An historic October 5, 2010 White House summit highlighted the importance of community colleges, which educate almost half of the nation’s undergraduates. Following that event four regional summits—February 28 at the Community College of Philadelphia; March 9 at the Lone Star College System, Houston; March 23, at Ivy Tech Community College, Indiana; and April 15, at San Diego Community College District—explored various aspects of the two-year educational experience.

We believe that in Connecticut we have a strong example of getting the community-college experience right. Since 1999, Gateway Community College President Dr. Dorsey L. Kendrick has created an atmosphere of positive change. Under her leadership, enrollment numbers doubled, new scholarship and articulation agreements were forged, and a new urban campus initiative became a reality. A new incarnation of Gateway Community College takes center stage in downtown New Haven September 2012. In a time of unprecedented fiscal constraints, President Kendrick provides enlightened leadership. But Governor Malloy is considering major changes to the structure and

CSU–AAUP President Speaks on Higher Ed Reorganization

Vijay Nair, President of the Connecticut State University AAUP, spoke in Hartford on March 10 at the public hearing held by the Joint Committee on Higher Education and Employment Advancement on S.B. No. 1011—An Act Concerning a Reorganization of Connecticut’s System of Public Higher Education. Here is the text of his testimony. —Ed.

CSU-AAUP is not opposed to a reorganization of Connecticut’s systems of public higher education. In fact, we believe that some reorganization is long overdue. We also believe that it is necessary, at least in some of our institutions, to redirect more resources from managerial expenditures to instruction and other direct student services.

The difficulty we have is with the specific proposals that are before us now. Allow me to point out some of our concerns:

The primary motivation behind the reorganization proposal is to save Reorganization…

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Notes from the Conference Executive Committee:

Don't Forget to Vote!

E-voting for AAUP District IX CT Council At-Large, District IX Council Seat, ASC Chair, and CSC–AAUP Officers and At-Large Members has begun. If you are an AAUP member and did not receive an e-mail ballot message, check your trash or spam file first; if you don't find it there, then contact Martin Snyder msnyder@aaup.org. Ballots must be returned and received on or before April 15, 2011 http://www.aaup.org/aaup.

Save the Date: April 13, 2011

TAKE CLASS ACTION
Demand Quality Education

Last month, faculty leaders from universities across the country met in Los Angeles to discuss how to assert the faculty's voice in the national debate over the future of American higher education. They agreed upon some draft principles and selected April 13, 2011, as a day of action in defense of public higher education. In conjunction with our colleagues, the CT State Conference–AAUP is working to make April 13 a day for meeting with our legislators and advocating for quality higher education at the state house. More information, including the draft principles, is online at www.aaup.org/AAUP/GR/Public/principles.html. Watch Vanguard, the CSC–AAUP website, and your e-mail for details on how the CSC–AAUP will take class action to demand quality education on April 13.

To read more about the national day of action, go to "How to Take Class Action on April 13 (and Why You Definitely Want To)," by our own Jason B. Jones, in the 24 March Chronicle of Higher Education http://chronicle.com/blogs/profhacker/
Guest Editorial: UB’s Past Is Now Prelude Alexander Kulcsar, Production Assistant, Vanguard

March 12, 2011. A year ago today, I started the blog http://ubstrike.wordpress.com to revisit the events of the 1990 strike at the University of Bridgeport, in which the “financially strapped” private university (as the press loved to call it in those days) decided it needed the faculty to shoulder more and more of the way in order for the school to “balance its budget” and pay its creditors. The administration’s contract proposal, which stripped the existing CBA of any and all protections of faculty rights (including tenure, grievance procedures, and the right to determine teaching methods and materials), was designed to put the faculty on the street so they could be “permanently replaced,” which is what happened; but what the administration’s lawyers hadn’t counted on was the strikers’ ability to hang on for two years in a no-holds-barred fight which ultimately bankrupted the school and forced it sell out to a cult (Rev. Moon’s Unification Church).

The school’s ability to hire “permanent replacements” for tenured professors was one reason for the strike’s longevity. With replacements hired off the street teaching classes (and no objection from students, parents, or accrediting agencies), what incentive did the University have to settle? It was only through a legally enforceable contract that the school was forced to pay teachers the rights they had under the state law that the faculty had the chance to rebuild the school.

But another reason was the union’s inability to appeal to the National Labor Relations Board. University of Bridgeport was a private university. It had no protection under the NLRA, the federal contract law. Public university faculty had protection under the state law. The “permanent replacements” hired by UB were “managers” and therefore had no right to unionize under the National Labor Relations Board.

The state legislatures that are now busy taking collective bargaining away from state workers are taking their cues from private schools, particularly public schools that bargained with them by choice. Public colleges and universities, however, did not fall under this ruling because they were under the jurisdiction of state legislators, who protected their right to bargain. Until now.

The state legislatures that are now busy taking collective bargaining away from state workers are taking their cues from private schools, particularly public schools that bargained with them by choice. Public colleges and universities, however, did not fall under this ruling because they were under the jurisdiction of state legislators, who protected their right to bargain. Until now.

So UB is current again. What might have seemed like a bizarre aberration at the University of Bridgeport in 1990 is now the tone for the new war on faculty rights in academe. We regret that more wasn’t done in the last thirty years to undo Yeshiva (maybe because the too many felt it was someone else’s problem), or to legislatively roll back the practice (and legality) of permanent-scab labor (again, for the same reason). What we learned at UB for many years was that collective bargaining was not just a matter of negotiating wages or pensions. It was only through a legally enforceable contract that tenure, personnel procedures, grievance procedures and academic freedom could be defended against the capricious and destructive whims of an administration whose main concerns were the demands of business and politics, not education.

But UB still has something else to teach: that faculty who stand together, no matter what the odds, can combine brains and creativity and strength of principle to make the cost of such wars very high for those who choose to wage them. —A.K.

A Note from the President:

Irene T. Mulvey, Mathematics, Fairfield University

Look no further than the front page of any national newspaper to see that public employees in the United States are under attack. In recent weeks, Republican legislators in many states, including Ohio, Michigan, Wisconsin, and Tennessee, have introduced legislation that would put an end to the right of public employees, including faculty, to bargain collectively over benefits and working conditions. The rhetoric portrays these draconian measures as the only way to deal with crippling budget shortfalls, but let’s call what it really is: union-busting. As evidence, note that some of the legislation (like Wisconsin’s) would require unions to hold recertification votes every single year, providing absolutely no savings for the states but clearly sapping time and energy from union leaders and putting each union in constant threat of dissolution.

Public employees are the backbone of our democratic work force, and they have been asked to shoulder way more than their fair share of the budget-shortfall burden—in Connecticut as much or anywhere else. To severely limit or even eliminate bargaining for the states but clearly sapping time and energy from union leaders and putting each union in constant threat of dissolution.

Public employees are the backbone of our democratic work force, and they have been asked to shoulder way more than their fair share of the budget-shortfall burden—in Connecticut as much or anywhere else. To severely limit or even eliminate bargaining rights away from state workers are taking their cues from private schools, particularly public schools that bargained with them by choice. Public colleges and universities, however, did not fall under this ruling because they were under the jurisdiction of state legislators, who protected their right to bargain. Until now.

So UB is current again. What might have seemed like a bizarre aberration at the University of Bridgeport in 1990 is now the tone for the new war on faculty rights in academe. We regret that more wasn’t done in the last thirty years to undo Yeshiva (maybe because the too many felt it was someone else’s problem), or to legislatively roll back the practice (and legality) of permanent-scab labor (again, for the same reason). What we learned at UB for many years was that collective bargaining was not just a matter of negotiating wages or pensions. It was only through a legally enforceable contract that tenure, personnel procedures, grievance procedures and academic freedom could be defended against the capricious and destructive whims of an administration whose main concerns were the demands of business and politics, not education.

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Looking at the union members, organizers, and students involved in the UB strike, the following observations can be made: Union members have a strong sense of purpose and determination. They are willing to fight for their rights and the rights of their colleagues. They are willing to put in the time, effort, and energy required to achieve their goals.

In conclusion, the UB strike was a significant event in the history of academic freedom in the United States. It demonstrated the strength and resolve of unionized faculty and the importance of collective bargaining in protecting academic freedom and ensuring fair working conditions for faculty. The UB strike serves as a reminder of the need for continued vigilance and activism in the fight for academic freedom and collective bargaining rights.
swimmer, and exercise and nutrition guru. He has climbed some of the highest mountains in the world and age 80 is still not afraid to take on the likes of Mount Washington.

On Tuesday May 10, at noon, we will gather for lunch at Sofia’s Restaurant (136 Prospect Hill Road, East Windsor, CT). Lunch (pay-as-you-go) will be followed by a guided tour of the New England Air Museum ($8). The Museum’s website advises, “hard core aviation and history enthusiasts will want to spend several hours viewing not only our aircraft and engine displays, but our many fascinating exhibits on such diverse topics as Lafayette Field, WWI Zeppelins, WW2 Combat Gliders, the history of Sikorsky Aircraft, Early French Aviation, the History of Air Mail, the Tuskegee Airmen, Airships, Amelia Earhart High Flight, and many others.”

For reservations, updates, and details, see our Newsletter at eact.info. Do plan on joining the convivial fellowship of your former colleagues and friends.

In Memoriam Mary Rogers Beckert

We have put together a web page of tributes to Mary Rogers Beckert on the website of the Emeritus Assembly, CSC-AUP. It is available for preview at http://eact.info/webcommentary/files/memorials.html. Many of the items had been shared with the members via the January 2011 EA newsletter (editor, Timothy Killean), and the blog http://www.emeritusassembly.org. We have added some other materials, including a commemorative by Timothy Swanson of ECSU.

A report on the recent activities of CSC-AUP Executive Committee members:

February 9, ten conference members traveled to the Wesleyan University Usdan University Center, in Middletown. This was the first executive committee meeting for new UCONN Liaison Dr. Carl Salsedo, who teaches on the West Hartford Cooperative Extension Campus.

February 23, Flo Hatcher traveled to the Hartford Legislative Office Building for 2011 ACLU Lobby Day. Lobbyists Betty Gallo and Mike Johnson prepared attendees for office visits with representatives and Shajoo Graham, Death Row Exoneree and Activist, gave moving testimony about his own harrowing experience. Flo joined Jobs For Justice and other unionists in organized rallies supporting Wisconsin public workers on the Capitol steps that same day.

March 10, President Irene Mulvey, CSU-AAUP President Vijay Nair (past CSC-AUP President), and Flo Hatcher participated in a victorious turnout of CSU-AAUP faculty and students for a public hearing in front of the Joint Committee on Higher Education and Employment and Employees’ Advancement on Governor Malloy’s Bill 1011 proposing the reorganization of CT public higher education. Nair was the first to testify and spoke eloquently about the proposal’s impact on the CSU System. Mort Tenzer, Ruth Anne Baumgartner, Susan Reinhart, and Charles Ross traveled to the West Hartford Cooperative Extension Campus where they were joined by Carl Salsedo, Irene and Flo for an executive committee meeting.

The George Lang Award

The George Lang Award 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. A generous donation to the George Lang fund has been received from an Anonymous donor in memory of ECSU Professor Emeritus Mary Rogers Beckert.

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 on national tours or other projects.

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. A generous donation to the Bard fund has been received from Mary Beth Lang.

Executive Director Ed Marth and UCONN-AAUP President Tom Peters.

March 25-27, Irene Mulvey, Mort Tenzer, and Flo Hatcher traveled to Washington for national AAUP Executive Committee meetings.

Capitol Monitor

We began 2011 with the inauguration of the CSU–AAUP Capitol Monitor, a weekly report on activity at the State Capitol during the legislative session. “News and Information” presents bills, committee reports, amendments, and responses coming before the legislature that have to do with higher education; “Action Center” provides contact information, fact sheets, and other tools for participating in the conversation of democratic government and making your voice heard on issues of concern. There is also a discussion group accessible by members of CSU–AAUP. We expect the Capitol Monitor to be a valuable resource and action point in the difficult days ahead. Go to http://www.csuaaup.org/.

Chapter News

Connecticut State University

EACT Newsletter 23.2 (Spring 2011) Spring Program: Save These Dates!!!

On Wednesday March 30, at 10:30 a.m., Dr. Richard Norgaard, Professor Emeritus, University of Connecticut, will speak on “The New Retirement, On Board or Still at the Station, Living to 100 with Purpose and Vitality” at the 1877 Club of Connecticut, will speak on “The New Retirement, On Board or Still at the Station, Living to 100 with Purpose and Vitality” at the 1877 Club of Connecticut.

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 External Financial Data
- Consultation and Training in the Effective Use of Financial Analyses
- Training and Assistance in Chapter Committee A Work
- Consultation on Institutional Assessments
- 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.
Frequent contributor. —Ed.

programs, and other nonprint materials of interest to academicians. With this issue we inaugurate a new column exclusive to the electronic is

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play by Anna Maria Monticelli. It features John Malkovich as a

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after several years in London as a computer programmer in the 1960s.

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academy on the endangered species, once the lion in the jungle of

decade, based on novels by two renowned novelists, feature the chal


Tom Rosenberg and Gary Lucchesi (Producers); Isabel


Boob Weinstein, Harvey Weinstein, and Gary Lucchesi

(Producers); Robert Benton (Director). The Human Stain.


Tom Rosenberg and Gary Lucchesi (Producers); Isabel


Pity the poor male white professor! Three movies in the last
decade, based on novels by two renowned novelists, feature the chal-

lenge of desire, secretive lives, and forces beyond the walls of

the academy on the endangered species, once the lion in the jungle of
telligence, the white male professor.

[Trailer, Disgrace, http://www.youtube.com/watch?v=QL9tQnlmik.]

Going the distance from Connecticut, Disgrace is an Australian film set
in South Africa, based on the 1999 novel with the same name by No-
bel Prize Laureate (for fiction in 2003) John Maxwell (J.M.) Coetzee.
Coetzee has been a professor on three continents. A native of South
Africa, he earned his doctorate from the University of Texas, Austin,
after several years in London as a computer programmer in the 1960s.
For three years he was an assistant professor of English literature at
SUNY Buffalo, until he lost his visa status due to his opposition to the
war in Vietnam. He returned to South Africa, where he taught at the
University of Cape Town for 28 years, eventually achieving the rank
of distinguished professor of literature. He immigrated to Australia in
2002, where he holds an honorary position at the University of Ad-
elaide.

Disgrace (the film) was directed by Steve Jacobs from a screen-
play by Anna Maria Monticelli. It features John Malkovich as a
professor of literature who identifies with Milton’s Satan, alienated
from his divorced wife, his daughter, and other women with whom he
has deep relationships for short periods of time. When his affair with

a student leads to her attempted suicide, Professor David Lurie pleads
guilty before a faculty tribunal and is banished to the East Cape home
of his daughter (played by South African actress Jessica Haines), who
is trying to build an agricultural community in the post-apartheid soci-
ety. Father and daughter are attacked by three men from the communi-
ty, leaving the daughter pregnant and the father with facial burns. Both
then struggle with finding safety in a new South Africa and rebuilding
new lives. Within that struggle, Lurie attempts to seek forgiveness
from the student and her family. The daughter becomes one of the
wives of a local community leader so that she might raise her child and
maintain her home in security.

watch?v=rZxQxB1fcM.]

In Disgrace, academics are seen as role-players within specific
and limited communities. In The Human Stain, a 2003 American film
directed by Robert Benton, from a screenplay by Nicholas Meyer of
the 2000 same-named novel by Philip Roth, Professor Coleman Silk
(played by Anthony Hopkins) is disgraced after he uses a perceived
ethnic slur in his Classics seminar and is hounded into retirement by
a faculty writing campaign. He begins a relationship with a troubled
junior (Nicole Kidman) that leads to his recounting of his life his-
tory to a younger writer, Nathan Zuckerman (Gary Sinise), a repeating
character within the Rothian universe. It turns out that Professor Silk
has been passing as a white, perhaps Jewish, man for most of his adult
life. His roots were in the African American community in Newark,
NJ, where he began his path away from his family when he joined
local Jewish immigrant boys in a boxing club. As in many novels by
Philip Roth, the pettiness of academia is mixed with the uncontrol-
able sexual desire of faculty men. In The Human Stain, the tragedy of
always being a stranger to self and to others is magnified as one comes
to the end of one’s powers and reasons for living.

[Trailer, Elegy, http://www.youtube.com/watch?v=8SwrzFx74IM.]

In Elegy, a 2008 drama directed by Spanish director Isabel Coixet
and based on the 2001 Philip Roth novel The Dying Animal, caring
for an ill young student (played by Penelope Cruz) by and the sudden
death of a mentor teach the aging cultural critic and professor David
Kepesh (Ben Kingsley), also a recurring Roth academic character, that
connections between people make life bearable. Kepesh is an aca-
demic super-star, renowned for his radio programs on literature, but is
unable to understand emotional attachments. Initially, Kepesh cannot
reach across the generational and cultural distances with Consuela and
loses her when he is unwilling to commit his professional persona and
future to her. Their relationship returns when she is diagnosed with
breast cancer. He cares for her during what seem to be her dying days.

The challenges of connecting with women students for faculty
men, their over-estimation of their powers and abilities, and their
inability to operate in a world where they have lost control to much
larger cultural forces are highlighted in these films. Your comments
would be welcomed at http://writingsdls.wordpress.com/2011/02/18/
vanguard0211/;

This review is also posted at
http://writingsdls.wordpress.com/2011/02/18/vanguard0211/;

If you think you might be interested in reviewing media related
to higher education—our life-styles, news, upcoming events on tele-
vision, films, radio, music—for the electronic version of Vanguard,
contact David Stoloff at stoloffd@easternct.edu or through the Confer-
ence Office.

David L. Stoloff is a Professor in the Education Department at East-
ern Connecticut State University and is the director of the campus’ Center
for Educational Excellence, its faculty professional development office. He
earned his Ph.D. in Comparative and International Education from the
University of California, Los Ange-

des; his MA in Educational Technology from Concordia University in Montr-
el; and his BS in Biology/Sec-

ary Education from SUNY-Brockport. He was a Peace
Corps volunteer in Zaire (now again the Democratic
Republic of the Congo), taught in high schools in
Israel and Long Beach, California, and served as a
full-time faculty member at SUNY-Plattsburgh; Cali-

das State University, Los Angeles; and Sonoma State
University. While teaching at Sonoma, he also served
as the president of the California Faculty Association
chapter, which was affiliated with the AAUP, CEA,
SEIU, and AFT.

MEDIA MATTERS

With this issue we inaugurate a new column exclusive to the electronic is-
sues of Vanguard. Twice a year we will review significant films, databases,
programs, and other nonprint materials of interest to academicians. Van-
guard welcomes David L. Stoloff, who will serve as this column’s editor (and
frequent contributor). —Ed.

Troubled Academics in the Media:
Three Films on the Tribulations of Male
White Professors in the 21st Century

Steve Jacobs, Anna Maria Monticelli, and Emile Sher-
man (Producers); Steve Jacobs (Director). Disgrace.

Bob Weinstein, Harvey Weinstein, and Gary Lucchesi
(Producers); Robert Benton (Director). The Human Stain.

Tom Rosenberg and Gary Lucchesi (Producers); Isabel
Coixet (Director). Elegy.

—Ed.
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.

...
Contingent...from 5
if not more than, anywhere else. Finally, we've thought and written a great deal about working with non-mainstream students. Individually, the problems facing contingent faculty, those facing open-access institutions, and those facing non-mainstream students are difficult. Taken together, we believe they are exponentially more complicated. Thus the motivation for this issue: we work and live at a time when American cultural and economic politics are pushing against labor equity and quality education; when colleges and universities operate according to corporate logics that consistently work to dehumanize faculty and students. While these forces come to bear on contingent faculty, open-admissions campuses, and non-mainstream students in unique ways, we also believe that careful analysis of such conditions presents significant possibilities for positive changes across levels and types of institutions. At the risk of sounding clichéd, even managerial, difficult situations really do sometimes present unique opportunities.

We invite contributions for our Spring 2012 issue addressing relations of contingent labor, open access, and non-mainstream students: manuscripts (generally 15-25 pp., although we will review longer submissions) might consider these questions, or use them as provocations to ask and answer others:

• How does the increasing reliance on adjunct faculty on open-admissions campuses (and/or campuses serving largely non-mainstream student populations) impact students’ learning conditions? faculty’s working conditions? academic and intellectual control? And are these situations complicated at institutions employing graduate teaching assistants?

• Why is the militarization of academic labor happening more quickly, or to greater degree, on open-admissions campuses and campuses serving non-mainstream student populations? What strategies do faculty, both contingent and permanent, and students have at our disposal to respond to the inequitable conditions facing us?

• How or what do problems of open-admission, community, vocational/technical, and branch university campuses coincide or overlap with the issues of non-mainstream students and administrators? How do these interests differ?

• How is the trend toward hiring non-tenure-track faculty affecting the teaching of writing? As PhDs in literature, for example, are pushed out of tenure lines into these non-tenure lines, how do their (probable) lack of familiarity with current scholarship and theory, and differing professional commitments to teaching writing, impact students, programs, and other faculty on our campuses? And is this trend affecting literature programs and the extent to which they can address the interests and concerns of their “non-mainstream” students?

• To what extent are contingent faculty involved in curricular and/or professional development, and to what extent can/should they be? How might departments/units balance the desire to involve contingent faculty in curriculum development, or placement (for example), with the minimal (if any) compensation most units offer for the work? How does this problem become more complex on campuses serving large populations of non-mainstream students with large numbers of contingent faculty?

Report Surveys Full- and Part-Time Pay at State Schools in Pennsylvania
If part-time faculty members assembled the equivalent course duties of a full-time job at a Pennsylvania community college, they still would earn only about $25,000 a year—below state levels at which a family of four would be eligible for public assistance.

That is one of the conclusions of a report just issued by the Keystone Research Center, a think-tank in Pennsylvania that studies issues of interest to education and labor groups, among others. The report documents not only pay levels but also the distribution of teaching duties among adjuncts and those on the tenure track at the state’s community colleges and state-supported four-year institutions.

Read the entire article here:
—Peter D.G. Brown brownp@newpaltz.edu via adj@4adj1.org

Spring Meeting...from 1
budget of public higher education in Connecticut. If part-time faculty members assembled the equivalent course duties of a full-time job at a Pennsylvania community college, they still would earn only about $25,000 a year—below state levels at which a family of four would be eligible for public assistance.

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Read the entire article here:
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Save the date!
Tuesday, May 12, 2011 from 5:30 to 9 p.m. at the Graduate Club, 155 Elm Street, New Haven, CT 06511.
Distinguished speakers: Dorsey L. Kendrick, President, Gateway Community College; and Vijay Nair, President, Connecticut State University–AAUP.
Please visit http://csc.csuaaup.org/ for speakers’ biographical information, details on dinner and the evening’s schedule, and reservation information.

Position Open
Director, UConn AAUP
The American Association of University Professors (AAUP) Chapter at the University of Connecticut seeks a Director to facilitate all aspects of collective bargaining contract negotiations and enforcement; should have commitment to collective bargaining in higher education, experience in contract negotiations and grievance/arbitration procedures or related work, and working knowledge of labor law and the legislative process. Knowledge of university governance and administrative structure preferred. Attractive wage and benefit program. Graduate degree and arbitration experience preferred. Please contact directorsearch@uconnaaup.org for application.

Please visit Academic 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.”

Albertus Magnus College…under censure since June 2000
University of Bridgeport...under censure since June 1994
What Faculty Unions Do
Cary Nelson, President, AAUP

When faculty members at the University of Illinois at Chicago began mobilizing for a union recognition drive in 2010 they were motivated in part by concern that the central administration was drifting away from the campus’s historic commitment to shared governance. Located in a racially segregated city with many minority families having no college graduates, the campus had long studied urban life and offered upward-mobility opportunities for local residents. Rather than just plead this cause with the administration, faculty members increasingly saw the need to sit down and negotiate binding levels of support for this mission.

When I visited the University of Northern Iowa in 2010 a different topic was under discussion. Faculty members were increasingly concerned about the debt levels their students were accumulating. They felt their union should make it a priority to address the issue and propose solutions to the problem. Here was an opportunity to develop a union that truly spoke for them. It is not unusual to find a union that is the product of a faculty campaign that built on the strength and support of a student union. Helping graduate students organize to have a say in their welfare and the benefits they receive is an important way to bring together students and workers.

Faculty unions are not simply about their own bread and butter issues. Indeed research shows that, although unionized community college faculty earn more than their nonunionized counterparts, full-time unionized and non-unionized faculty, which they view as institutions earn about the same. But those are average figures. The AAUP has unionized campuses in Ohio and elsewhere—and jointly affiliated units—that have done very well in comparison to their nonunion counterparts. Where schools lost ground, unions show that campus employees are poorly compensated, that information can be an effective argument for salary increases at the bargaining table. Most unionized faculty, indeed, have stronger benefits packages, and union contracts offer greater protections for academic freedom, either virtual or real, were honored, and contracts prevented administrators from imposing furloughs without faculty consent. Yet the need to protect and enhance shared governance is today often what motivates faculty members to form unions. “Shared governance” refers to the structures the administration and the faculty put in place to assign primary responsibility for various elements of campus life to administrators, faculty, and students. It refers to faculty concerned with their role in curriculum design, setting hiring priorities, and shaping instructional budget decisions. Unfortunately, on too many campuses the faculty is being supplanted in its areas of expertise by administrators who have a much easier time making decisions on academic and educational issues. A union contract is the best way to secure agreements on these matters. Thus a unionized faculty often has a better chance of putting its professional judgment to use, judgment that can otherwise be depreciated or dismissed.

Since the parties to a contract negotiation can have different interests and priorities, the process can be tense and difficult. Negotiations can break down if either or both parties are acting in bad faith or are unwilling to compromise. Yet the process offers a structure fundamentally directed toward resolving conflicts, not exacerbating them. Union negotiators can in fact restore working relations between faculty members and administrators on a campus where they have broken down.

As corporatization increasingly penetrates campuses, as business men are increasingly given total control of them, as the governing bodies of career administrators with no classroom experience takes charge of decision-making, faculty members often realize they need to level the campus playing field. They see that to win support for their concerns, they need to believe should define higher education. Of course for the thousands of faculty members who teach part-time or full-time on temporary appointments, most of them cut out of any role in campus governance, unionization is literally the only route to a living wage and decent working conditions. Not only may they have no health care coverage without a union contract; they may have no office space or campus mailbox without one. But even tenured faculty increasingly feel disempowered. A faculty senate can level the playing field if they are to have a chance to win support for the values they have put in place to assign primary responsibility for various elements of campus life to administrators, faculty, and students. It refers to faculty concerned with their role in curriculum design, setting hiring priorities, and shaping instructional budget decisions. Unfortunately, on too many campuses the faculty is being supplanted in its areas of expertise by administrators who have a much easier time making decisions on academic and educational issues. A union contract is the best way to secure agreements on these matters. Thus a unionized faculty often has a better chance of putting its professional judgment to use, judgment that can otherwise be depreciated or dismissed.

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Reorganization...from 1
money, but it is unclear how savings can and will be realized. Consolidation in and of itself does not necessarily result in cost savings or more efficient use of resources.

The sweeping power given to the proposed Board of Regents to transfer funds from one constituent unit to another (H. B. 6380, Sec. 41) makes planning by any of the units nearly impossible. Also, under the current proposal the Board of Regents will allocate appropriations to the individual institutions based on performance and outcome measures (SB. 1011, Sec. 11 (a)). We are not opposed to having performance measures for public institutions of higher education, but experience shows that funding based on such measures simply does not work. In fact, eleven states, after having tried performance and outcome measure-based funding, have already abandoned it.

The degree of centralization and bureaucratic control that are proposed will undermine the identities and missions of the individual institutions and compromise the unique educational experiences they provide.

The proposal to remove position control for non-faculty positions from institutions of higher education (S.B. 1000, Sec. 16) will make it practically impossible for our institutions to respond to the changing needs of our students. Many of these positions are in academic support services. Necessary student services as well as instructional and research activities depend on them.

These proposals seem to have been put together without sufficient involvement of the appropriate stakeholders, including educators and students.

We believe that Connecticut must have a strategic plan for higher education in order to address the emerging demands of the twenty-first century. Such a plan should be developed with the involvement of all appropriate stakeholders from CSU, Community/Technical Colleges, Charter Oak, and the University of Connecticut, and reorganization should be effected in accordance with such a strategic plan. The present proposal really does put the cart before the horse.

Thank you.

As we went to press...
The challenges of following breaking news in a twice-a-semester newsletter couldn’t be more strenuous than in the Wisconsin/U.S. Republican Governors story. Here’s the latest:


Cronon denies violating the ethics rule against attempting to influence politics while on the job and objects on principle to the request as an attack on academic freedom.


Obama Administration Expresses Union Support
In a virtual town hall with the members of the AFL–CIO executive councils on March 17, Vice President Joe Biden and U.S. Labor Secretary Hilda Solis assured workers of the support of the Obama administration. Vice President Biden began his remarks by quoting President Obama: “We can’t have a strong middle class without unions.”

Biden then went on to say, “You built the middle class. This fight is not about wages or benefits; it’s about trying to break unions. We absolutely, positively need collective bargaining.”

The virtual town hall was sponsored by the AFL–CIO unions, SEIU, the National Education Association, Food and Commercial Workers (UFCW), and the Teamsters in response to attacks on workers by Republican governors in twelve states, and elsewhere.

AAUP Call to Action: Public Employees and Public Higher Ed Under Fire

AAUP website http://www.aaup.org/AAUP/GR/Public/default

We are in the midst of an unprecedented coordinated attack on public employees. At the same time, government funding for higher education is being withdrawn, even as enrollments rise.

Extraordinarily, governors and legislatures in a number of states are using the economic recession as an excuse to attack working people and unions—including many faculty and academic professionals at public institutions. Below are an overview and links to organizations and information from states where public employees are under attack.

Details vary from state to state, but pieces of legislation being introduced seek to:

- undermine the fiscal solvency of unions by forbidding payroll deduction of union dues and forbidding agency fee provisions,
- drastically reduce the number of topics on which faculty may bargain collectively,
- cap the amount a public employer is allowed to pay towards an employee’s health insurance plan, regardless of the employer’s ability to pay;
- require unions to hold recertification votes yearly—so they are under constant threat of dissolution;
- require unions to renegotiate contracts—a time-consuming process—every single year, or prohibit collective bargaining for public employees entirely.

Links to Information and Organizations in the Affected States

Michigan: http://www.miaaup.org/
Ohio: http://www.ocsuap.org/
Nevada budget crisis: http://www.nva-nv.com/
North Carolina Cary Nelson talk: How to Save Your University http://www.nc-aaup.org/
Virginia Legislative Alerts: http://www.aaup-va.org/
Illinois: http://www.iliaap.org/