged ideas and related tales both of horror and of success.

Despite the long days, many attendees found the energy to take advantage of AAUP-sponsored opportunities to explore the area. Friday night's highlight was the tram ride to the top of Sandia Peak, which offered not only a spectacular view but also a welcome respite from the sweltering late-July heat. On Saturday evening, a large group traveled to nearby state capital Santa Fe for a little unstructured R & R. Others stayed closer to campus and took advantage of Albuquerque's many attractions.

The Institute wrapped up on Sunday with more seminars, followed by a goodbye brunch. Having been given much to think about, many attendees pronounced the affair a success, and left in anticipation of next year.



IL AAUP lobbyist and past president Leo Welch (left) with AAUP president Jane Buck at the 2003 AAUP Summer Institute.

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

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- \$151** Full-Time Active Faculty Membership
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