



VANGUARD

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CSU Chancellor Announces Retirement

David Carter, Chancellor of the Connecticut State University System since February of 2006, has announced his intention to retire no later than September 1, 2011. Southern Connecticut State University is also initiating a search process for a permanent President. Karl Krapek, president of the Board of Trustees, said in a letter to SCSU faculty that “ Because of the significance of each of these positions, especially as the system and the university face unprecedented fiscal challenges for the foreseeable future, the involvement of representatives of the various constituencies outlined in Board policy is absolutely critical, and therefore merits careful consideration by the Board as we determine how best to proceed in the coming months.”

Kapek noted that Carter's decision to retire was unexpected.

Carter describes in a letter to CSU colleagues the progress made in the last four years— increases in students, graduation rates, minority recruitment, and articulation structures. He continues, “Without your dedication, expertise and commitment, [the system’s many] accomplishments would not have been possible. As the phrase ‘We are four, we are one’ reflects, our individual and collective strengths hold the key to our future. We find ourselves in the midst of the most difficult economic challenges we have seen, but I remain confident that if we work together, put our differences aside, and tell our collective story as a catalyst for Connecticut, we can have a positive impact on those who will be making critical decisions in the months ahead that will impact our fiscal well-being.. We must continue to ask ourselves what can be done differently so that each university, the system office, and our entire system can operate even more effectively and efficiently while providing the caliber of education that our students expect and deserve. I remain committed to working with you...we must join together to ensure that we will continue to have the resources we require. Together, we can address the challenges before us and ensure a transition that will be in the best interest of the more than 36,500 students we serve.”

Quinnipiac Names Med School Founding Dean

Bruce Koeppen, Dean of Academic Affairs and Education at University of Connecticut’s School of Medicine, has been appointed Founding Dean of the Quinnipiac University School of Medicine, beginning November 1. The university says it is taking this step because of a national shortage of doctors that could intensify as a result of health care reform.

The university said it would begin the complex process of opening the medical school, enrolling the first class in 2013 or 2014 on its new campus in North Haven. The initial class will have about 50 students, and the school will eventually have 500. The new school is expected to cost about \$75 million. Greg Bordonaro, in his article “Quinnipiac Raids UConn’s Medicine Cabinet” in the *Hartford Business Journal Online*, quotes Koeppen as saying “To have the opportunity to help build a medical school from the ground up is a once in a lifetime opportunity.”

According to Bordonaro, “Koeppen will be responsible for finalizing the school’s clinical affiliation partnerships, developing curriculum, recruiting faculty and an administrative team, and securing accreditation.”

Notes from the Conference Executive Committee:

Conference Elections Go Electronic

The State Conference has shifted to electronic voting as of 6 May 2010. The necessary constitutional and bylaws amendments were passed at the CSC–AAUP Spring Meeting. Election of Conference officers and representatives for the coming term will be via electronic voting, in the same balloting process as for National AAUP officers and Council members; see the Conference website and the next Vanguard for details.

Have You “Friended” National?

National AAUP has increased its presence in the ether. Now, besides the official website, people interested in AAUP activities can visit the AAUP Facebook page and also follow AAUP on Twitter and Flickr.

CSC–AAUP Issues Call for Nominations

The Connecticut State Conference–AAUP Nominating Committee hereby announces a call for 2011–2013 CSC–AAUP officer nominations.

Nominations are being solicited for Connecticut State Conference President, Vice President, Secretary, Treasurer, and four At-large Members. For information about the terms and duties of each office, please refer to the CSC–AAUP Constitution and Bylaws: <<http://people.wcsu.edu/nairv/AAUPCSC.htm>>.

If you wish to make a nomination, send the candidate’s name, discipline, and institutional affiliation to the CSC–AAUP Nominating Committee c/o Conference Office (P.O. Box 1597, New Milford, CT 06776). Nominees must be AAUP members in good standing.

January 31, 2011, is the deadline for receipt of nominations to the CSC–AAUP Nominating Committee. Nominees shall indicate in writing their willingness to stand for office and shall supply contact information and a biographical statement for use by the CSC–AAUP.

The Nominating Committee shall send candidate names and credentials to the national AAUP office no later than February 1, to be included in the national election ballot. Instructions for voting by secret ballot are sent to all members by the national AAUP.

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AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

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Vijay Nair—CSU-AAUP Liaison. *Library*, Western Connecticut State. (Past President.)

Charles Ross—Chapter Service Program Director. Immediate Past President. *English*, University of Hartford.

Morton Tenzer—Chair, Committee on Government Relations; CSC-AAUP Delegate-at-Large. *Political Science* (ret.), University of Connecticut.

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University of New Haven—**Andrew Fish, Jr.**, *Electrical & Computer Engineering*.

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Vijay Nair—*Library*, Western Connecticut State University

Editorial: Not necessarily the news...

"If you claim that something is true, I will examine the evidence which supports your claim; if you have no evidence, I will not accept that what you say is true and I will think you a foolish and gullible person for believing it so." This has hung on my office door for several years; it's *Ottawa Citizen* columnist Dan Gardner's paraphrase of Richard Dawkins' position vis-à-vis religion, but it's also excellent advice for students in my Composition classes, where I focus on critical thinking and writing effective arguments. It is also, by sheerest coincidence, the reason I've given time and again for why I don't accept "It's in the Bible" or "It's what God wants" as evidence in student papers: religion is a matter of faith, not reason.

I've been thinking a lot about that quotation, anyway, with or without its context. What has worried me most, over the last year or so, is how much of our public discourse, particularly political discourse, has lately consisted of claims without evidence, or even claims in the face of contradictory evidence, and how many people have in fact been foolish and gullible enough to believe those claims nevertheless, and even to pass them on. Of course, any claim becomes more persuasive when it is repeated over and over in the major media, and circulated endlessly via e-mails and blogs. But there should still be room in most minds for a reality check.

By the time you read this column, the elections will be in the past and we will be looking forward to two years of whatever we have gotten as a result. But I'm writing it during what is still the run-up to the event.

I teach first-year writing, and I have always concentrated on critical thinking and argumentation. Teaching such matters during political campaigns is a tricky thing, because examples of good and bad argumentation, deceptive and effective communication, and text and subtext are all around us, but the instructor who brings these examples into the classroom risks appearing to take sides, to "politic." Yet I still recall sitting in my college classes discussing the Wars of the Roses and *The Invisible Man* and such matters while the war in Vietnam and the Civil Rights movement were swirling all around us. We called for relevance then: "Don't give me history and expect me to muse on my own about possible parallels: give me the Thing Itself!" And I feel somewhat the same way now whenever I scrupulously avoid dwelling too much on what was playing on my car radio as I drove to work. Isn't it our job to help students seek the truth? Shouldn't that mean we can also point out what we believe to be lies? Or perhaps I ask myself that because I am passionately political, and in fact wish I *could* tell my students how to vote!

Can—*should*—students be left to judge such discourse for themselves, when the chances are that they are fairly new to all these issues, and certainly haven't been aware of most of the events of the last ten or twelve years? What, really, are my responsibilities to my students?

This semester I've been trying a new approach to journals in my first-year writing course. For some years I've been using, for writing assignments, stories in the news that represent conflicting values—members of a religion called Sumnum who wanted to erect a monument of their central principles

Editorial... 8

Letters

Dear Colleagues,

I am writing to share with you a resource/strategy that I would encourage you to consider utilizing.

In these times, it is more important than ever to know what faculty members, academic professionals, and graduate student employees are thinking, wanting, and doing about a variety of matters.

And it is easier than ever to gather that data through an on-line survey.

Such surveys are cheap and relatively easy to conduct.

One such particularly impressive survey is done annually by the chapter at Fairfield University. The survey is of all faculty members, not only AAUP Chapter members (faculty email addresses are generally public, making it possible to develop an email list of all faculty, though obviously this can be harder in the case of contingent faculty).

For a link to the Fairfield survey, and a word document of the survey, go to <<http://www.faculty.fairfield.edu/rde Witt/fwc/publications.html>>.

Of course, you should adapt the instrument to your own purposes and

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From the President:



Irene T. Mulvey, *Mathematics*, Fairfield University

Outreach and Organization

Welcome to the start of a new academic year! Welcome to a new issue of *Vanguard*, the newspaper of the Connecticut State Conference-AAUP! The CSC-AAUP is an umbrella organization serving all AAUP members and AAUP chapters at colleges and universities in the state of Connecticut. In this issue of *Vanguard*, our editor will catch you up on all our recent activities—the annual spring meeting of the state conference, our enormously successful lobbying day on Capitol Hill in Washington, D.C., last June, and more. The Executive Committee of the Conference meets monthly on your behalf to conduct state conference business. Here, I'd like to inform you about the CSC Executive Committee's plans for this new academic year.

We made efforts last year to reach out to institutions that have AAUP members but no official chapter, and we intend to continue those efforts this year. We would like to assist faculty at those institutions to form AAUP chapters in order to organize as academic professionals and work together on matters of mutual concern. When faculty are organized—and organized into AAUP chapters—they can begin to work together on matters of mutual concern. By connecting with CSC-AAUP and the national AAUP, faculty can understand the importance of meaningful faculty input into institutional decision-making and learn how faculty can and should be involved in many matters of institutional concern. Ideally, we would like to assist faculty members in Connecticut to strengthen

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VANGUARD

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Chapter News

Connecticut State University

Vijay Nair Assumes CSU-AAUP Presidency

CSU-AAUP Union News 34.5 (September 2010)

On July 1, 2010, due to the retirement of David Walsh and pursuant to the CSU-AAUP Constitution, Vijay Nair, formerly CSU-AAUP Vice President, assumed the CSU-AAUP Presidency for the 2010-2011 Academic Year. He has been a librarian at Western Connecticut State University since 1984, serving in the WCSU-AAUP Senate from 1987 to 2007, including five terms as President (2000-2005). He has also served as a member and Chair of various Senate Committees including Promotion and Tenure, University Planning and Budget, Working Conditions Media Services and Library Policy, and Research and Development.

Nair has held various AAUP offices continuously since 1986, including Council Member, Grievance Officer, Contract Manager, Vice President, and President of the WCSU-AAUP Chapter and Secretary and Vice President of CSU-AAUP. He has been a member of the CSU-AAUP Negotiating Team for the last four negotiations and served as Chief Negotiator for the current contract. He has also held several AAUP positions at the Connecticut State Conference-AAUP and National AAUP levels, including serving as a member of the AAUP Committee on Academic Professionals and an at-large member of the Collective Bargaining Congress Executive Committee.

Emeritus Assembly

Mort Tenzer, *Political Science* (ret.), University of Connecticut

The first event in the Fall program was a presentation by Marilyn Schaffer, University of Hartford emerita: "A Tourist in Iran." It was held in the 1887 Club at the University of Hartford on October 19.

The second Fall event will be a talk by Mark French, Associate Director for Student Financial Aid, State Board of Higher Education: "New Era in Student Aid: Money for Students, not Banks." The talk will begin at 11:00 a.m. on November 17, 2010, in the Conference Room, Board of Higher Education, 61 Woodland St., Hartford. A cafeteria lunch will follow.

You do not have to be a member to attend the programs. Guests are always welcome.

Emeritus Assembly Newsletter

May-Woo Giger reports that the 2010 Fall Emeritus Assembly Newsletter, edited by Timothy Killeen, is available online at <<http://eact.info/Newsletter/nlfall2010.pdf>>. Activities and articles of interest to the larger community are featured; and, retired or not, members of the academic community are encouraged to read this timely publication.

The CSC-AAUP supports the newsletter and activities of the EACT. You will find a link to the EACT on the CSC-AAUP site.

AAUP ASC History Project

The AAUP will be 100 years old in 2015, and each state conference and chapter is invited to document its local history so that the information can be shared in anniversary celebrations. Some chapters have also found that publicizing information about their founding and achievements can be effective in recruiting new members.

Connecticut chapters interested in participating in this project and needing further information should contact Flo Hatcher, Connecticut State Conference Executive Director and President of the Assembly of State Conferences.

e-mail humor?

Subject: Offers authentic-looking fake University_Dip1oma/Degrees.... cheap price offer! Limited time!

To buy a degree is quite easy these days. Nevertheless most students just sit around in their usually boring local University classes, wasting money. Why would you do that? These days buying a degree is a matter of personal motivation. But why should you buy a degree? The main reason is the fact that buying a degree online is going to save you time, a lot of time. Usually you have to verify your life experience and you instantly qualify.

If you buy a degree by verifying your life experience or work experience, you can find the right degree for you without ever having to leave your workplace and instead get all the documents like the diploma certificate with the University's legal verification and official seal certifying the degree chosen, the transcript, a cover letter, copies of the College's or University's official certificate of accreditation, the institutions postal prospectus approval and a few important things more.

Beware choosing to be something just because it was the only good degree your local institution offered. After all, you are only going to be good at your job if you like to do it. Thus, you have to get a degree that means something to you. This used to be a task that could take you years.

Buying a degree is nothing harmful. It's a win-win situation for the Colleges involved as well as for you, getting the degree you dreamed of. Give us a call if you are interested to buy a degree from an University!



Poem—Janet Krauss

After Reading Students' Evaluations

I shake their hands
on the last day.
"I like the class,"
she says in a whisper,
her enameled face
slightly averted from mine
held together with the glue
hiding my hurt.
Hers conceals beneath
its hardened surface
contempt for me,
but not her peers.
How easily she has broke
my self-image.
But the other students
mend my cracks
with their words of cheer
as I try to make her disappear.

Janet Krauss has had two books of poems published: Borrowed Scenery and Through the Trees of Autumn. She teaches in the English Department at Fairfield University and is the mentor of the Bassick High School Creative Writing Club sponsored by Talent Search of Fairfield University. In 2006 she received the Adjunct of the Year Award at Fairfield U. —Ed.

The Robert Bard Legal Defense Fund

The Robert Bard Legal Defense Fund was established by the Connecticut Conference of the AAUP in 1998 to support litigation in cases or situations where AAUP principles of academic freedom, shared governance, or due process have been violated.

We have received a generous contribution to the Rothe Mort Tenzer Travel Fund from

*An Anonymous donor
in memory of Ira M. Leonard, Professor Emeritus, CCSU, History*

The Mort Tenzer Travel Fund

The Mort Tenzer Travel Fund was established by the Connecticut Conference of the AAUP in 2005 to assist chapters or academic departments in hosting guest speakers in the interests of advancing AAUP principles of academic freedom and the

common good. In 2009 the Executive Committee voted to extend the terms of the grant to support travel by full- or part-time faculty for academic purposes.

We have received a generous contribution to the Mort Tenzer Travel Fund from

An Anonymous donor

The George Lang Award

The George Lang Award was established by the Connecticut Conference of the AAUP in 2007 to honor the memory of our colleague by recognizing a faculty member at Fairfield University who early in his or her career has shown awareness of and dedication to important AAUP issues such as academic freedom, faculty governance, and faculty rights and responsibilities.

We have received a generous contribution to the George Lang Award fund from

*Mary-Beth Lang
Mrs. Marian Lang*

Donations to these funds are welcome and may be sent care of Flo Hatcher, Executive Director CSC-AAUP, P.O. Box 1597, New Milford, CT 06776.

CSC-AAUP is an organization exempt from federal taxes. Contributions to CSC-AAUP are tax-deductible

To apply for a grant from the Bard or Tenzer funds, or to request more information about them, contact Flo Hatcher at the Conference Office, who will be delighted to assist you. Bard Fund grants are made as the need arises. Tenzer Travel Fund applications are reviewed as they arrive but should be submitted at least six weeks before the date of the event. Tenzer Grants are made on a rolling basis: now is a good time to make your plans for Spring and Summer 2011.

Conference Chapter Service Program

The Chapter Service Program is a Conference-based initiative to develop local chapters as active advocacy organizations.

The Connecticut State Conference-AAUP, in collaboration with the Assembly of State Conferences of AAUP National, will provide (for minimal local financial obligation) these services and others:

- Chapter Leadership Training
- Analysis of Institutional Financial Data
- Consultation and Training in the Effective Use of Financial Analyses
- Training and Assistance in Chapter Committee A Work
- Consultation on Institutional Assessment
- Consultation on Faculty Issues in Use of Technology in Higher Education

To take advantage of the Chapter Service Program, contact the Conference Office, attention Charles Ross, Chapter Service Program Director.

Book Reviews . . .

Vanguard Seeks Book Review Editor

The Editorial Committee of *Vanguard* invites enquiries from anyone interested in taking on the fascinating and only occasionally onerous position of Book Review Editor. Book reviews are published in print editions of *Vanguard*, of which there are currently two per year (one each semester). Book reviews are not carried in electronic issues of *Vanguard*.

Since converting *Vanguard* from newsletter format to tabloid publication in 1993, we have devoted one to three pages of every issue to book reviews, in acknowledgment of the importance of general academic reading to members of our profession. Over all those years, we have had only four Book Review Editors: Joan Chrisler, Joann Silverberg, Shouhua Qui, and Jason B. Jones, with occasional assistance from the *Vanguard* editor. These editors have come from the ranks of psychology, classics, and English departments. Reviewers have ranged from professors *emeriti* to graduate students and have included active faculty at all ranks. We have carried reviews of books on professional strategies, philosophies and techniques of teaching, faculty life, trends in higher education, and institutional politics, as well as works of literature, including comic and mystery novels set on university campuses. As the article on the facing page suggests, we will now also consider news and reviews of blogs on these subjects.

The Editorial Committee can make funds available for purchase of books for review and can assist in identifying promising titles and potential reviewers if the editor so requests.

The Book Review Editor is also an invited attendee at monthly meetings of the Conference Executive Committee.

If you enjoy working with books and reviewers and are willing to give some of your time to this adventure, please contact Flo Hatcher hatcherk1@southernct.edu or Ruth Anne Baumgartner rbaumgartner@fairfield.edu to discuss the possibility. —Ed.

P. F. Kluge. *Gone Tomorrow*. Woodstock, NY: Overlook Press, 2008.

Reviewed by Joan C. Chrisler, *Psychology*, Connecticut College

Gone Tomorrow is a novel of academe, but it is not a satire. It is a portrait of a life in a small town in Ohio with a liberal arts college (unnamed, yet certainly based on Kenyon) at its heart. In the course of the book we meet professors, students, staff, senior administrators, and townspeople who have the usual ambivalent feelings about the College and the people who live, work, and study there.

First we meet Mark May, an assistant professor of English, who feels marginalized in his department because he was originally hired as a favor to his now ex-wife, a former administrator at the College. May has a friendly relationship with, but doesn't know well, the long-time writer-in-residence George Canaris, holder of an endowed chair, who also is marginalized in the department because, although he had published several critically acclaimed books before he joined the faculty, he has published none since. Canaris often refers to the magnum opus he has been working on for the 30 years he has been at College as "The Beast"; but, as time goes on, his colleagues, students, publisher, and fans doubt that The Beast exists. Canaris dies suddenly, while out on his daily walk—the victim of a hit-and-run driver—and May is startled to learn that Canaris has named him his literary executor. It falls to him to search through Canaris' files looking for The Beast. He finds a manuscript, but it is not The Beast; it is the story of Canaris' first and last years at the College with some reminiscences in between. It becomes clear that the book we are reading is not May's story, but Canaris', with an introduction and afterword by May. Canaris' manuscript is untitled, but May names it *Gone Tomorrow* because Canaris' first book was titled *Here Today*.

We learn why Canaris decided to move from Los Angeles to small-town Ohio and why he stayed. We watch him struggle to learn how to teach and how to fit into the campus community. We meet his friends and favorite students, and later we watch one of those former students, now provost of the College, abruptly tell him that he must retire so that the College can give his endowed chair to a younger writer with a brighter future. (How sharper than a serpent's tooth!) We also watch Canaris work on The Beast: research it, write and rewrite it, edit it, and give it to a trusted friend (a long-time secretary at the College) to type, print, and save onto disks. What he does not do is send it to his publisher.

In the afterword we learn that, after reading through *Gone Tomorrow*, May tried again to locate The Beast. He visited the trusted secretary, now dying of lung cancer, and everyone else mentioned in the manuscript who seemed to have knowledge of The Beast. In the course of May's investigation, many questions are raised. Does The Beast exist, and, if so, did Canaris ever finish it, and where is it? Is *Gone Tomorrow* an autobiography, or is it a fictionalized account? Was Canaris' death an accident, or was it murder? If the latter, who did it, and why? I will not tell you the answers to the questions that are answered or my surmises about the ones that are not, because I hope that some of you will read this book. The plot is thoroughly engaging, the writing first-rate (except for those dozen or so typos—does no one proofread anything anymore?!), and the main characters so well realized that I could not put down the book until I finished it...and, even then, with reluctance.



It was also a pleasure to read a book about academe in which the professors are like the people I work with every day. Yes, they kvetch about their students and the administration (who doesn't?), but they are devoted to their work. They care about teaching, they like their students, they are true scholars, and they are so devoted to the College that, when they retire, many of them stay in town rather than move away. Kluge, who is a writer-in-residence at Kenyon College, describes the scene very well. For example, May finds a set of papers graded by Canaris but never picked up by the students: "Canaris' comments were detailed, forbearing, critical but encouraging, that mix of good cop/bad cop we offer here" (20). The provost who forced Canaris' retirement is a "solid professor, minimal scholar, and adroit campus politician" (33); "[h]aving left the faculty to become a provost, he couldn't help thinking that he was chosen from among his peers because he was better than they were...an occupational hazard" (32). "Nothing is so fine as a nap after a college ceremony, unless it is a nap *during* a college ceremony" (111). About students' papers, he writes: "They made careless mistakes. That meant—there was no escaping it—they didn't care" (118). About life in academe: "There's a ritual sameness about college life. It's like farming, with no worry about commodities or the weather. And the calendar is different. Our new students arrive in the autumn, when farmers are harvesting; our graduates depart in May, when farmers are plowing and planting" (152).

When the rhythm of academic life provides some time for relaxation and reflection, you could do worse than spend that time with the author (Kluge) and the author (May) and the author (Canaris) of *Gone Tomorrow*. If you pick up this book, I can guarantee you won't be disappointed, especially if you, too, teach on a small campus.

Daniel S. Greenberg. *Tech Transfer: Science, Love, Money, and the Ivory Tower*. Washington: Kanawha Press, 2010.

Reviewed by Joan C. Chrisler, *Psychology*, Connecticut College

I should have guessed immediately that a novel with a colon in its title would lack the literary quality one expects of creative writing. The author is not, as the colon suggests, a professor: his bio says that he has "lectured widely at universities," so that may be where he learned that a colon in a title is *de rigueur* in the academy. He is, however, a journalist who specializes in science reporting, and he was once the news editor for *Science*. Thus he may be a plodding novelist, but he probably knows what he is talking about when he writes about the politics and economics of big science on campus. And that's not good news, because what he has to say about the business of science is disturbing.

One of the main characters in the novel is Collin Marston, who went to Kershaw University to do a post-doc in the lab of the famous Elias Fenster. Fenster runs one of the busiest labs on campus. He gets grant after grant to run minor variations on work he did as a graduate student. One day Marston and another post-doc attempt without success to replicate Fenster's original study, and it begins to dawn on Marston that Fenster altered his data and probably continues to do so. It is impossible to check, as the lab journals are all kept in a safe to which only Fenster has the combination. When Fenster suspects that Marston might be onto him, he tells Marston that his work has been disappointing and he cannot recommend him for faculty positions. Without a recommendation from Fenster, Marston will never become an assistant professor, and that is how he ends up working for a venture-capital firm whose main business is "mining gold" from research done in universities (1).

The busiest lab on campus is run by Max Brusolowitz, who already has "a pile of patents" (2). He gets huge grants from foundations and government agencies, and Marston hears a rumor that the U.S. Army has funded "Brucie" to develop a pill that makes sleep unnecessary, and that the pill has already worked successfully in rats. The project is top-secret, both because of the public outcry likely to ensue when people discover we will soon have an army that can fight 24 hours per day and because Kershaw has rules against any defense department money on campus; the Army has had to launder Brucie's grant money through other government agencies. The secret remains

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relatively secret because Brucie has divided the project into tiny bits, and each of his lab minions is working on only one bit with no idea of how all the bits fit together. Marston and his boss spend the rest of the story scheming about how to discover whether the rumor is true and how to get their hands on Brucie's discovery so that they can make millions of dollars by licensing it to a pharmaceutical firm. Of course, that is what the university's Tech Transfer Office is supposed to do, so that the university itself makes the millions; but the hapless director finds it impossible to do his job—the science faculty make end runs around him and secure their own patents and licensing fees.

There are many subplots to this novel, but the one I found amusing concerns faculty politics and the university's presidents. The performance of the university's long-time president T. Carl Giles has been going downhill for quite a while, but the faculty has had no complaints because he never bothered them and they got to do exactly what they want; the trustees have made no complaints because they were all appointed by Giles, and they like the prestige of serving on the board. When Giles dies, the trustees commence a search. They hire a search firm whose associate presents them with several candidates, each of whom is well qualified for the position, but each of whom has a skeleton in the closet. The trustees, averse to bad publicity, are loath to take a chance on any of them, but also eager to adjourn the meeting and go home. One of the trustees suggests Mark Winner, a professor of economics at Kershaw, whom he knows because Winner once did some consulting to a vending machine trade association of which the trustee is a member. The others quickly vote to appoint Winner president, without even attempting to interview him. Winner is surprised to receive the offer, not only because he did not apply for the position, but also because he has no administrative experience and has never even served on a university-wide committee. He accepts the job, in part because his colleagues have recently made some snarky remarks about how long it has been since his last book was published and he has no ideas for his next one.

The prospect of a new president has all the faculty anxious, especially the science faculty, who do not want anyone poking into their business. Fenster becomes president of the faculty senate (a feat easily achieved because no one else wants the job), and his first act is to engineer passage of a resolution mourning Giles' untimely death and calling on the new president to follow in Giles' footsteps and maintain all of his policies and procedures. Winner immediately recognizes the resolution as a threat. If he makes even the smallest changes, the faculty senate will vote No Confidence in him and he'll be out of his new position in no time. There are some entertaining passages in which Winner and Fenster joust, but I found myself wondering whether there really are universities where the faculty senate has that much power.

Bentley Grimes, the president of Kershaw's alumni association, has made his career in advertising and public relations, and he sees Winner as his opportunity to polish up the fading reputation of his alma mater. He tells Winner that, if Kershaw cannot be excellent, it must at least appear to be excellent. He urges Winner to call a press conference and announce that Kershaw is raising its tuition to \$75,000 per year because excellence costs money to maintain. When Winner says no one can afford that, Grimes suggests that, at the same time, Winner should announce a major campaign to raise money for scholarships so that first-rate students of lower means would not be deprived of a Kershaw education: "Excellence and opportunity" make a "great combination" (141). Grimes insists that the wealthy value exclusivity, so they will automatically want to send their children to the most expensive school in the country. When Winner worries that many of those wealthy progeny would not have adequate SAT scores, Grimes tells him to announce that Kershaw is dropping the SAT requirement because the test is "culturally biased, class-oriented, and...fails to recognize late bloomers, original thinkers, and ethnic minorities" (141-142). Grimes describes foundation executives as "empowered mediocrities" who "couldn't hack it in the real world" (142). Most are too lazy to do much investigating about grant applicants, but they are required by law to give money away every year. News reports that the university is "newly dedicated to excellence and elite education for poor but brilliant kids" (142)

will get their attention, and funds will come rolling in to Kershaw's coffers. Grimes' advice sounded uncomfortably familiar to this reader.

The student newspaper, called *Haywire*, is adamantly against tuition increases, but editorializes regularly for increased financial aid, smaller classes, better vegan and vegetarian offerings in the cafeteria, dormitory renovations, new buildings, larger and better sport facilities, and more video games in the student center. Bloggers on campus and off evaluate Winner's every move. Furthermore, Winner lacks social skills and refuses to moderate his blunt interpersonal style, which makes it difficult for him to court wealthy alums and socialites whom he needs to make donations to the university. It is no surprise that his presidency is short-lived; but how it ends, what happens to the unethical scientists, and what Winner does next I leave unstated in deference to those who decide to read the novel. Let me just say here that the Peter Principle applies.

If you're looking for a beautifully written novel or a compelling page-turner, *Tech Transfer* isn't it. (There is a reason why this book is self-published, unlike Greenberg's nonfiction works, which have prestigious publishers.) If you are hoping, just once, to read an academic novel where there are at least some professors who are ethical, hard-working, and smart in both practical and intellectual ways, then stay away from this book. However, if you are intrigued by an opportunity to see how a respected journalist who lectures "widely at universities" views the faculty whom he meets and the scientists whose work is the subject of his reporting, this might be worth your time. —Oh, and if you've been troubled by insomnia lately, try picking it up at bedtime.

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Blog Walks the Picket Line Twenty Years After

This year marks the 20th anniversary of the faculty strike at the University of Bridgeport, which lasted from 1990 to 1992. It is widely acknowledged as the longest strike in higher education, but little else is known about it; no comprehensive history exists, and the scant descriptions found on sites like Wikipedia are surprisingly misinformed. Now a blog <<http://ubstrike.wordpress.com>> seeks to fill the historical gap with information previously unavailable to anyone who wasn't involved in the strike at the time—and even to some who were. Former UB-AAUP staff member Alexander Kulcsar has ploughed through the vast union archives to produce an online documentary narrative of memos, news articles, photos, confidential reports, and more, complete with a glossary of arcane terms and references.

20 Years Ago Today...

As part of its design concept, the blog features a daily updated posting, "20 Years Ago Today," which began on March 12 of this year. The date is significant because on March 12, 1990, the UB administration suddenly announced its intention to lay off 50 tenured professors (more than a quarter of the faculty) without notice or severance pay, and restructure the entire institution, practically overnight. The legal battle with the union that resulted from that layoff attempt led directly into the scheduled negotiations for a new collective bargaining agreement, which led in turn to the strike on September 1. "The events of March 12 are key to understanding everything

that happened afterward," says Kulcsar, "and even, eventually, how and why the strike ended." Through the daily postings, visitors have been able to follow the crisis as it evolved; the section "Blog Archive" contains all the postings in chronological sequence, so anyone who wants to can read the progression of events from the beginning.

Union-busting and institutional collapse

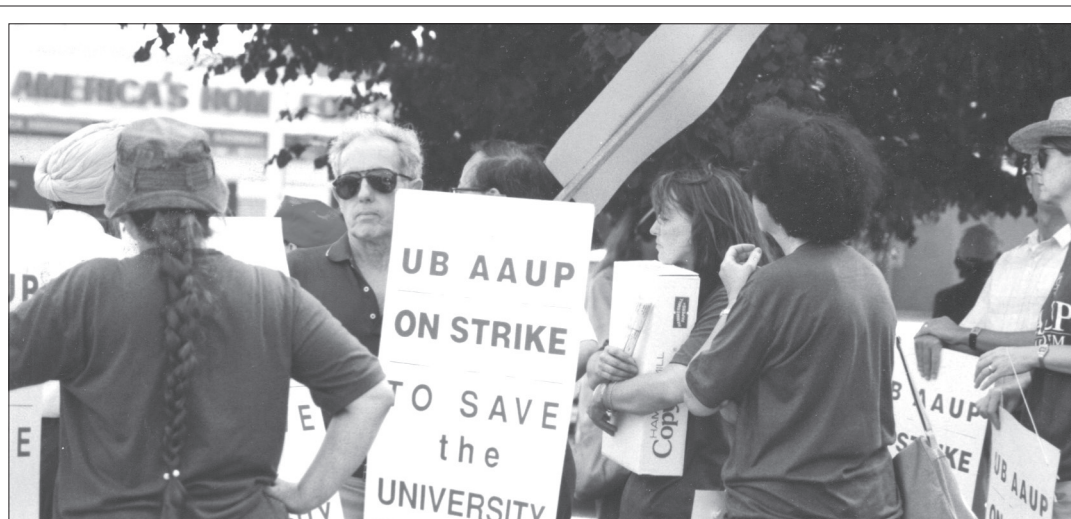
The University of Bridgeport hired permanent replacements for the striking professors (the first time that union-busting tactic was ever used in an academic setting), and left the conflict unresolved for two years. During that time, the school's finances collapsed, its law school seceded, and the trustees sold control of the board to a branch of the Unification Church.

Writing history

"It is amazing to me that this history has gone untold for twenty years," says the blogger Kulcsar, "but now it will be told. And I'm hoping that at least some people find the details as illuminating, shocking, and disturbing as I

still do after all this time."

A companion website, <www.ubstrike.com>, has developed simultaneously with the blog, Kulcsar says, with additional features including videos, newsletters, and interviews.



The blog's logo is one of the many photos taken of the University of Bridgeport strike of 1990–92. More photos may be found on the site.

Dear Professor Power,

Yesterday I received an e-mail message from an alumnus of a college where I used to teach. He requested that I write him a letter of recommendation for graduate school, and he attached an unofficial transcript for my "convenience." His message was polite and chatty; he told me that he writes about high school sports for a local newspaper. I am always willing to provide recommendations for former students, but, in this case, my problem is that I do not even recognize his name, thus I'm not sure that he is my former student! My examination of his transcript indicates that he was a minor in the department where I used to teach, and the only possible course he could have had with me was a lab I taught in 2004. What should I do about this, Professor Power? Should I ask him for an outline of what he would like me to say, or should I tell him to request letters from faculty with whom he had more interaction? Sign me

Forgetful in Forestville

Dear Professor Forgetful,

There's no need to feel embarrassed that you have forgotten a student you may have taught only once, six years ago, at an institution that no longer employs you. A more interesting question than the ones you posed is why the student chose to approach you, rather than faculty in his major department who taught him more than once. What if you have never taught him, and your letter of recommendation turns out to be the nugget of a story about dishonesty, which he hopes will propel him beyond high school sports to a better job as an investigative journalist?

When former students (more than 2-3 years out) approach Professor Power for recommendations, it is my standard practice to request that they tell me exactly what classes they took with me and what grades they earned and that they send me their résumé and a photograph of themselves. You

Professor Power explains it all to you . . .

could do the same, and, if the documentation does not help you to place him, you must tell him you cannot write the letter. Advise him to seek out someone who actually remembers him!

I.V. Power

Dear Professor Power,

I am in a dilemma, and I need some advice. I will be coming up for tenure the year after next. Acting on my department chair's suggestion, I sought, and received, funding to bring in a post-doctoral level research associate to work with me on my research and help me to supervise the graduate and undergraduates students who work in my lab. When she arrived last August, I was thrilled. We get along so well, and we quickly became friendly – working well together and occasionally socializing on weekends. As the fall semester wore on, I became very busy with committee work, and I relied on her increasingly to carry out both research and record-keeping tasks. At first things went okay, but, as I spent less time with her, she seemed to take her job less seriously. This semester she has often arrived at the lab late and left early. She has not provided much guidance to the students recently. The grad students have had to work around her to get their work done, and the undergraduates seem to be spending more time chatting than working. I am steamed because I feel that she has used our friendship to take advantage of me to earn her salary while devoting her time to outside activities. I need her help to move my research projects toward completion, or I will not have a strong case when my tenure evaluation is done. I hate to confront her in a way that ruins our friendship, but her lax attitude is affecting everyone in the lab. What should I do?

Weighed Down in Windham

Dear WDW,

The first thing you need to do is ask yourself is what is more important: a friend or a research associate? Although it is always pleasant to have collegial interactions with one's colleagues and subordinates, your relationships in the lab should be professional at all times. Perhaps because your post-doc is closer to you in age and status than your students are, you have forgotten that she, like the students, is counting on your for mentorship. Right now, by letting her slack off on the job, you are not providing the kind of mentoring she needs, nor are you a good role model for her or the students. You have the authority in this situation – it is your lab, after all – and you need to exercise it. Be very clear about what is expected of everyone in the lab, from the post-doc to the undergraduates; perhaps you should consider written instructions of what should be accomplished by the end of each week. Have a frank talk with the post-doc. Tell her you need this and that done by a date certain in order to keep your projects on course, and, if she cannot manage to get it done, you will have to terminate her contract.

You need to correct this situation as soon as possible, for your own sake, as well as that of your students. The grad students can only work around the post-doc for so long before their own projects fall behind schedule, and it is clear from your letter that the undergraduates are engaged in social loafing, which has become the norm in the lab. If the post-doc shapes up or ships out, everyone else will shortly return to their previous levels of productivity. And,

if they do not, you might have to have a similar talk with each of them.

I.V. Power

Dear Professor Power,

I am an assistant professor who has been engaged in a fruitful collaboration with an associate professor in my department. We designed a study together, successfully sought funding, collected the data, and recently finished our analyses. We agreed to spend a good part of the summer writing a journal article to report our results.

My colleague surprised me the other day by suddenly telling me that he wants to bring in his grad school buddy (who works at another university not far from us) as a third author on the article. He mentioned this in passing in the hallway, and, before I could gather my wits to reply, he said he had to hurry off to a meeting. His request seems wrong to me; his buddy didn't participate in any of the work we have done so far. Why should he get any credit for our study? I worry that they might team up against me, squeeze me out, and take control of the direction of the article. My colleague is senior to me, and he will have a vote on my tenure. Is there anything I can do to stop this? I am

Intimidated

Dear Professor Intimated,

If you have not settled this matter by now, you should request a private meeting with your colleague—this is not a discussion to be had on the fly in a public space. Ask what expertise Buddy would bring to a project so close to completion. Are there some extra analyses to be done that he is particularly qualified to do? Has your colleague been consulting him since the study began? Perhaps Buddy made suggestions that were integrated into the study design or the grant application without your knowledge. Are you planning to publish in a journal that only accepts articles in a language (e.g., Czech,

Cantonese, Catalan) in which Buddy writes more fluently than you do? Most professional associations have guidelines for determining whose contributions merit a co-authorship (rather than acknowledgment in a footnote) and in what order the authors' names should be listed. Bring a copy of your discipline's guidelines to the meeting and share them with your colleague. If Buddy hasn't done anything to earn a co-authorship, and your colleague knows it, then he has acted unprofessionally in trying to boost his friend's career in a manner that diminishes your contributions.

I understand why you feel intimidated, but it is important that you do not play the victim here. You might wish to continue this fruitful collaboration in the future, and what's to prevent your colleague from pulling similar stunts if you do not stand up for yourself now? Even if he is angry at you in the short-term, saying "no" will empower you in the long-term. He also has a lot to gain by continuing your collaboration, and collaborators who respect each other are much more likely to thrive in their partnership.

I.V. Power

Dear Professor Power,

I have enjoyed reading your column, and I thought you might like to hear about the best advice I ever got from a colleague. When I was a young professor, there was an old curmudgeon in my department. He scowled a great deal and always seemed to be angry at me whenever I addressed him. I asked a colleague who knew him well what I could do about what I perceived to be our poor relationship. He suggested that I go to the curmudgeon and ask him what I could do to improve our interactions.

Later that day I seized the opportunity to approach the curmudgeon in the faculty dining room, and I asked him, albeit somewhat disingenuously, "Can you help me to figure out what I can do differently so that you won't be angry with me anymore?" My approach apparently disarmed him. He smiled, said he wasn't angry at me in particular, and we always got along well after that. Often I saw his scowl turn into a smile when I approached, then relax back into a scowl again as we parted ways. I'm glad I took my colleague's advice that day! Sign me

Disarmingly Charming

Dear Professor Charming,

Thank you for sharing your story. Your colleague's suggestion was a good one; nipping problems in the bud in a direct way is a solution I am generally ready to endorse.

If any other readers would like to share the best advice they have ever received, Professor Power will be happy to read it.

I.V. Power

If you need expert advice from Connecticut's wisest mentor to guide your professional career, ask Professor Power to explain it all to you. I.V. Power will receive your letter at the office of the State Conference. Send questions or other comments to Professor Power c/o CSC-AAUP, P.O. Box 1597, New Milford, CT 06776. Your objections to or elaborations on the advice presented are always in order.

NATIONAL CONTINGENT- FACULTY NEWS

J. GLANVILL

Joseph Glanvill coined the term “scholar gypsy” in his The Vanity of Dogmatizing (1661); Victorian poet Matthew Arnold turned the phrase to his own uses in two poems. Since many academic contingent workers describe themselves in the same way, we found its originator an apt pseudonymous byline for this column.

J. Glanvill will continue to report on issues affecting part-time, temporary, and non-tenure-track faculty.

AAUP Report Recommends Tenure for Adjunct Faculty

www.aaup.org

At the Conference on Contingent Academic Labor (COCAL) in August, the National AAUP handed out a revised copy of its report “Tenure and Teaching-Intensive Appointments,” which is to be published this month (revised from comments received to its October 2009 draft). The report notes that previous studies have determined that over seventy percent of faculty are not tenured nor on the tenure-track. “Faculty serving on a contingent basis generally work at significantly lower wages, often without health coverage and other benefits, and in positions that do not incorporate all aspects of university life or the full range of faculty rights and responsibilities. The tenure track has not vanished, but it has ceased to be the norm. This means that the majority of faculty work in subprofessional conditions, often without basic protections for academic freedom.”

The report goes on to say that “the best practice for institutions of all types is to convert the status of contingent appointments to appointments eligible for tenure with only minor changes in job description. This means that faculty hired contingently with teaching as the major component of their workload will become tenured or tenure-eligible primarily on the basis of successful teaching.” Further, the report states that “for faculty who wish to remain in the profession on a part-time basis over the long term, we recommend as best practice fractional positions, including fully proportional pay, that are eligible for tenure and benefits, with proportional expectations for service and professional development.”

Coalition on the Academic Workforce Conducts New Survey

John Curtis, AAUP Director of Research and Public Policy

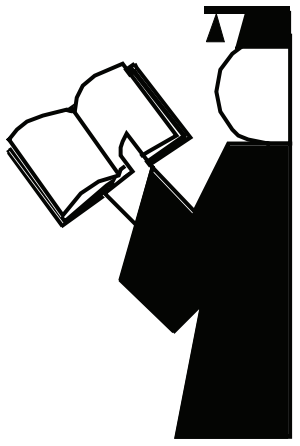
The Coalition on the Academic Workforce invites all members of the contingent academic workforce in U.S. colleges and universities to participate in this survey. It inquires about course assignments, salaries, benefits, and general working conditions as members of the contingent academic workforce experience them at the institutional level. We invite participation from all instructional and research staff members employed off the tenure track, including faculty members employed either full- or part-time, graduate students remunerated as teaching assistants or employed in other roles, and researchers and post-doctoral fellows.

Most of the data on the working conditions of the contingent academic workforce—particularly data about salaries, benefits, and course assignments—exist in large data sets that have been aggregated and averaged at the national level. Consequently, the similarities and differences that contingent academic workers experience across different institutions and institutional sectors, geographic regions, and disciplines become obscured. This survey aims to examine salaries, benefits, course assignments, and general working conditions as contingent academic workers experience them at the institutional level. The survey will collect institution- and course-specific information to create a more textured and realistic picture of contingent academic workers’ working lives and working conditions.

We hope that sufficient numbers of respondents will complete this survey to permit developing a rich dataset that will help CAW and its member organizations advocate on behalf of professional compensation and working conditions for the contingent academic workforce. To that end, we deeply appreciate the time and effort given by all who fill out this survey.

Individuals who wish to be entered in a drawing for one of several \$50 book gift cards may include contact information at the end of the questionnaire, but this information will not be used to connect survey data with specific persons.

We hope that if you have not already filled out the questionnaire, you can do so by November 30, 2010. Winners of the gift cards will be notified the following week.



About the CAW

Organized in 1997, CAW is a group of the 21 higher-education associations, disciplinary associations, and faculty organizations listed below who are committed to addressing issues associated with

deteriorating working conditions and their effect on college and university students in the United States. For more information about CAW, please visit <www.academicworkforce.org>.

American Academy of Religion, American Anthropological Association, American Association of University Professors, American Federation of Teachers, American Historical Association, American Philological Association, American Philosophical Association, American Political Science Association, American Sociological Association, American Studies Association, Association of American Colleges and Universities, College Art Association, Community College Humanities Association, Conference on College Composition and Communication, Linguistic Society of America, Modern Language Association, National Council of Teachers of English, Organization of American Historians, Society of Biblical Literature, Society for Cinema and Media Studies, Teachers of English to Speakers of Other Languages, Inc.

The Challenges of Part-Time Faculty Employment

Elizabeth Hohl, *History* (visiting), Fairfield University

This paper was part of a panel presentation, “Come Together”: Part-Time/Contingent Faculty in History, at the April 2010 Organization of American Historians’ annual meeting. Documentation has been simplified and support documents detached for the sake of Vanguard’s more general readership, but all scholarly apparatus can be supplied upon request. Published by permission of the author. —Ed.

As part-time faculty, we face a situation filled with complexities. We are the product of a longstanding, “decided shift” toward increased reliance on “off-the-tenure track” professionals in higher education. Currently, we are enmeshed in a short-term financial crisis that both accelerates the pre-existing pattern and renders continued employment even more fraught with uncertainty. In some parts of the country and in certain institutions, we are working longer and harder than ever before, teaching additional sections of over-enrolled classes. In other areas and places, we are the target of budget cuts; often, we are not fired or laid off but simply “not asked” to return. The changes in faculty composition

have hardly gone unnoticed. Since the 1990s, professional organizations like the OAH began to debate ideas, draft statements, and issue guidelines. The newest initiative by the Coalition on the Academic Workforce entitled “One Faculty Serving All Students” takes into account the realignment of the last four decades and the “economic downturn” with which we struggle now. CAW has reframed the issues in terms of better results for students and the overall welfare of the system of higher education, but it is unclear that such an approach will inaugurate change. That we are still generating “briefs” and building coalitions underscores the inefficacy of previous efforts.

Obviously, the challenges we confront are persistent, given the frequency with which they are highlighted by coalitions similar to the CAW, professional associations like ours, and advocacy groups such as the New Faculty Majority. According to James Monks, the problems facing part-time faculty are fairly uniform: “low pay, almost non-existent benefits, inadequate working conditions, and little or no opportunity for career advancement” (“Who Are the Part-time Faculty?” *Academe Online* July-August 2009). Given the consensus on the importance of pay, benefits, conditions, and opportunities, I’d prefer to focus instead on three other challenges: establishing our identity, gaining access to governance, and attaining a level of respect. First, these areas repeatedly come up in discussions among activists and in the literature on contingent faculty because they are crucial in achieving long-term transformation. In each case, they supply the connections necessary to becoming “one faculty,” as the CAW envisioned. The bifurcated one with which we currently contend consists of tenured and tenure-track full-timers alongside an invisible army of contingent teachers and scholars with tremendous responsibilities and little authority. At the very least, if we pursue the questions of identity, governance, and professional respect, we will understand better who we are and where we may want to go.

The first challenge we must address is the collection of comprehensive data on the composition of part-time faculty; by part-time or contingent faculty, I mean any faculty member off the tenure track employed in colleges and universities. The need for a concerted effort on the part of all disciplines to conduct a census of their workforce is long overdue. Still, the field of history might provide a model in gathering the information necessary if we made a commitment across the board to do so. Ultimately, we may conclude that, as Monks argued, “There is no Such Thing as a Typical Part-Timer.” However, his finding is based on The National Study of Postsecondary Faculty, published in 2004 and derived from 26,108 responses; current estimates of 700,000 (to possibly 800,000) contingent faculty call into question the representative



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issues, but the survey developed by the Fairfield AAUP chapter gives you a good sense of what can be asked. Such data can be a useful strategy for strengthening the AAUP chapter, and for enhancing the independent voice of the faculty.

Gathering information about faculty attitudes on various matters:

- positions the AAUP at the campus and/or state level, with members, non-members, administrators, and policymakers as a resource, as an organization that gathers and communicates important data about the views of members of the academic workforce;
- is important for leaders to maintain the visibility of the organization as well as a sense of the pulse of the membership as well as of the faculty at large; and
- can be a mechanism for not only strengthening but also for building membership.

I would encourage you to explore this possibility on your own campus.

Please contact me if you are interested in exploring the possibility of conducting such a survey.

Cheers,
Gary Rhoades
General Secretary, AAUP

Dear Non-members of AAUP,

If you've been reading *The New York Times*, *The Wall Street Journal*, *Inside Higher Education*, or *The Chronicle of Higher Education* over the last year, then you know that the AAUP is increasingly visible and influential. In fact, accounts of our work have recently appeared in Russian, Chinese, Spanish, Finnish, Hungarian, French, German, Dutch, and other languages. When Virginia's Attorney General tried to launch a fishing expedition into university files, we were there. When BP tried to embargo Gulf-area oil-spill research, we were there. When universities tried to misrepresent the state of their finances, we were there.

The need for our vigilance over academic freedom and shared-governance issues grows greater every month. Now it is time for you to join us in our efforts. If you've been reading our e-mails, you've taken the first step toward building a relationship with the thousands of your colleagues who already support and participate in our work. Now we invite you to come on board. We want to help keep higher education afloat. We want American higher education to remain the principled and high-quality enterprise it has been and can continue to be. But you all know those values are threatened. Our new dues structure—just announced this semester—makes AAUP membership less expensive for many of you. Is academic freedom worth \$5, \$10, or \$15 a month? We think it is. AAUP membership is the premier insurance policy for the profession. With your help, we are prepared to expand our reach still further. But it costs money to draft our legal briefs. It costs money to send our investigators and organizers around the country. Joining the AAUP is the most cost-effective way you have to promote higher education's pivotal role in our democracy.

Take advantage of our special introductory offer for new members. Join today and receive new-member status through December 2011 while paying only the annual, 12-month rate: <<http://www.aaup.org/AAUP/involved/join/>>.

Join today!

Cary Nelson
President, AAUP

Editorial... from 2

next to a Ten Commandments display in a public park in Utah; parents whose belief in faith-healing cost them their child's life; a community urban farm that was in the way of the city's development plans; a father who killed his own son to save him from a life of addiction; a man who stole, and repaired, a Tiffany window from a crumbling mausoleum—and ask them to argue a position. I subtitle my course "Argument in a Democratic Society," although I sometimes think

8

CSC-AAUP Presents George E. Lang, Jr. Award at Spring Meeting



At the Connecticut State Conference 2010 Spring Meeting, Kathy Nantz, Economics, and then-president of the FWC/AAUP at Fairfield University, presented the third annual George E. Lang, Jr. Award, established by CSC-AAUP to honor the memory of George Lang by acknowledging a young faculty member at Fairfield who has shown awareness of the importance of fundamental AAUP principles of academic freedom, tenure, and strong faculty governance. Accepting the plaque is Matt Kubasik, Chemistry, Fairfield University. The award also includes a copy of the AAUP Redbook and a year's AAUP dues.

I should have called it "News of the Wierd"... Anyway, I decided that this semester I would invite students to spend even more time with the news by way of a journal in which they would collect, analyze, and comment on articles (print and online articles, blogs, speeches, advertisements, press releases, cartoons) on a topic in the public discourse, a minimum of two examples per week from varied points of view, and then at the end of the project write a letter to an editor or blogger on their subject. Students chose gay marriage (a few changing to bullying after young Clementi's suicide), the Gulf oil spill, the Tea Party, specific election races in their home states, steroid use in sports, legalization of marijuana, and a variety of other stories to follow.

Two weeks ago I had my first round of conferences to discuss the journals. I was delighted at how enthusiastic a lot of the students have become about their subjects. One student expressed surprise and frustration at how hard it seemed to actually be aware of "outside" news on campus, and another said she had never really paid attention to the media before but now found herself looking forward to sitting down with something on her topic every day. I was gratified when one student said she found herself proudly participating every day in her economics class (her journal is on the recession).

And I found reason to hope that to an extent, at least, we can encourage our students to think critically and then trust that they will, when one student commented to me, "You know, people say they were watching the news last night, or they heard something on the news. But there's no such thing as *the* news." —RAB

Contingent... from 7

nature of such a small sampling. Furthermore, a substantial number of academics may be "contingent" in name only, as the CAW Issue Brief indicated: "[Many]...effectively function as permanent members of the staff...yet institutions often perpetuate outdated personnel and compensation policies that assume non-tenure track faculty...are short term employees who...[make up] only a small proportion of the faculty." Both the dearth of information and the prevailing fiction of a temporary staffing measure represent substantial impediments to proposing meaningful changes and realistic guidelines for treatment of the contingent workforce.

The collection of comprehensive data will enable us to address other areas as well. The current "system" of employment reflects the piecemeal manner of its evolution. Emblematic of the confusion is the absence of consensus on what we are called: part-time, contingent, affiliate,

non-tenure track, adjunct faculty. Post-doctoral fellows and graduate student employees combine to diversify the picture. If we are hardly a uniform category except for being "off the tenure track," our individual titles such as professor, lecturer, or instructor are equally muddled. Linda Kerber observed: "Someone called a 'lecturer' at one institution is called an 'adjunct professor' at another." The specific categories indicating rank according to the framework outlined by the American Association of University Professors were created for a different era. "Adjunct professor," for example, used to designate a professional who taught a course at a college or university but was gainfully employed full-time elsewhere. With the rise in part-time faculty during the 1980s and 1990s, the term "adjunct" proliferated—in part, perhaps, because no other language was available. Clearly in the early 21st century, it is time to revisit the issue. The temptation to formulate a "parallel" universe to the tenure-track may be appealing but inappropriate, as Berry observes in Scott Jaschik's "Adjunct Breakthrough II" (*Inside Higher Education* 2 December 2009). Instead, we need to employ the same precision we use in our scholarship and in our classrooms. We should encourage the establishment of a consortium of individuals across our profession or across professions to examine the actual contours of our workforce. If we unite the impulse to name with the availability of meaningful data, we may ascertain the dimensions of a workforce as it exists, develop appropriate categories, and encourage the use of new terms for indicating our place within it. Such an exercise should not preclude the possibility of recommending an overhaul of the system. Moreover, hard data will allow us to make the case for doing our work better with a fairer allocation of resources, including funds for professional development, sabbaticals, research and course development.

The second challenge is that of governance, an area deemed important by many of professional associations organized by discipline although not mentioned in the original AHA-OAH guidelines—more fuel for Howard Smead's contention that they are outdated and in need of revision. In a 2006 AAUP report from 2006, John W. Curtis and Monica F. Jacobe identified and clearly articulated the general problem: "part-time faculty are not involved in broader curriculum planning [and are]...generally excluded from participation in...departmental or institutional governance" Recently, the Executive Council of the Modern Language Association, for example, acknowledged as much and recommended: "NTT Faculty members should be incorporated into the life of

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paid advertisement

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Beggarmen, Spy

The Secret Life and Times of Israel Potter



by David Chacko & Alexander Kuleshir

In 1775, a common soldier from Rhode Island was captured at sea by the British and taken prisoner to England. He returned in 1823 with a wild story that he had escaped and become a secret agent for the American cause, living as a fugitive in the slums of London for nearly half a century. His memoir later became the basis for a novel by Herman Melville, *Israel Potter: His Fifty Years of Exile*.

Beggarmen, Spy unravels the mystery behind one of the most famous and bizarre first-person accounts of the Revolutionary War. In retracing the steps of a man who did not want his real story to be told, it illuminates a dark episode of the war that reverberated long after it had been forgotten by history.

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the department to the fullest extent possible." In the American Federation of Teachers Standards, the development of a specific category of contingent faculty, the temporary full-time professor, a position heavily weighted towards teaching, caused concern: "The narrowed categories that fulltime non-tenure track faculty fill...often take them out of decision making at their own institution; that is, they lose their voice in the traditional shared governance process." A local newsletter for an AAUP chapter unintentionally supported the inclusion of part-time colleagues as they called for the greater involvement of tenure-track faculty in university business: "it is sensible and appropriate to allow as many relevant opinions and voices into the decision-making process as possible....this process of deliberately and thoroughly addressing divergent perspectives is essential." Most telling is the case of former University of Akron Adjunct Professor Matt Williams. He staged a walk-out to protest a newly instituted DNA-testing policy for faculty and

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The Connecticut Community College Corner

Al Buatti, *Information Systems* (ret.)
Middlesex Community College

This will be my last Community College Corner column: I have retired. One of my colleagues will continue to report here on issues that affect the state's community colleges; I will write about retirement issues as they affect community college faculty, and I will have an appropriately-named column as soon as the Editor comes up with a name.

Meanwhile, I'd like to use my Corner one more time, to describe the ways in which community-college retirees can stay linked into the affairs that were central to their working lives.

Retirement

Since I retired from teaching at Middlesex last June, I became a member of the statewide CSEA/SEIU Council 400 retirement group. Retirees from the community colleges can join Chapter 418, which has an ongoing relationship with the 4Cs, the Connecticut Community College Union. Current issues focus on the present state budget and preparations for 2017, when retiree health and pension benefits are scheduled to be renegotiated with the state. Unlike other chapters of Council 400, which are regional, Chapter 418 covers the entire state, and its concerns focus on Community College issues as well as those of retirees. Chapter 418 meets on the second Tuesday of each month at the 4Cs Offices in Hartford (800-894-9479).

Newsletter

Although some members of our Chapter receive a paper copy of the CSEA NEWS, it is recommended that members see their issue at the website <www.csea-ct.com>. Usually about eight pages long, the NEWS covers stories from all over the state and from the many departments. Also, there are social activities, trips, and discount club memberships advertised. The last page always carries a listing, and some obituaries, of departed members. Included in the latest

was later barred from teaching at Akron. But his "firing" may have occurred because he attempted to "discuss the way adjuncts [sic] are treated" with administrators and trustees, Jaschik writes. Obviously, Williams and his part-time associates discovered that they lacked an outlet for an exchange of views on working conditions, a means of negotiating with their employers, and a venue for forging an alliance with their colleagues. The absence of part-time faculty in structures of governance leads to isolation and disconnection, frustration, and alienation. Life on the margins hampers the ability to perform well and deprives institutions of part-time faculty expertise. Part-time faculty must become an integral part of the governance system. Little will change until we are.

The last area of discussion, and possibly the most foundational, is that of respect. The issue surfaced at a March 2010 Forum held in San José, part of an AFT-NEA Joint Meeting. Observers contended, Jaschik reports, that "at least some of the grievances [among part-time faculty] were directed not just at administrator[s] but at the senior, tenured faculty ranks." Lack of respect, as Smead suggested, was reflected in Standards and Guidelines that characterized contingent faculty as a problem or "contagion to be stopped and possibly reversed." A letter I sent in response to a piece in the *OAH Newsletter* in 2003 echoed the same theme:

[More]...objectionable...[than] the absence of benefits, inadequate pay,...[is] the frequent disrespect part-time professionals encounter. One of the greatest misconceptions we face is the insistence that...[we] devalue higher education. When you write that, among other factors, the substitution of "tenure-track with part-time and adjunct

issues of the CSEA NEWS were statements from and interviews with Republican and Democratic candidates for office.

The most recent issue of CSEA NEWS carried an article where Chet Morgan, a former state representative and veteran, thanked State Comptroller Nancy Wyman for supporting veterans' issues. Chet is leading an effort for soldiers suffering from Post-Traumatic Stress Disorder. In July, he launched a fundraiser to support residential living services for veterans living with the disorder at the Carriage House in Vernon, which is being managed by the Hartford-based Chrysalis Center. The drive supports services for veterans struggling with a range of issues, and includes counseling and life skills training, and will help the non-profit serve as a local interface with the Veterans Administration. Within a few weeks of launching his effort, Chet reported that donations of used furniture had already exceeded capacity—but financial contributions are still needed. Send yours, payable to Chrysalis Center Inc., Carriage House Vets, Rockville Bank (Carriage House Vets Account), P.O. Box 660, Rockville, CT 06066-0660.

Credit Union

Another website important to state workers is their CT State Employees Credit Union <www.csecreditunion.com>. Over the years, I have found the Credit Union to be a very valuable financial resource for savings, loans, mortgages, and IRA-CDs. I go to the very small office on the grounds of Connecticut Valley Hospital on Silver Street in Middletown. All of their seven offices are very small, including the main office in Hartford; and you can be sure that all of their efforts go into doing the best that they can for their depositors and without the need to impress or impoverish with stately surroundings.

positions undermine[s] the quality of higher education," you contribute to an atmosphere which conflates the issues. We are not the "problem"; the exploitation of "[adjunct]" faculty and the failure to replace or expand tenure-track positions are separate concerns."

Anne Cassebaum, a full-time English professor, described the issue as one of divided faculties: we operate, she contended, in a class system of insiders and outsiders. She thought the gap might be bridged if more full-timers followed her example and spent a month as an adjunct professor—to experience what she referred to as "nonentity status." Another tactic may be found in a 2010 article by Gary Rhoades, professor of higher education and General Secretary of AAUP; he places the issue in historical perspective:

Indeed, the working conditions of contingent faculty highlight the steady erosion of key rights obtained for employees a century ago by a national labor movement and employment legislation. The situation of contingent faculty thus provides an opportunity for all faculty groups to better connect with other employees in and outside the academy.

He concludes that common ground might be established by coalescing around workers' rights. Still another approach was reported by Peter Schmidt in detailing the findings of a study conducted by Adrianna J. Kezar and Cecile Sam, as reported by Peter Schmidt ("When Adjuncts Push for Better Status, Better Pay Follows." *The Chronicle of Higher Education* 1 November 2009). Based on an analysis of 30 institutions, including community, technical and 4-year colleges, they argued that "adjuncts made the most progress at [places]...where they tried to transform the campus climate to be more inclusive of them,

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faculty governance at their institutions by providing appropriate and meaningful faculty input into institutional decision-making. If you would like to connect with the Conference for this purpose, or know faculty at an institution that would benefit from connecting with us, please contact me.

As you will read elsewhere in this issue of *Vanguard*, Capitol Hill Day in Washington last June was, once again, an enormous success for the CT State Conference. We had appointments with the offices of all seven of our CT legislators. In all of the offices, we met with the top legislative aide working on matters relating to higher education, and in many offices, the actual legislator met with us as well. These Capitol Hill Day visits are now an annual tradition, and many of us have developed relationships with the legislators and their aides working on higher education. This has worked so well on the national level, that a goal for the CSC-AAUP this year is to develop ongoing lobbying efforts, on behalf of Connecticut AAUP members and chapters, with our state legislators. If you have ideas for state-wide lobbying or would like to help the Executive Committee in these efforts, please contact me (I can be reached through the Conference Office or the Conference website).

As we all buckle down to our work, I wish you all a very productive and successful academic year—good students, collegial colleagues, cooperative administrations, and interesting work. Academic freedom for a free society. —I.M.

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rather than simply fighting to change one employer at a time.” They described a three-step process of mobilization, implementation, and institutionalization. In the last phase, achieved by only one sixth of the colleges they examined, “steps [were taken]...such as offering mentors and professional development, to ensure that adjuncts feel included in the overall faculty”; “proportional representation” in the system of governance also improved working conditions. Some schools have implemented other means of recognition through teaching awards. The issue of respect repeatedly comes up in anecdotal evidence from conversations, focus groups, and forums for discussions. Of the three challenges, it may be the hardest to resolve. We may have to employ multiple methods to address it; but I suspect the resolution of the first two issues depends largely upon finding a way to deal with the third.

We are anything but temporary, part-time workers; but given the current climate, we may be more vulnerable and easily exploited than ever before. Despite many years of proposing guidelines and forming coalitions, the problems of pay, benefits, conditions, and chances for advancement persist. For change to take place, we need to become visible in all our variety, to exercise our voices as fully enfranchised individuals of the institutions that employ us, and to be recognized as members of the professoriate deserving of respect.

AAUP List of Censured Administrations: Connecticut

Academe regularly publishes the list of administrations that, investigation shows, “are not observing the generally recognized principles of academic freedom and tenure endorsed by the American Association of University Professors, the Association of American Colleges and Universities, and more than 160 other professional and educational organizations....Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term ‘administration’ includes the administrative officers and the governing board of the institution....Members of the Association have often considered it to be their duty, in order to indicate their support of the principles violated, to refrain from accepting appointment to an institution so long as it remains on the censure list....The Association leaves it to the discretion of the individual, possessed of the facts, to make the proper decision.”

The Connecticut Conference of AAUP decided in 1999 to publish the list of Connecticut institutions of higher learning under censure, together with the date of the censure decision, in each issue of *Vanguard*. Two Connecticut institutions are currently on the AAUP list:

**Albertus Magnus College...under censure since June 2000
University of Bridgeport...under censure since June 1994**



On Capitol Hill Day 2010, part of the AAUP Annual Meeting, a delegation from the Connecticut State Conference lobbied on Capitol Hill for preserving quality and expanding access to higher education, the Employee Free Choice Act and Higher Education, and praised Connecticut legislators for the new student-loan procedures and enhanced availability. Lobbyists (l. to r.): Left to right: Irene Mulvey (Fairfield University), Carl Schaefer (University of Connecticut), Anne Doyle (University of Connecticut), David Bedding (University of Connecticut), Al Buatti (Middlesex Community College), Tom Peters (University of Connecticut), Flo Hatcher (CSC-AAUP Executive Director), Rebecca Davison of Senator Chris Dodd's office, Tom Bontly (University of Connecticut), Scott Brohinsky (University of Connecticut). Not pictured: Ed Marth, Executive Director, UConn AAUP.

2010 Summer Institute: Record Attendance, Crucial Topics

Flo Hatcher, Executive Director, CSC-AAUP

As the Association nears its 100th anniversary, the Summer Institute is becoming a shining jewel in the AAUP crown. Thanks to a tremendous amount of hard work by Department of Organizing and Services members Jenn Nichols, Eizzie Smith, Kira Schuman, Pat Shaw, Mike Mauer, and others, the 2010 Summer Institute in San Diego, California, was the most successful “union camp” to date. A record number of members traveled from all parts of the country to attend intensive workshops and seminars conducted by member experts on a variety of crucial topics. Many of the attendees are engaged, or will be, in collective-bargaining negotiations over workload, compensation, benefits, and shared governance; and information acquired in sessions will be utilized in new contract language and articles.

The campus of San Diego State University provided housing and meals for 290 members. Past Institutes generated impressive attendance, but this was an unprecedented response: in fact, DOS had to cap registrations in order to have rooms for everyone. It was gratifying to see old and new friends between sessions taking opportunities to enjoy the campus setting and to converse about global issues of concern. The weather was perfect—cooler in fact than in the Northeast and Midwest with their record heat—and that perfection was reflected in every other activity and excursion scheduled throughout the Institute. Visit <http://www.aaup.org/AAUP/about/events/past/> to see the complete schedule of 2010 events.

Each year brings renewed pressures on bargaining units to accept constraints on contractual coverage; and financial exigency, or the threat of it by administrations, is the latest tactic to force members to abandon their positions and accede to administration demands. Almost every campus had a tale of some new wrinkle in the struggle with the administration to maintain class sizes, shared-governance structures, and proper distribution of full- and part-time faculty with adequate compensation and benefits for all.

The Collective Bargaining Congress and the Assembly of State Conferences support this distinctive activity with funds directed to scholarships and overhead costs.

Planning for 2011

It appears from DOS records that the first Summer Institute was at Eastern Michigan University in 1979. Since then, the Institute has moved every summer, varying regions around the U.S. to equalize travel costs for individual chapters. Currently, research is underway for a 2011 location, a suitable Boston campus that can accommodate our needs.

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insufficiently supported part-time and non-tenure-track faculty members. See the statement from AAUP General Secretary Gary Rhoades at <http://www.aaup.org/AAUP/about/gensec/let/oct7.htm>

The week of October 1-7 was also Ethnic Studies Week. In the wake of a ban on the teaching of ethnic studies in Arizona public schools, ongoing national debates on religious tolerance and immigration, and the disappearance of foreign-language instruction as colleges and universities cut “unproductive” academic programs, a group of scholars and activists responded by organizing a week of events celebrating cultural and intellectual diversity.





National News

AAUP Announces Policy Position on Health Care and Education Reconciliation Act

AAUP statement, June 2010

We applaud passage of the Health Care and Education Reconciliation Act, which was signed into law on March 30, 2010. The Act includes provisions from the Student Aid and Fiscal Responsibility Act (SAFRA), and is the single largest investment in federal student aid ever.

The AAUP has long supported legislation that makes college education more accessible. The G.I. Bill and Pell Grant programs changed American higher education dramatically and made the U.S. among the best-educated nations in the world. Renewed support for students is essential if America is to meet ambitious goals now being set for college degree completion rates.

By directing federal monies to the less expensive Direct Loan program, this new law creates funds for investment of some \$36 billion over 10 years to increase the amount of Pell Grants, provides new resources to support student access and completion through the College Access Challenge Grant Program, and invests over \$2.5 billion in Historically Black Colleges and Universities and Minority-Serving Institutions to help students complete their degrees.

We thank Congress for its support of students and urge that the FY 2011 Budget include full funding for these and other SAFRA-related measures.

By a Wide Margin, Bowling Green Faculty Vote for AAUP Union

AAUP press release

The Bowling Green State University Faculty Association (BGSU-FA) chapter of the American Association of University Professors declared victory on October 10 in its two-year campaign to unionize both the tenured/tenure-track and full-time non-tenure-track faculty at both of its north-west Ohio campuses. Approximately 85 percent of the 800 voting-eligible faculty members cast ballots over a two-week mail-in voting period that ended October 12. The final vote count today was 391 to 293 in favor of unionization.

The win represents a significant victory for faculty at BGSU and nationally; it is believed to be the largest combined faculty union to organize at a research institution in the U.S. since the University of Akron faculty voted for collective bargaining in 2003. At a time when university administrations are forcing drastic cuts in faculty salaries and benefits despite tuition hikes and record enrollments, the positive vote also reflects academics' growing alarm over the erosion of faculty shared governance in university decision-making about programmatic changes, curricula, and university spending.

AAUP president Cary Nelson states, "The faculty at Bowling Green have sent a message to the country—that shared governance and a quality education are best guaranteed by a legally enforceable union contract."

This marks the third time the BGSU faculty has held a vote on unionization. In the last election, in 1994, the university administration's pledges to improve salaries and shared governance without the need for collective bargaining contributed to the election loss. Today's victory for collective bargaining is in part a reflection of the administration's failure to make good on those

promises in the intervening years.

Howard Bunsis, chair of the AAUP's Collective Bargaining Congress, comments: "Collective bargaining is an appropriate mechanism for improving the educational environment at an academic institution. In these difficult economic times, the faculty at Bowling Green have recognized that working collectively is the best path to success for the students and faculty."

BGSU now joins seven other Ohio four-year public institutions whose faculty unions are affiliated with the AAUP.

AAUP Creates Video Response to White House Community College Summit

The White House Summit on Community Colleges was held on October 5. President Obama asked Jill Biden, a community college professor who is the wife of the vice president, to convene the event "to provide an opportunity for community college leaders, students, education experts, business leaders, and others to share innovative ways to educate our way to a better economy." In the weeks preceding the summit, a short video was posted by the White House featuring Biden, students, and alumni talking about the value of community colleges and their importance in American society. The White House also invited community college students and others to submit their own videos or online comments about community colleges.

Faculty were represented at the Summit by Biden; other faculty had the opportunity to submit questions online. Gwendolyn Bradley of the American Association of University Professors invites viewers to visit YouTube to see the AAUP video response to the White House Community College summit: <<http://www.youtube.com/watch?v=XstIrlO7dd4>>.

SUNY Announces Program Cuts

SUNY Albany announced on October 3 that it was abolishing its entire undergraduate and graduate programs in Classics, French, Italian, Russian, and Theater. Tenured faculty are being retrenched and others "non-renewed." The union, the United University Professions, is filing grievances on procedural grounds, but the news was certainly devastating to all directly involved.

According to faculty leaders, the cuts are "couched in financial exigency." The notices went out while the UUP leadership was in Buffalo for the delegate assembly.

The UUP has filed grievances for each person and "will provide every service we have available." One big issue is that full contractual rights are technically available only to tenured members who are retrenched.

UUP President Phil Smith suggests that there is a Facebook web site for signatures of support: <<http://www.facebook.com/?sk=2361831622#!/group.php?gid=108346255894946>>.

Further, administrators can be contacted personally:

George Philip, President: <presmail@uamail.albany.edu>; Catherine Herman, Vice-President: <cherman@uamail.albany.edu>; Susan Phillips, Provost: <provost@uamail.albany.edu>; Edelgard Wulfert, Dean of Arts & Sciences: <ewulfert@uamail.albany.edu>.

For paper mail: Office of the President / Vice-President / Provost, University Administration Building, State University of New York, 1400 Washington Avenue, Albany, NY 12222; and Office of the Dean, Arts & Sciences Building, 1400 Washington Avenue, State University of New York, Albany, NY 12222.

Higher Education Is A Public Good Nsé Ufot, AAUP Gov't Relations Officer

AAUP held a "week of action" to demonstrate the importance of not-for-profit higher education, October 1-7, 2010. The week was planned as

AAUP Shared Governance Conference and Workshops

November 12-14, 2010

Liaison Capitol Hill Hotel, Washington, D.C.
<http://www.aaup.org/AAUP/about/events/govconf/default.htm>

The conference features three days of presentations exploring all aspects of college and university governance, an opportunity to network with governance leaders from across the country, plus expert-led training workshops for governance leaders and those aspiring to positions of leadership.

AAUP Committee on College & University Governance-sponsored training workshops intended for faculty governance leaders are listed first for each session, followed by paper panels that are composed of presentations accepted in response to a nation-wide call for proposals (review the complete program at: <http://www.aaup.org/AAUP/about/events/govconf/default.htm>). The views expressed in these paper panels are those of the presenters and not necessarily of the AAUP.

The conference registration fee of \$250 includes a reception on Friday evening, breakfast and lunch on Saturday and a closing breakfast on Sunday. Special hotel room reservation rates of \$139 per night are available for conference participants. Register for the conference before October 16 to get the early bird rates!

The Conference begins Friday, November 12, 1:00 -1:50 p.m. with a plenary address by Cary Nelson, President, AAUP, and concludes Sunday, November 14, 11:15-12:00 a.m. with plenary closing remarks by Gary Rhoades, General Secretary, AAUP.

On Sunday from 9:00-11:00 a.m. Connecticut State Conference-AAUP President Irene Mulvey (Fairfield University) will join AAUP Committee on College & University Governance colleagues Lenore Beaky (La Guardia Community College), and David Witt (University of Akron) in a workshop: "The Relation of AAUP Chapters to Senates."

an opportunity for AAUP chapters and state conferences to participate in a national discussion on the role of higher education in our economy and society, and to stimulate organizing at the campus level to communicate the importance of academic freedom and an independent faculty voice. Members and chapters were urged to organize and participate in local activities and to utilize these events to build membership in conjunction with the AAUP fall membership drive. Saturday, October 2, featured One Nation Working Together: A March on Washington. The One Nation March featured a coalition of human- and civil-rights, labor, environmental, peace, and faith groups, as well as celebrities and sports figures united by the ideal that all people should have the opportunity to fulfill their potential. The main themes of the march were "Putting America Back to Work"; "Quality and Affordable Public Education"; and "Equality for All."

Thursday, October 7, was designated National Day of Action to Defend Public Education. Privatization in higher education has shifted the cost burden to students and their families, while at the same time diverting spending from instruction to administrative overhead. The most dramatic shift has been in the increasing use of poorly-paid and

State of the Union 2010 – 2011

Connecticut AAUP Collective-Bargaining Chapters

University of Connecticut-AAUP Storrs

www.uconnaaup.org

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web.csuaaup.org

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web.ccsu.edu/aaup/

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www.scsuaaup.org/

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