Change Is Urged for “Transform CSCU 2020”

On December 10, Cindy Stretch, President of SCSU–AAUP, sent a message to SCSU colleagues that might have been addressed to faculty at any of the institutions in the Connecticut State Colleges and Universities system [red and boldface here]:

Although the recent media attention to Transform has pointed to flaws in the planning process, it has largely framed faculty concern as a turf war between us and President Gray. Elected faculty representatives have tried repeatedly to convince Gray to reconsider the entire enterprise, to no avail.

This is a call to action: Change the narrative by contacting your State Representative and Senator before the next session of the General Assembly begins on January 7.

Tell them why you like teaching at Southern. Tell them the story of a student who exceeded her own expectations. Tell them about the cool course you’re planning for the spring. And tell them that we don’t need Transform for any of that.

Those of us who actually work with CSU students day in and day out know that the real problem with Transform—the problem that would have been avoided had faculty had significant and meaningful input into the planning—is that Transform shortchanges our students.

We need resources devoted to teaching and learning. Our students need contact hours with full time faculty who are experts in their fields and who are committed to teaching people who come to us with varying levels of preparation. When we have time and resources to work with our students, they achieve amazing things. They don’t just leave with diplomas; they leave with an education that serves them and the State of Connecticut for the rest of their lives.

Here are some talking points:
• Legislators must reject a “one size fits all” model of higher education whose focus on efficiencies devalues the educational mission of the universities in the system.

SAVE THE DATE! SAVE THE DATE!

American Association of University Professors Centennial:
Celebrating 100 Years of Activism
February 14, 2015
10:00 a.m. to 4:00 p.m.
at Wesleyan University, Middletown, CT

Sponsored by CSU–AAUP, FW/AAUP, UCHC–AAUP, UCONN–AAUP
Dear All,

In preparation for his term as State Senator, Senator-elect Ted Kennedy Jr. has been hosting a series of open office hours throughout the 12th District this December. All district residents—Democrats, Republicans, and Independents—are invited to share their thoughts, ideas, and concerns.

Saturday, December 6th, 9:00 am–10:30 am
Guilford Public Library, Guilford

Monday, December 8th, 5:30 pm–7:00 pm
Blackstone Memorial Library, Branford

Tuesday, December 9th, 5:30 pm–7:00 pm
Scranton Memorial Library, Madison

Saturday, December 13th, 11:30 am–1:00 pm
Atwater Public Library, North Branford

Monday, December 15th, 5:30 pm–7:00 pm
Durham Public Library, Durham

For questions about the meetings, you may email: info@tedkenedyjr.com.

Yours,
Linda J. Cunningham
SCSU–AAUP Staff

Letters

Editorial:

“Are you here? / Sort of…”

The classroom part of the semester is over; naught remains but exams or final projects. As usual, the holidays are upon us before we’ve had time to think about gifts and celebrations—if I’m any example, before I’ve even swept up the last of the flour from the Thanksgiving gravy. I can tell you what my students would like to find under their trees: “A’s.” (Actually, one of my students told me she wanted “at least an A.”) Well, I don’t give grades as gifts; but actually, I always end the semester hoping I’ve given my students something—an awareness, a curiosity, a discovery, an inspiration. This year, because of one assignment, I have something more specific I wish I could give them.

For some time I’ve been made apprehensive by my students’ remarks such as “I’m not really comfortable talking to people in person,” by the silence in halls and classrooms before and after class meetings as students commune with their cell phones, by solitary office hours and students who have asked me “Can I e-mail you if I have questions?” I frequently teach early-morning classes, and I am therefore somewhat accustomed to walking into dark classrooms to find students at their desks with their heads down, still vaguely sleeping rather than sorting through notebooks or glancing over assignments; but for the last few iterations of those early classes I have felt that I was walking into not a sleeping chamber but a monastery: the same darkness, with hooded (or hooded) figures sitting with hands folded and heads bowed in silent meditation over the glow of not votive candles but Smart-phone screens. They are no more preparing their minds for hands folded and heads bowed in silent meditation over the glow of not votive candles but Smart-phone screens. They are no more preparing their minds for prayer, or reciting a chant, than the sleepers were; but rather than lingering in their dreams, they’re somewhere else. They’re at the family breakfast table exchanging greetings with Mom; they’re back in the dorm discussing where to meet the Roomie for lunch; they’re on farms, or dropping in on friends for quick photo swaps, or in the ether crushing candy.

I recently watched a student attending a dramatic performance for which she was getting academic credit. She kept her cell phone under her coat and every few minutes brought it out to check her messages, or send a message. In fact, I spent the last three minutes of that genuinely suspenseful play communing with people who were absolutely elsewhere.

And yesterday, when I noticed a white wire connecting a student’s ear to his pocket, I asked him if he was listening to an iPod or something else. Yes, he said, it was music. “Where are you, then, actually?” I asked him. “Are you in class? Are you here?” And he replied: “Sort of.”

I had an office mate who said she didn’t bother to tell students to put their cell phones away; all she did was mark them absent if they used such devices during class. “You’re not really here if you’re on that phone,” she would explain. “You’re absent!”

And the last time I went to New York City I idly watched a group of student-age individuals who arrived at the train station together and clearly knew each other. They stood in a small circle waiting for the train. They said nothing to one another. They were all on their “devices.”

I have an hour-long drive to campus twice a week, and I listen to 90.5 FM on the way. And when the discussion took a couple of weeks ago focused on the increasing number of markets that offered online grocery ordering and door-to-door delivery, I combined that in my mind with Netflix and distance learning and computer games and every kind of online shopping; then I combined all that with what seems a growing automatic fear of strangers… and I decided to scrap the essay assignment I had prepared and instead ask my first-year writing students to write on the question that naturally arose: Are we permitting ourselves to become agoraphobic? We discussed the possible meanings of this question and the possible responses.

I required informal research in the form of in-person conversations on the subject with four actual people.

The resulting essays were actually pretty wonderful, but they were somewhat frightening nevertheless. Some students argued that yes, commercialized technology and social media were turning us antisocial, with our complicity, and a few said genuine personal connections was possible but not probable; some said that this was a trend that could be reversed if we tried; and some argued that it was change but no more extreme or worrisome than the changes that had marked every era in history.

Here are a few memorable passages (used by permission), for your consideration. Kaity Glynn began: “Today, people don’t look up. Nodding ‘good day’ to strangers is almost unheard of. Sitting in a movie theater, there is no longer the one light of the big screen, but the backlights of their phones.”

Art Credits: Centennial “buttons” – Lisa Hatcher; Capitol Hill Day photos: Irene Mulvey; CESO demonstration photo: CSC–AAUP archives; Frankie photo: Frankie website; AAUP graphics: AAUP website.

Vanguard

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Early Winter 2014... Vanguard
Connecticut Conference Establishes David R. Bedding National Service Award

At its November 2014 meeting the Executive Committee of the Connecticut Conference–AAUP voted to institute the David R. Bedding National Service Award in memory of our beloved colleague David Bedding, who died suddenly last spring at the age of 72. David Raymond Bedding (B.S. Fairfield University, M.A. Clark University, Ph.D. University of Connecticut) worked in atomic, molecular, and solid state physics and was an Associate Professor of Physics at the University of Connecticut, where he taught for 34 years.

During a career of more than thirty years as an outstanding AAUP leader at the chapter, state, and national levels, David contributed selfless service to his colleagues, protecting their academic freedom and shared governance, and promoting the economic welfare of the profession. He served in the University of Connecticut chapter of the American Association of University Professors in several capacities, including President. He was one of the founders of the Connecticut Conference. After retirement, he remained active in professional affairs and rose to leadership positions in the Connecticut Emeritus Assembly (most recently, President) and the Connecticut State Conference–AAUP (most recently, Vice President). He was instrumental in achieving collective bargaining for the University of Connecticut faculty and staff and supported the formation and activities of bargaining units elsewhere in the state. For the national AAUP organization David served on the Executive Committee of the National Council of the AAUP, its highest policy-making body, and also as Treasurer of AAUP’s Collective Bargaining Congress.

David was devoted to science and was greatly concerned about government and corporate interference in academic research. He lobbied in Hartford and Washington to promote the ideals of our professional association, and participated in demonstrations at beleaguered campuses throughout the state. We will miss his friendship and good will, his graciousness and dignity. We will always be grateful for the calm and steady leadership he provided through many years and controversies.

To honor David and his spirit of service, the Connecticut Conference will from time to time award the David R. Bedding National Service Award to a current or former faculty member who has promoted AAUP principles of academic freedom, shared governance, and due process have been violated.

The Robert Bard Legal Defense Fund, named for law professor and colleague Robert Bard, was established by the Conference in 1998 to support litigation in cases or situations where AAUP principles of academic freedom, shared governance, or due process have been violated. The fund was Bob’s own idea, and the Conference maintains it to continue his service and influence after his death.

The Mort Tenzer Travel Grant is designed to provide financial assistance to campus groups in hosting the visits of outstanding scholars for presentations or seminars as part of the academic dialogue essential for academic freedom. 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. This fund was Mort’s idea, and he sits on the committee responsible for making the awards.

The George E. Lang Jr. Award was established by the Conference 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. The recipient of this annual award is selected by the Fairfield University chapter.

For information on making donations to these three funds, or applying for support through the Bard and Tenzer funds, see sidebar this page.

Additionally, the Conference from time to time confers the Walter F. Brady Jr. Award for the Advancement of Higher Education in Connecticut. The Meritorious Service Award is presented at the Conference’s Spring Meeting from time to time to a Connecticut Conference member whose institutional level has advanced the wellbeing and standing of the profession.

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

- Consultation on Institutional Assessment
- 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

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.

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.
In The Future of Higher Education, Professors Dan Clawson (Sociology) and Max Page (Architecture/History) of the University of Massachusetts at Amherst ascribe higher education’s ills to the dominance of “business” over “faculties’ governance” models in universities. While the second model needs no explanation for Vanguard readers, the authors’ definition of the first must be quoted: “The most democratic way of running things… is a free market which responds to consumers. Consumers, including student consumers, go to the market every day and ‘vote’ for the products they want.” As we have seen, the business model has had, and will continue to have, mixed outcomes for universities. Academic–corporate “partnerships” may foster social entrepreneurialism, as Professor David Siegel suggests, but they are too specialized to resolve systemic problems of academia, such as inflated tuition and deprofessionalized teaching (see his “Beyond the Academic-Corporate Divide” in Academe, Jan-Feb 2012). Clawson and Page trace the “free market” mindset to Ronald Reagan’s neo-liberal policies, a recurrent theme in their book. Our authors probe, in six terse chapters, the consequences of neo-liberal (post-liberal?) education and then offer a sensible alternative for the future.

Chapter 1, “Introduction,” recounts the history of American higher education from colonial times to the present, chronicling how neo-liberal policies have eroded both quality of access and access to higher education over the last forty years. Chapter 2, “The Lay of the Land,” collates useful statistics about today’s student population. We learn, for example, that 73.9% of all registered students go to two-year institutions, a fact we will inform the authors’ plea for universal access in the final chapter. These statistics are credible, but their interpretation sometimes needs breadth. Clawson and Page say, for example, “…[T]he kind of society we hope to create…rests in what happens to flagship public universities and community colleges.” Point taken, but the authors must also address the population of private universities, which are more invested (literally) in neo-liberalism than are the public ones. Some of us employed in the former, I’ll bet, ponder how we might engage educationally with the public sector.

Of prime import to all faculty is Chap. 3, “Who Governs the University?” which examines how business-model administration affects teaching and research. Approaches of teaching, the authors air several familiar themes, such as the commodification of course offerings, pre- and post-testing of students to quantify learning (and teaching, thanks to President Obama’s recent nostrum for the ailing academic economy); administrative (read managerial) prerogative concerning faculty syllabi and class notes; abolition of tenure-track positions; and reduction of teaching to “information delivery.” The consequences of this model for university research are equally dire. Clawson and Page remind us that intellectual censorship inevitably transpires. As one finds, research professors must request permission from funders to release their findings to the community at large. (See Jennifer Washburn’s University, Inc.) Has our ancient and honorable company of scholars morphed into a transient and malleable team of technocrats?

The above trends, of course, have blowback for students, as the authors demonstrate in Chapter 4, “Who Pays?” They rehearse the truism that educational costs are increasingly borne by students rather than by public sources, even at public universities. Using their own institution as an example, they write, “One could argue that UMass has become a quasi-private university.” The above economic imbalance, unsurprisingly, derives from the business model, specifically, from “branding” higher ed as a luxury or careerist commodity, whereby universities increasingly pander to (and subsidize) a far wealthier applicant pool than existed before 1970. The fifth chapter, “Who Goes?” emphasizes the fact that the tuition reforms are not so much a lack of student “agency” on the part of students but rather a nation that has not fully committed itself to higher education. When federal and state governments do not respond proactively to the unique opportunity of the U.S. student population, one logically expects “…underdevelopment of human capital, lost tax revenue and economic activity that need workers’ skills and creativity.”

In Chapter 6, “Who Works?” the authors bemoan the “Wal-Martization” of the academy, meaning the increasing replacement of tenure lines. Too many of our schools, they say, emulate for-profits in this regard. Besides underemploying talented and credentialed scholars, Wal-Martization devalues the contributions of tenured faculty both as teachers and researchers. Worse, it discounts their long-range vision for curricular development. Clawson and Page ask point-blank, “What is the goal of a university, the delivery of credit hours in as cheap a manner as possible, or the creation of a thinking community dedicated to the pursuit and communication of knowledge?” By way of addressing this question, they outline in the last chapter, “Choosing a Future,” an educational policy based on publicly funded higher education for all. After comparing government expenditures on wars and bank bailouts to that on universal college education, the authors prove that the same funds could handle public education, a real investment in the future of our country. And they go on to sketch hypothetical case studies, for which individuals of diverse socioeconomic strata and domestic situations could enjoy upward mobility, financially and professionally. They may even chart a new course, at least ideologically, for the development of a university education.

In sum, I commend The Future of Higher Education not only to faculty and administrators but to students as well. Besides being a good read, each of its chapters ends with discussion questions that stir the “socio-cultural imagination,” which the authors (quoting C. Wright Mills) define as “the capacity to range from the most impersonal and remote transformations to the most intimate features of the human self—and to see the relations between the two.” Imagination of this kind needs far more exercise both inside and outside the academy.

Front Range Community College Chapter, AAUP. The Adjunct Cookbook. 2014. n.p.

Reviewed by Ruth Anne Baumgartner, English (part-time), Central Connecticut State University

If ever a book made of necessity a virtue, it is this one. Part organizing document, part national and local services resource, part help and self-help, and part, yes, cookbook, this small book looks unflinchingly, albeit with good humor, at the realities of life as a part-time faculty member.

FRCC is part of the Colorado’s Community College System, of which approximately half the workforce is contingent. They are looking at a picture not unfamiliar to academics in the country generally: increasing administrative bloat, decreasing full-time tenure-track teaching lines, instructional budget reductions, claims of “declining enrollments” despite institutional expansion. The precariousness of contingent employment and the stubborn inadequacy of part-time pay produce stresses and hardships not seen in other occupations. The academic model needs far more exercise both inside and outside the academy.

4 EASY WINTER 2014...VANGUARD
offers instructors an interim solution to healthy eating. We recognize that a meal that is building chapters across Colorado and has mobilized expertise from the na

Robert Stone.

The centerpiece, literally and

If you would like a copy of


Jesse Kellerman is the son of Jonathan Kellerman, former psychology

Briefly Noted . . .

(All reviewed by Joan C. Chrilder, Psychology, Connecticut College)

Kathleen Kelley Reardon. Shadow Campus. Boston:


William Tierney is a professor of higher education studies at the Univer


When we first meet Steven Brookman, professor of English, he is sitting

at the desk in his dusty office, with a stack of papers in front of him. He had been holed up in his study on a sabbatical for months and had neglected to

Maine. His novel for that sabbatical was supposed to be a novel about a

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Books... 6
order to avoid offending those who butter their bread. In my favorite section a local man who became wealthy by operating a chain of ice cream stores (named Sarah Dippity) tells the president that he will donate 250 million dollars to the university if the senior administrators agree to wear matching blue jackets with the institution’s logo on the jacket’s pocket—a恬, dripping ice cream cone (Freudian interpretations are undoubtedly intended). The president vows that he will never suffer such an indignity. He tells the trustees about it, expecting their support, but they think it is a great idea. In the next scene, at an all-campus gathering for a “big announcement,” the senior administrators and the donor parade onto a stage wearing their matching jackets while the faculty and students whisper, “Why are they all dressed alike? What is that on their jacket pockets?” Soon the president has a stroke, clearing the way for the unsuspicious provost to ascend to the presidency.

There is more diversity among Tierney’s characters than one usually encounters in a novel of this sort. Both gay and straight characters have affairs; the scheming provost is Latina; the most sympathetic characters in the book are an older Black professor and his wife and the young White children of an arrogant trustee (of course, they will come to be friends by the end). Turn in the plot are often predictable but sometimes surprising; for example, a sociology professor sends his best doctoral student to Kabul to collect data for a project, with the expected results (see “ghosts” above), but not for the expected reason.

If you have a lot of time on your hands and a high tolerance for plodding writing (belles-lettres this is not), or if you are curious about the most explicit sex scenes I’ve ever encountered in a novel of this type, you might want to settle down with Academic Affairs. It’s probably better to read about them than to have them. [See Death of a Black-haired Girl.]
themselves in the same way, we found its originator an apt pseudonymous own uses in two poems. Since many academic contingent workers describe Dogmatizing Vanguard which has an annual budget of less than $250,000, one full-time and two part-only contingent faculty members on Capitol Hill… the New Faculty Majority, colleges' financial autonomy." Uneven battle ahead Generally, Schmidt says, the elections mean fewer Congressional advocates for contingent faculty, and this is particularly significant because of the financial and lobbying clout college administrations have in any debates on the relations rules to declare them eligible." action—and this week they were urging the Education Department to alter its Congress as part of the reauthorization of the Higher Education Act." Further, their part-time instructors.….similar language remains under consideration by sure that would require colleges to collect and report more information about faculty at four-year public institutions; Schmidt says Durbin called adjuncts in testimony from several part-time instructors and also from Maria C. Maisto, pressing adjunct concerns. The House Education Committee hearings included business, not a federal concern.

Before the elections, signs had been hopeful that Congress might act on pressing adjunct concerns. The House Education Committee hearings included testimony from several part-time instructors and also from Maria C. Maisto, president of the New Faculty Majority, on colleges' reduction of adjunct work Schmidt also interviewed Adrianna Kezar, a professor of higher education at the University of Southern California and director of the Delphi Project on the Changing Faculty and Student Success, who sees "slower change" at best, with Congress more likely to dismiss adjunct working conditions as states' business, not a federal concern.

Signs of progress earlier in year Before the elections, signs had been hopeful that Congress might act on pressing adjunct concerns. The House Education Committee hearings included testimony from several part-time instructors and also from Maria C. Maisto, president of the New Faculty Majority, on colleges' reduction of adjunct work-loads to circumvent Affordable Care Act coverage requirements; Schmidt says the discussion turned into a "broader discussion of adjunct instructors' working conditions" that highlighted "the promise of an online forum for adjunct instructors" and a subsequent Congressional report on working conditions (in-stituted by Representative George Miller (D-CA). Senator Richard J. Durbin (D-IL) also offered a bill extending federal student-loan forgiveness to adjunct faculty at four-year public institutions; Schmidt says Durbin called adjuncts "overworked and undervalued."

"Adjunct testimony before the IRS has had an important result, Schmidt says: "that agency this year established minimum standards for how their hours should be counted by colleges, in the context of new guidelines for colleges under the Affordable Care Act." And the House did pass "a bipartisan meas-ure that would require colleges to collect and report more information about their part-time instructors…similar language remains under consideration by Congress as part of the reauthorization of the Higher Education Act." Further, "Part-time instructors at public four-year colleges continue to hold out hope of qualifying for public-service loans—through regulatory instead of Congressional action—and this week they were urging the Education Department to alter its rules to declare them eligible."

Uneven battle ahead Generally, Schmidt says, the elections mean fewer Congressional advocates for contingent faculty, and this is particularly significant because of the financial and lobbying clout college administrations have in any debates on the relations between "colleges and their instructors, or any proposal seen as threatening colleges. Balancing administration power is "the sole advocacy group representing only contingent faculty members on Capitol Hill… the New Faculty Majority, which has an annual budget of less than $250,000, one full-time and two part-time employees, and a tax status that precludes it from contributing to political campaigns." They are not always supported by the collective-bargaining agents on their own campuses because full-time faculty concerns generally trump part-time issues in negotiation and lobbying efforts.

CoCAL XI report CoCAL XI (Coalition of Contingent Academic Labor) met August 4–6 at John Jay College, in New York City. Two official resolutions were passed by the final plenary. The resolving BODY IN SUPPORT OF CAMPUS EQUITY WEEK Continuing CoCAL’s history of support for Campus Equity Week, and consid-ering the success of Campus Equity Week 2013, CoCAL endorses Campus Equity Week 2015. CoCAL also encourages all of our activists to participate in Campus Equity Week 2015 and solicit the endorsements of our affiliated organizations, along with the resources needed for there to be central, national coordination again in 2015. The second resolution: SUPPORTING U.S. CALL FOR $7,000 ("7K") MINIMUM PER 3-CREDIT COURSE, A SENIORITY SYSTEM, AND REAL JOB SECURITY FOR ALL CONTINGENT FACULTY WHEREAS, the 1800-tier system of academic labor, in which there is a much-diminished population of tenure line (permanent) faculty and a large and...
How American Universities Have Destroyed Scholarship in the U.S.

Posted by juncatrebellion on The Homeless Adachi, the Adjunct Rebellion, taking on the corporatized university of America. Published in Vanguard by permission.

Put simply, universities traditionally have pursued a three-prong mission: 1) to provide excellent educational opportunities, 2) to support scholarly research and study, and 3) to encourage both professional and community service.

There has been a lot written recently about how the adjunct labor abuse problem has negatively impacted our students’ education—and this blog will be addressing that extensive problem in a future post. But it is the second of the three-prong mission I’d like to talk about now, since I’m not seeing as much attention focused on this equally serious problem.

The adjunct labor abuse problem is becoming more widely reported: Seventy-five percent of America’s college faculty earn less than $25,000 a year. Often hired one semester at a time with no healthcare or retirement benefits, paid per course an average of $2700, faculty are now academia’s migrant workers.

But, in 1947, a Bedouin shepherd discovered clay jars in a cave near the Dead Sea, which contained scrolls of indecipherable languages. Over the next ten years, discoveries of more of these scrolls were made. Our scholars in the Nabataean language made. Our scholars in the Nabataean language...

“If those scholars had been born a generation later, trapped in a lifetime of adjunct work, how much of that work would have been lost? How many of those scholars who have been able to progress in their scholarship and their career? Would they have been able to create university programming not established by foundations? Of course not. We will never know the amount of scholarship that’s been lost in this shift to casualizing the work of our professors. But if you assume even a 5% reduction in the output of a full-time faculty professor and multiply that by the 1.3 million adjuncts, you begin to get a sense of the devastation. This is an invisible cost, suffered not only by the individual scholars themselves, but by the society in which we live.

So much of the activism currently taking place around the issues of faculty labor exploitation is focused on—and of course it is a crucial first step in—restoring a professional wage scale to securing permanent positions for our university educators. But we simply CANNOT forget that part of what has been stolen from us is our ability to progress in our Schwartz work. We can’t be scholars in the fullest sense if we are unable to research, to write, to present our ideas, to confer with fellow scholars in our fields, to present our work to the public. We give our professional expertise and learning to society, which is one of the most significant roles we play as citizens and public intellectuals. The universities are cheating us not only by the individual scholars themselves, but by the society in which we live.

The discovery of these scrolls took place largely over the years from 1946 to 1957, but scrolls are still being discovered in the region to this day. Even in this new millennium, a va...
Contingent… from 7
growing population of long-term and shorter-term contingent faculty, is producing untenable eco-
nomics, a difficult, unstable working condition that reflect escalating attacks on education, labor
rights and students, and
Whereas, we seek full equality and the disman-
lining of the tiered labor system and support the real
advances toward this goal (such as a significant pro
rata increase in pay); seniority rights and job
security, and
Whereas, the crisis of contingent labor has highlighted the need for parity, with real job
security and a seniority system, and
Whereas, this crisis has brought a call in the U.S. for a surplus or surpassing a MINIMUM start-
ing salary of at least $7,000 (“7K”) per 3-credit course (or its equivalent) for all contingent academic
employees in the U.S., combined with real job security and a seniority system; that this objective,
despite being modest, is long overdue and needs to be implemented now, and that we support the
struggle for this to be achieved in current contract
negotiations.

Resolved that COCAL XI endorses the call in the U.S. for achieving or surpassing a MINIMUM start-
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struggle for this to be achieved in current contract
negotiations.

COCAL Updates
Joe Berry <joeberry@igc.org>

Good review in Our Times (independent Canadian labour magazine) of new book on academic free-
www.cocalinternational.org/Newsletter/ourtimes33_3_review.pdf

Mexican Labor News and Analysis: This entire issue is devoted to the disappearance of the 43 students and the political ramifications of it. All friends of Mexican labor should read and circulate it. http://www.cocalinternational.org/MLNA/index.php

Three myths about teacher tenure [This is a good piece and links higher ed to k-12. ] http://labornotes.org

One more horror story illustrating why we need to fight for “Improved Medicare for All/Single
Payer health insurance” http://thinkprogress.org/health/2014/07/14/3394347/150-childbirths-in-
Oregon_grad teaching fellows set to strike after two years without contract http://labornotesreporter.
wordpress.com/2014/11/26/oregon-grad-
teaching-fellow-on-striker

Grads on strike at U of OR (AFT) http://labornotes-
reporter.wordpress.com/2014/12/04/university-
of-oregon-graduate-teaching-fellows-on-striker

An adjunct gets sacked, and writes a poem http://
academeblog.org/2014/11/22/adjunct-project

Adjuncts at Risk for Anxiety, Depression
Inside Higher Ed 28 July 2014
Inside Higher Ed offers a link to a groundbreaking study on the emotional lives of adjunct professors by Gretchen M. Reevey, Psychology, California State University at East Bay, and Grace Deason, Psychology, University of Wisconsin at LaCrosse. The study was published in Frontiers of Psychology. Findings: working conditions of contingent faculty members are at risk for stress, depression, and anxiety due to their working conditions.

Read more: http://www.insidehighered.com/quickstarts/2014/11/25/adjuncts- risk-anxiety-depression1x2c35mphJHnS

A Reflection By the Column Editor: "Not with a bang, but a whimper"

This past summer I went to a gala retirement party for my brother-in-law; it was one of several

celebrating his many years of service as a high school teacher. He has a good retirement package,
jobs he is interested in and that match his skills and interests, and many friends and interests, so the coming years should be (deservedly) wonderful.

Over a long career I have attended a number of retirement parties for my friends and coworkers. But I always had a soft spot in my heart for the retirements honoring colleagues retiring from college teaching. Most have been granted emeritus status; some will continue teaching. This can be a bittersweet time of relief and immediate dis-
ness and hope that their emeritus status grants them; virtually all are well situated financially. I have been glad to be part of the crowd wishing them well.

But I can’t help comparing these situations with my own, and with that of my peers on college fac-
tulty, with the “retirement package” of a part-time faculty member.

I myself have just gone into partial retirement; that is, after many years at a particular institution there was suddenly “no work” for me, and when friends urged me to remind the department that I was still available and wanted work for the future I realized that in fact, no, I did NOT want any work there in the future. My already meager income has been cut in half, but my stress-and-irritation level has been reduced by about 80%.

Have I retired from teaching? No! I am quite happy at the other institution where I teach, and I would probably enjoy teaching elsewhere as well. Besides, I can’t afford to stop working, having only the smallest of retirement accounts.

Some years ago a president retired from a uni-
versity where I was teaching. He gave a celebration that last a WEEK, including a procession led by Himself in a horse-drawn carriage. He had been reappointed to a number of years, and this had been inspired in part by a sense of relief on the part of faculty and staff, but it would be cruel to point that out, wouldn’t it? It is retirement (and we celebrate it regardless of personal pique.)

Perhaps there were feelings of institutional relief in my case too. I had ceased to completely fill my 8 a.m. classes, I had been slow to soften my grading standards, prompting grumbling among the students. I had questioned the value of some of the new kinds of assignments we were being asked to adopt. I had voiced dissatisfaction when policies changed and my teaching options were accordingly narrowed. I did not return graded papers as quickly as my students expected, and some of my colleagues managed. But surely twenty-plus years’ service (sars, of course, service awards, but that’s part for the contiguent course) are worth something.

My own semi-retirement, or to be more accurate my retirement from that place, was marked not by a velvety procession or celebratory symposium, a gradu-
ating of any kind of Thinking, the conferring of honors, or a departmental farewell gift. My work was not recognized — but a regrettable fact. We had not received any formal recognition of any kind at all.

endorsement by the Modern Language Association
WhereAs, this crisis has brought a call in the U.S. for a surplus or surpassing a MINIMUM start-
ing salary of at least $7,000 (“7K”) per 3-credit course (or its equivalent) for all contingent academic
employees in the U.S., combined with real job security and a seniority system; that this objective,
despite being modest, is long overdue and needs to be implemented now, and that we support the
struggle for this to be achieved in current contract
negotiations.

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ating of any kind of Thinking, the conferring of honors, or a departmental farewell gift. My work was not recognized — but a regrettable fact. We had not received any formal recognition of any kind at all.
In March 2013, the state universities in California and New York synchronically developed policies to further encourage the integration of online courses into undergraduate education. Gillette (2013) reports that “the State University of New York’s Board of Trustees … endorsed an ambitious vision for how SUNY might use online learning, assessment, competency-based programs, and massive open online courses to help students finish their degrees in less time, for less money.” In California, (2013) reports that “the California Senate began considering a bill that would require that the state’s public colleges and universities give credit for faculty-approved online courses, those offered at other university campuses and by non-profit and for-profit courseware providers, taken by students unable to register for on-campus classes.”

Students who have experienced online learning may expect changes in the delivery of instruction on campus. Two ways to bring to the classroom. One is the “museum style” classroom, in which students have to create something that is presented to an audience. The other is the “lifelong learning style,” in which learners have to create something that is used by the class. In either case, learners have to create something that is both personal and public.

In the flipping-the-classroom model, there is an emphasis on the presentation and processing of information before the class starts. The instructor's role then becomes more of a guide for practice, providing feedback and assessment, and enhancing retention. In an article titled “SUNY: The Skip and the Flip,” (2013) envisions that the flipped classroom goes beyond reflection and personal understanding in that learners have to create something that is individualized and extends beyond the lesson with applicability to the learners’ everyday lives. Opportunities should be provided for students to, at the very least, make concrete plans how they will use the course content in other aspects of their lives. Also, according to Khan Academy, the video presentation in TEDTalksDirector (2011) provides a montage of the range of online curriculum that may be used to create a flipped classroom. The presentation illustrates how video presentations might provide students with the essential information with which to interact and direct student collaboration and learning, problem-solving, and the differentiation of student experiences to allow for the benefits of the classroom.

Experimenting with flipping the classroom requires active learners who come prepared for the class time, set a specific target for the flip, and build assessments that complement the flipped model. Students who have experienced online learning may expect changes in the delivery of instruction on campus. Two ways to bring to the classroom. One is the “museum style” classroom, in which students have to create something that is presented to an audience. The other is the “lifelong learning style,” in which learners have to create something that is used by the class. In either case, learners have to create something that is both personal and public.

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Defending Academic Freedom on the New Adjunct Frontier

By Jane Hikel, Maura Jo Lynch, and Donald Rogers, Central Connecticut State University

In a lively workshop at the June 12, 2014, annual AAUP conference in Washington, D.C., we three part-time instructors from Central Connecticut State University engaged an audience of two dozen adjuncts, full-timers, and activists in a reconsideration of what academic freedom means for the growing part-time and contingent faculty labor force. Noting that the AAUP’s classic 1940 Statement defines academic freedom as protecting professors’ liberty to teach, research, and participate in outside activities through the mechanism of job security, especially tenure, our panel contended that this conception needs to be broadened to accommodate the distinctive employment situation of adjuncts, who by definition lack secure jobs. The problem for contingent faculty, we argued, lay not only in tenurous employment, but also in pervasive “soft encroachments” on their “freedom to teach,” which the AAUP’s Committee on Professional Ethics recently described as faculty members’ individual and collective ability to determine the materials, assignments, teaching methods, and student assessment tools used in their courses. Our panel suggested that “soft encroachments” especially imperil adjunct efforts to teach their disciplinary specialties. A modern defense of academic freedom, we urged, must address this new situation.

Each of us dramatized the unique challenges to adjunct academic freedom with audience-participation exercises. History adjunct Donald Rogers divided the audience into buzz groups of three to four people each, asking each group to assume the identity of a contingent historian, and then to contemplate how a well-known adjunct employment scenario creates “soft encroachments” that complicate part-time faculty members’ attempts to teach the techniques and subject matter of history as an academic discipline. Groups considered: how is an adjunct historian taught, and how inadequate is her new class that she is hired to teach on the spur of the moment, or to set up a proper online course without professional development funds? Should a part-time history instructor give up intellectually challenging written assignments for less analytical multiple-choice examinations, because he is teaching 150 students in five survey classes at three different campuses? How much freedom does a contingent historian surrender in a class whose course description and textbook are designated by a departmental curriculum committee from which she and part-time colleagues are excluded? How vividly can an adjunct historian make her job security even more precarious.

Hikel then asked participants to share why their institutions don’t evaluate adjuncts. The reasons varied: just-in-time hiring practices; no guarantees of continued employment, so why bother; no contractual obligations to evaluate adjunct faculty; too big a burden on tenured full-time faculty; and adjuncts not being considered part of the faculty, i.e., “Professional Staff.” She last informed participants about a case study involving the CCSU English Department—a newly instituted adjunct evaluation process, which was a collaborative effort of part-time and full-time faculty in its design and implementation. As a result of the evaluation process, the full-time participants have become cognizant of the contribution and expertise that many part-time instructors bring to the academic program, and a mutual respect and collaboration has taken root. Hikel’s presentation dramatized why academic freedom cannot be achieved and protected for adjunct faculty if their institutions do not treat them as valued members. An important step in achieving the latter is having a fair, consistent, and collegial evaluation process. For her part, Women’s, Gender, and Sexuality Studies instructor Maura Jo Lynch called attention to the “office” (a converted closet) that she recently got to share with four other faculty members—the first time in six semesters that she had access to drawers (and a place for her coat) on campus. This space became her symbol of “coming out of the closet as an adjunct,” as well as coming out of a “double closet” as adjunct (devalued status) and WGSS instructor (devalued status). Because WGSS-related fields are often misunderstood (or feared) and rely on a unique pedagogy, Lynch explained, they uniquely require academic freedom. She described her specialty as steeped in collaborative and interdisciplinary work and wrapped in controversy of controversial and sensitive topics that typically “provide students with a context for the events, themes, movements, and struggles of marginalized peoples (such as adjuncts).” She then related how feminist pedagogy illuminated “soft encroachments” impinging on adjuncts (the lack of community/colllegiality, advocacy, awareness of shared issues, access to collaborations, visibility and organizing needed for adjunct academic freedom). Using the framework of “Interlocking Oppressions,” moreover, Lynch described how intersectionality and structural micro-aggressions apply to adjunct realities, and offered examples of how WGSS pedagogy creates situations unlike those in other fields, highlighting soft encroachments commonly faced by adjuncts, and WGSS subfield. She concluded that WGSS-exposed issues brought up by this panel, observing that “Structural micro-aggressions, stigmas and other institutional soft encroachments stand in our way [as adjuncts].” It is time, she said, to recognize this new reality for the “new [adjunct] majority.”

Drawing all of this together, our panel maintained that the most troublesome constraint on part-time and contingent instructors’ academic freedom is the cumulative impact of all of the soft encroachments on adjunct teaching— from job insecurity, just-in-time hiring, the piecework pay system, unpaid non-teaching duties, and exclusion from curriculum development to lack of peer evaluations, inadequate office provisions, devalued professional status, relentless survey course assignment, overwork, and isolation. Given that contingent instructors constitute the preponderance of college and university faculty today, we concluded, confronting the combined effect of these overreaching adjunct job conditions should form the AAUP’s new agenda for academic freedom.

JOIN AAUP… it’s easy!

Go to http://www.aaup.org/AAUP/involved/join/ (and tell them Vanguard sent you!)
Contingent… from 9

he was 91 when he died. George had such life force that it was a shock to all who knew him. We just thought George would go on forever: inspiring us with his energy, regaling us with his great army stories, generously sharing his time and expertise, and tirelessly fighting to improve the conditions of part-time faculty.

Yes, George Murphy was active in many areas. A fine scholar and professor, he inspired his students to reach their highest potential in his mathematics and psychology classes at Central Connecticut State University and at Trinity College, where he had a year-long appointment teaching statistics. He was involved in his community of Barkhamstead, Immaculate Conception Parish in New Hartford, and, with the help of his devoted wife BJ, he was social director par excellence at his home in Pleasant Valley. In fact, I never quite got where all that energy came from. It certainly wasn’t exercise: two compromised knee joints prevented that. It wasn’t a special diet; George always signed off his emails with “Life is short; eat dessert first, if you wish.” George loved dessert and hated vegetables: “Ate a special diet; George always signed off his emails with “Life is short; eat dessert first, if you wish.”

Once you met George, you knew you were in the presence of a remarkable person. He brought his own adventure to every situation. Rite but true, George lit up a room with his infectious laughter. Academic conferences can be dull affairs, and I attended quite a few with George, and we always had a great time. Because of mobility issues, I became George’s designated driver. What a pleasure that was. At the Summer Institute in St. Paul we had great discussions about our sessions during the drives back to the hotel. The last conference I attended with George was COCAL (Coalition on Contingent Academic Labor) in Quebec City. We were all inspired by the exchange of experiences with our U.S. and Canadian colleagues and with the newly formed New Faculty Majority. As always, George was ready to work with these organizations and encourage other part-time faculty to join in.

Among George’s greatest contributions to the CSU-AAUP Council were the surveys of part-time faculty that he designed, administered, and interpreted. Through the CSU Part-Time Faculty Advisory Committee George continually reached out to other part-timers. His colorful emails, which were all inspired by the exchange of experiences with our U.S. and Canadian colleagues and with the newly formed New Faculty Majority. As always, George was ready to work with these organizations and encourage other part-time faculty to join in. Among George’s greatest contributions to the CSU-AAUP Council were the surveys of part-time faculty that he designed, administered, and interpreted. Through the CSU Part-Time Faculty Advisory Committee George continually reached out to other part-timers. His colorful emails, which always began with the salutation “Dear Members of the Precarious Faculty,” urged members to get involved in the CSU-AAUP and to serve on the Faculty Senate and Committees. He set the standard by serving on all of these entities. He even broke new ground as the first part-time member to serve as Interim President of the Chapter. Probably the most important contribution that George performed for the CSU-AAUP was as part-time representative on the 2007–2011 contract negotiating team. Without his representation, part-time faculty would not have been able to raise that bid. Together with then CSU–AAUP President David Walsh, he held firm that part-time faculty deserved a reasonable increase in pay and not the scaled-down one offered by management.

Rarely a meeting takes place or a day at school goes by that many of us at CCSU don’t miss our dear friend and colleague. Although George survived and even thrived during his 23 years in the military before retiring as a Master Sergeant, it can be said that George Murphy died in the line of duty to his family, friends, and colleagues. We miss you, Dr. George.

AAUP Capitol Hill Day 2014

David Stoloff, Education, ECSU

Twelve members of the Connecticut State Conference–AAUP participated in an AAUP Capitol Hill Day on Thursday, June 12, 2014: David Andrus, Michael Bailey, Oskar Harmon, Diana Rios, and Eugene Salorio from UConn- AAUP; Ruth Anne Baingartner, Ira Braus, Al Buatti, Irene Mulvey, Cliffon Price, and Flo Hatcher from CSC–AAUP; David Stoloff from CSU–AAUP; and Sam Damiante, from AAUP chapter and Services. Our goals were discussions with our two Connecticut Senators and five Representatives or their aides on several talking points, including Access and Affordability for College Students, Political Interference in Academic Research, Sensible Regulations that Protect Students and Taxpayers, and other issues related to faculty working conditions and security.

Irene Mulvey arranged the office visits and, with our Executive Director, Flo Hatcher, led us through the hallways in the Capitol and other buildings. John W. Curtis, outgoing Director of Research and Public Policy, AAUP and Brian Turner of Randolph-Macon College developed the talking points and position papers for our discussions. Irene also took a photo record of our visits.

Some observations from 2014 AAUP Capitol Hill Day

• It is useful to purchase a SmarTrip Metro car for $2 and add credit on it electronically. The paper tickets are charged $1 for each trip.
• The Senators are in the Hart Building, probably named after Philip A. Hart, past senator from Michigan, not Gary Hart. The Congresspeople are in the Rayburn House Office Building, named for Congressman Sam Rayburn of Texas. The Rayburn Building has better air-conditioning.
• Senator Blumenthal’s reception area was covered with flyers of the new UConn Huskie logo and Congresspeople were encouraged to sign the wall.
• Senator Murphy came out to meet briefly with us in person from a committee room discussion on Iran that had changed to a talk on the changing situation in Iraq. He looked like he was ready to appear on television.
• The Senate and Congressional cafeterias are fine places to relax and have refreshments.
• There are lots of subways, underground hallways, connecting the office buildings and Congress. There is a subway, a train that has a 1/3 mile track, between an office building and the Capitol, but tourists are not invited to take a ride.

A brief but informative talk with Senator Murphy in the hallway.

CT Representative Courtney makes a point.

Congresswoman Elizabeth Esty’s office features photos and paintings of Sandy Hook Elementary School. Congressman Jim Himes’ aides remind visitors of his efforts for Bridgeport. Congressman Joe Courtney’s office features a photo of Eastern’s library; he met with us personally. Joe regularly talks on radio and appears on CSPAN. Congressman John Larson’s aides remind visitors of his background as a high school teacher. Congresswoman Rosa DeLauro’s office walls are covered with a photographic record of her historic connections during her career and her roots in American Labor.

It was interesting to see how congressional aides and others reacted to a discussion on recent events at Quinnipiac University (dismissal without notice of a number of tenure-track faculty members in the name of budgetary needs, with simultaneous hiring of other tenure-track faculty). One aide suggested that since Quinnipiac University was in Congressman DeLauro’s district perhaps her office might organize a Connecticut delegation letter. Her aide suggested that perhaps more fact-finding by the staff in her district office and an informal call to the university might be more effective.

• The annual meeting is a good place to meet diverse faculty members who represent a wide-range of faculty issues and types from all over the nation. For example, Dr. Nyo Chung, a Korean language professor at St. John’s University in Jamaica, N.Y., joined our delegation’s visit to the Rayburn Building.
• The fine reception at the end of the visits was organized by AAUP and Congressman Courtney’s staff. We joined members of other AAUP delegations from Ohio, California, New York, and Alaska in the celebration of Representative Peter Welch of Vermont, who had been chosen as the recipient of the American Association of University Professors’ 2014 Henry T. Yost Congressional Recognition Award. A video of the presentation earlier in the day was shown. Congressman Courtney had received the award in 2013.

• The AAUP annual meeting is held in a union-staffed hotel, for the last two years the Mayflower Renaissance Hotel near Dupont Circle. On its mezzanine the hotel has an interesting museum of its connections to historic events.
• CT-AAUP paid the fees for the use of wi-fi in our hotel room.

In short: a good and productive time was had by all.
Editorial… from 2

cellphones… the backdrop of a disconnected world…" She gushed her friend Sam: “Yeah, like I hate talking. I’d rather text someone than call them. I hate going out and actually talking to people.” She noted, “People are, in a sense, thus hemming their lives in and cease to be able to break barriers they put up.” Tasmae Lovdi connected parental protectiveness with home-bound children who would grow into isolated adults: “Parents would rather have their children stay at home and obsess over their gaming and their social media rather than go outside and play with their children’s kids, who know them… Ten years down the road, [their son] still would rather sit at home and watch movies on his laptop and play games… as a child he wasn’t granted the permission to mingle with friends as a pastime because his parents decided (for him) that the outside world was too much of a risk.” Katherine Fowkes described a diminished meaning for “communication,” a ceding of skills: “Our ancestors have developed over the years the body language skills… to tell what the other person is feeling just by having a face-to-face interaction. Whether [the people I communicate with] are happy, upset, or bothered by something, I could never tell by their texts. Losing those skills also does not necessarily teach me any new ones. I could text a paragraph in a matter of seconds, but all that’s accomplished is gain in thumb muscle… studying body language cues is gone to waste because I now have the new iPhone.”

Nicholas Kelley, although ultimately arguing that the phenomenon is not severe or worrisome enough to term it a phobia, still observes that “You’ll see people that play computer games all day, talking to their online ‘friends,’ but when forced into social situations, they fumble awkwardly with words and communication.” Joseph Sebastianelli agreed with Mr. Kelley, but reported, poignantly, that when he asked a friend which form of communication she preferred, she “said she’d have to go with face-to-face interaction, because you can only hide behind a computer screen for so long before you become so lonely.”

Jimmy Chen incorporated some of the class discussions we’d had about semantics, by way of S. I. Hayakawa’s Language In Thought and Action, in his analysis: “The tone of voice, emphasis on certain words, body language, and even the choice of words create a unique message that can convey much more than one usually thinks… two messages that seem the same in terms of text on a computer screen may be completely different if the messages were to be spoken in real life… [Choosing social networks over personal contact] makes us gradually unfamiliar with social situations. What becomes unfamiliarity begins to be anxiety and then becomes flat-out fear of social situations.” He says he and a friend were relaying this to Ray Bradbury’s Fahrenheit 451: “My friend talked about how terrifyingly accurate it is to our time. We talked about how strange it would be to sit down and just have a conversation with no real objective and simply talk for the sake of socializing with another human being.”

About halfway through this past semester I had a little talk with my literature class, into whose phone-bound silence I had been arriving twice a week. “Here you are,” I said, “sitting among fellow students who’ve read the same challenging, or exciting, or infuriating, or confusing material you’ve just read. Here you are getting ready to listen as the professor talks about that material (and gradually unfamiliar with social situations. What becomes unfamiliarity begins to be anxiety and then becomes flat-out fear of social situations.” He says he and a friend were relaying this to Ray Bradbury’s Fahrenheit 451: “My friend talked about how terrifyingly accurate it is to our time. We talked about how strange it would be to sit down and just have a conversation with no real objective and simply talk for the sake of socializing with another human being.”

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And they didn’t stop for the rest of the semester. If I could give my students one gift, this is what I’d give them: the gift of each other. The gift of “just” having a conversation. The gift of becoming a face-to-face human community. The gift of being fully present wherever they are.

There it is. When you insist that your students put away their cellphones, you are offering them the best gift a teacher today can give. Better than gold, frankincense, or myrrh any day of the week. — RAB

Transform… from 1

They’re Playing Our Song

Dear colleagues:

As we enter a period that, for many of us, includes some of the academic year’s heaviest workload, we offer a brief (6:35) respite, inviting you to engage the spirit and funk of our music video, “Ode to Academic Labor”.

https://www.youtube.com/watch?v=CmlvSrAl9Qo.

If “Ode” moves you, please forward and re-post.

In solidarity,

Lisa M. Tillmann (lyrics), Bill Rawlins (music), and Andie Walla (video)

Food for Thought…

…at “that” time in the semester, Arthur Porpoat’s online article in the U.S. edition of Australian blog The Conversation (“academic rigor journalistic flair” is their motto) on student evaluations of faculty and their relationship to learning. This issue is of concern to all academicians for a number of reasons, but particularly to contingent faculty, whose continued employment often depends almost entirely on favorable student ratings.

SAVE THE DATE …

CSC-AAUP Annual Spring Members Meeting

Thursday May 14, 2015 5:30 – 9 p.m.

Special Guest: Professor Katherine M. Franke

Isidor and Seville Sulzbacher Professor of Law Director of the Center for Gender & Sexuality Law at Columbia Law School

Columbia University, New York, New York

This May our annual meeting will focus on current threats to academic freedom, tenure, and due process in higher education. Professor Franke’s distinguished service of challenging ideas in higher education is widely respected, and her presentation promises to be exceptional.

Professor Franke’s credentials include a B.A., from Barnard College, in Philosophy, 1981 magna cum laude; a J.D., from Northeastern University School of Law, 1986; a LL.M., from Yale Law School, 1993; and a J.S.D., from Yale Law School in 1998.

She was awarded a 2011 Guggenheim Fellowship, and is among the nation’s leading scholars in the area of feminism, sexuality, and race.

Additional information will be available on csc-csuauap.org/

Transform… 14

CSU students need and deserve a full service education conceived of and delivered by scholars in their respective fields.

Curricula and student life initiatives should be built at the local institutions whose faculty and staff know their own students best.

Transform 2020 as conceived of by outside consultants and President Gray will produce an impersonal, automated, watered down education that will slow the economic and cultural growth of Connecticut.

If you need help figuring out who your State legislators are or how best to contact them, call the SCSC-AAUP office at 392-5975. We will be glad to help.

We have a window here. We can have an impact if we have the numbers. Please contact your legislators before you break for the holidays.

Background

Faculty in the SCSC system are well acquainted with the lead-up to this plea, but it should be of concern to any academician.

Flo Hatcher, Executive Director of the Connecticut Conference, provides this concise overview of the situation:

Following the 2011 legislative restructuring of the Connecticut State University system, projected to result in major savings to the state’s budget, and the appointments of a new Board of Regents, the system was poised to move forward. However, over the 2012 summer, information surfaced about improperly approved board raises, out-of-state “professional development” work, the forcing of all 12 CSU system community college presidents to resignations including the BOR President and Executive Vice President, Governor Malloy appointed a special committee on adminis-
education and other administrative matters. In November former UConn President Dr. Philip Stambul off-loaded the BOR. In February 2014, a new Board of Regents, under the rocky leadership of President Gregory Gray, is currently in place and the situation continues to deteriorate. The transformation, which the faculty did as the release of a series of “Roadmaps” to be undertaken at the four regional state universities and 12 community colleges. The faculty unrest and outrage resulted in absolute faculty solidarity and threats of a “no confidence” vote for the BOR. State and local news stories discuss the financial mismanagement and waste. The title of the December 4, 2014 story by Hartford Courant writer Colin McEnroe “Lifestyles of Rich and Infamous in State University System” sums it up.

Megan reported that the ECSU faculty had also endorsed a document is a final plan, I do believe they are going to praise it.”

But faculty at Eastern Connecticut State University had on November 10 decided to soon hold a vote of No Confidence in Gray, grading Transform CSCU 2020 “Eternal vigilance is the price of liberty,” as Thomas Jefferson famously said. Those in the CSCU system are following events as they unfold via com

He implores the Governor to do what he can to “stop the slow wreck” of the Connecticut college system: “In my time at SCSU,” he writes, “I have witnessed professors educated by the previous Board of Trustees has turned into mountains ever since the reorganization that combined the universities and community colleges…. Most students are not aware of Dr. Gray’s Transform 2020, but those of us who are dislike what we know of it. In the short time Dr. Gray has been the BOR president, students have built up a lack of respect for him and simply do not trust him.” … He calls the changes proposed in Transform 2020 “unnecessary,” and worse: “Dr. Gray’s desire for education on the cheap by cutting large numbers of faculty, departments, and staff (and this is his goal) will cause significant shortfalls … it will also reduce any real budget surplus … it will also reduce any real budget surplus.”

The areas of agreement:

• As the BOR continues to move towards greater integration as a system, the distinct missions of the universities and the community colleges WILL BE preserved and sustained.

• increased night-school offerings to accommodate a push to enroll more students.

• sharp reductions in the academic budgets. Faculty have called for increases in full-time tenure-track line, less reliance on part-time instructors, and reduced class size; but Gray says any such steps are “unlikely,” although he does plan to ask the legislature for $14 million “to hire more academic advisors to help students graduate on time and avoid taking courses they don’t need.”

For example, the following changes to Transform 2020:

• mandate that all students to take six to nine credits online before they graduate, with expansion of the online offerings expected to hit various benchmarks beginning in Fall 2015.

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