Conference Hosts AAUP Workshop on Governance, Collective Bargaining Congress Regional Meeting

Larry Gerber, Chair, AAUP Committee on Governance

On January 16, 2010, the AAUP’s Committee on Governance of Colleges and Universities is sponsoring a half-day workshop on governance. The workshop, “Unions and Faculty Governance: Problems and Possibilities,” will be held in conjunction with the regional meeting of the AAUP Collective Bargaining Congress on the campus of Yale University at the First and Summerfield United Methodist Church, 425 College Street, New Haven, CT 06511-6623. The church is situated on the corner of Elm and College Streets across from the New Haven Green. A casual lunch will be provided between the morning and afternoon meetings. The Connecticut Conference will host both events.

AAUP Governance Workshop

The Governance Workshop runs from 8:30 a.m. to 12:00 noon. Larry Gerber, Chair of the AAUP Committee on Governance, will speak on "Legal Issues and Implications of the Garcetti Decision for Governance," Pat Shaw, of the National staff, will follow with "The Jesuit's Decision: Continuing Impact and Future Prospects." The 10:15–12:00 session will address "Unions and Faculty Governance: Problems and Possibilities." Scheduled participants are Stanley Aronowitz (CUNY Graduate Center), AAUP CBC Executive Committee; Lenore Beaky (CUNY Laguardia Community College), AAUP Committee on Governance; Irene Mulvey (Fairfield University), President, Connecticut Conference, AAUP; and Louise Kirschenbaum, Vice President, University of Rhode Island AAUP.

Although the workshop should be of particular interest to those involved in collective bargaining, the implications of the Garcetti decision should be of direct concern to all faculty, and the panel on the relation of collective bargaining chapters to faculty senates and governance will deal with issues that are also directly relevant to traditional advocacy chapters, since, like CB chapters, they also have to consider how most productively to work with senates and other governance bodies on campus.

Collective Bargaining Congress East Coast Regional Meeting

The 2010 East Coast Collective Bargaining Congress regional meeting (those CB chapters in Connecticut, Delaware, Florida, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont) will be held from 1:00 p.m. to 4:30 p.m. following the governance workshop, at the same location. All East Coast Collective Bargaining chapters are urged to send chapter representatives and key staff members to participate.

Please visit the national AAUP web site <http://www.aaup.org/AAUP/about/> for updated information. There is no registration fee to attend, but for planning purposes, we ask that you e-mail Eizzie Smith at <esmith@aaup.org> by January 9, 2010, with your name and contact information to confirm your attendance at one or both sessions. Contact members of the Connecticut Conference-AAUP executive committee and visit the Conference web site <http://people.wcsu.edu/~nair/AAUPCSC.htm> for updated information too. We hope to see you in January!

UConn Health Center Approves Collective Bargaining

On Wednesday, November 18th, the medical faculty (doctors, research scientists, professors, dentists, and clinicians) at the University of Connecticut Health Center voted to form a union, with the AAUP as the collective bargaining agent.

According to Howard Bunsis, Chair of the AAUP Collective Bargaining Congress, “This is arguably the most important victory for academic labor in the last decade, and we congratulate the faculty at the UCONN Health Center for their steady determination in winning this campaign. This is now the first free-standing medical school to unionize in the country, and this victory bodes well for AAUP’s other organizing drives.”

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Notes from the Conference Executive Committee:

Tenzer Fund Mission Broadened

The Mort Tenzer Travel Fund was established by the Conference 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. At its November 2009 meeting the Conference Executive Committee approved Mort Tenzer’s motion to broaden the mission of the Fund to assist individual faculty members, full- or part-time, in travel for academic purposes. See page 3.

Nominating Committee Selects Slate

The 2009 Nominating Committee met in September at the national AAUP offices in Washington, D.C., and selected candidates for officers and 9 new council positions. AAUP members should ascertain that their e-mail addresses are current so that they can vote electronically in Spring 2010. Visit <http://www.aaup.org/AAUP/about/bus/09nomcom.htm> for the Committee’s report.

Conference Elections Go Electronic

The State Conference will shift to electronic voting beginning in 2010. A constitutional provision will be voted on this spring. Watch your e-mail.
From the President:

Irene T. Mulvey, Mathematics, Fairfield University

The Beginning

I would like to thank the members of the Connecticut State Conference – AAUP for electing me Conference President. I took office on July 1, 2009, very grateful to my predecessor, Professor Charles Ross of the University of Hartford, for his careful stewardship of the CSC–AAUP during his tenure as President. I have been a member of the CSC Executive Committee for the last two years, and it is a continuing pleasure to work with the Executive Committee in my new role as President. The Executive Committee meets each month to conduct conference business on your behalf. It is a wonderful group, deeply dedicated to core AAUP principles like academic freedom, tenure, and meaningful shared governance, and to how it all relates to higher education in Connecticut. They are a pleasure to work with. We have some good ideas and tentative plans for the upcoming year (see below), but I would be delighted to hear from any Connecticut AAUP member at any time with ideas on projects or engagement on the Connecticut State Conference. I hope you will feel free to contact me at any time about any CSC or AAUP business at emulevy@fairfield.edu.

This year, in addition to our ongoing agenda items, we are planning membership initiatives, and outreach to our state chapters. Ideally, we’d like to strengthen the bonds between existing chapters, as well as between existing chapters and the State Conference. At schools in Connecticut with AAUP members but no organized chapter, we are hoping to organize the members into a chapter so that the faculty there can speak to their

AAUP State Conference Officers 2009–2011

President – Irene T. Mulvey, Mathematics, Fairfield University. Delegate to National Meeting.

Vice President – David Brubaker, Physics, University of Connecticut, Waterbury. Delegate to National Meeting.

Secretary – Susan Reinhart, Art, Gateway Community College.

Executive Director – Flo Hatcher, Art, formerly Southern Connecticut State University

Executive Committee 2009–2011

Robert Bard – Co-chair, Committee A on Academic Freedom and Tenure. Law, Emeritus, University of Connecticut School of Law.

Ruth Anne Baumgartner – Chair, Editorial Committee; CSC–AAUP Delegate, English, Eastern Connecticut State University.

Albert Bautzt – Chair, Committee on Community Colleges. Information Systems, Middlesex Community College.

Jean Chrider – Past President, Psychology, Connecticut College.

Andrew Fid, Jr. – CSC–AAUP Delegate, Electrical & Computer Engineering, University of New Haven.

Vijay Nair – CSC–AAUP Liaison, Library, Western Connecticut State. (Past President.)

Charles Ross – Chair, Chapter Service Program Director. Immediate Past President, University of Hartford.

Morton Traizer – Chair, Committee on Government Relations, CSC–AAUP Delegate, Business Administration (ret.), University of Connecticut.

David Walsh – CSC–AAUP Liaison, Political Science, SCSU, President, CSU–AAUP

Campus and Organizational Liaisons

Albeetus Magnus College – Jerome Nevins, Art

CCSU–AAUP – Ellen Benson, Communications.

Central Connecticut State College – Joan C. Chisler, Psychology

ECSU–AAUP – Angela Collison, Chapter Staff.

Eastern Connecticut State University – Most Tenzer, Political Science (ret.), University of Connecticut.

Fairfield University – Irene T. Mulvey, Mathematics / Computer Science.

Middlesex Community College – Stephen Kreutzer, Mathematics.

Pace University – Jack O’Hara, Mathematics / Computer Science.

Post University – Frank Liffrich, Psychology.

Sacred Heart University – Larry Weinstein, Management.

St. Joseph University – Marylouise Webber Stringer.

SCSU–AAUP – Linda Cunningham, Student Services Counseling.

Trinity College – Diane Zannetti, Eco.

UConn–AAUP – Leslie Gemme, Executive Assistant.

UConn Health Center – Donald Krentzer, Pathology.

UConn Law School – Lewis Kurlantzick, International Law.

University of Hartford – Charles Ross, English, New Haven–Waterbury.

University of New Haven – Andrew Fish, Electrical & Computer Engineering.

Wesleyan University – vacant

WCU–AAUP – Ehud Kopkowski, Chapter Staff

Yale University – vacant

Editorial Committee

Ruth Anne Baumgartner – Chair, Editorial, English, Fairfield University.


Jean Chrider – Psychology, Connecticut College

ALBA–AAUP – Edward Colantonio

Charles Ross – English, Western Connecticut State University.


Website Design and Maintenance

Vijay Nair – Library, Western Connecticut State University

Editorial:

Fun, fun, fun…

Whenever I talk about my old college days in the theater—and admittedly I talk about that frequently—I quote David Brubaker, the dearly beloved director at Dickinson College who showed hundreds of students how to do little things over the years that the world is in fact a stage and the stage can be a world. I cherish the speech he gave the cast of A Man for All Seasons, my first show with him. “If anybody is here to have fun,” he said, “you might as well leave right now. You will have great fun in the show, starting with the second performance. And the only way you will get that fun is by working very hard up till then.” His other mantra: “Don’t get on the stage and make excuses. Yes, you’re ‘just’ students. But when you go out there and ask the audience to believe in you, you’re actors, not students, and you give it your best.” Well, I’ve put quotation marks around those sentences, but I think he was likely more eloquent than that. And whatever the words, I can attest to their truth—especially the part about the second performance. I had a lot of fun in English classes in high school. I was a voracious reader from the age of three, and so I had developed a flair for writing that quite often enabled me to finesse assignments that other students had to tiptoe through. Then I got to college. My first essay was returned by the English professor with just one comment: “Time to grow up.” I learned pretty fast that writing can be the source of enormous pleasure—at least after the work has been put in.

In my many years of teaching English I’ve been caught up in a number of approaches that promised great fun for the student writers. I even had a colleague who kept us several weeks having students paint the classroom and “react” to that; he had another writing exercise that involved looking at things through Baggies. I had another colleague who assigned papers and never “corrected” he just gave them back after a week with a one-sentence comment and the directive to “revise.” (That was a tempting approach: No tears for the students; no toll for the prof…)

And then a couple of years ago I went to an academic conference and listened to a number of papers given by sincere people who argued that English classes should abandon teaching the critical paper, the essay, academic style, and “let the students teach us what they want to know,” largely through blogging.

And now a week or two ago I was reading an article in the Chronicle of Higher Education about professors who have worked Twitter into their classes. Especially in large lecture-style classes, they were encouraging students to Twitter during the presentations, setting up channels specifically for the purpose; and either the faculty member or a graduate assistant was monitoring the Tweets and interjecting them into the lecture as they arose. Yes, some students sent joke Tweets, they said, and some spent a lot of class time on Facebook; but most students felt engaged and asked some good questions they might otherwise not have asked…particularly because the Tweets were anonymous.

I never was very forthcoming in class discussions as a student, figuring that any question or answer that occurred to me was so obvious everyone would have already thought of it; and I too have stood in front of a large class, listened to a number of papers given by sincere people who argued that English classes should abandon teaching the critical paper, the essay, academic style, and “let the students teach us what they want to know,” largely through blogging.

Letter

Dear colleagues,

The March–April 2009 issue of Vanguard reports the good news that part-time faculty members, as well as existing full-time faculty, now have a new e-mail list that enables them to communicate with each other (“Part-time Faculty Get Their Own Voice,” Vanguard 29.1: 7). Unfortunately, the same report conveyed some misinformation about events surrounding conflicts between President Jack Miller and the CSCS faculty. I hereby present some facts (based on minutes of the Faculty Senate meetings, available at the CSCS website) and alternative interpretations of those events.

“A small group of dissatisfied CCSU faculty members presented a resolution of ‘no confidence in Jack Miller’ to the CCSU Faculty Senate,” the statement that the resolution was presented by a “small group” is nec...

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Letter...
Vanguard … Autumn 2009

Chapter News

Connecticut State University

from Jason Jones, “New Communication Tools,” Central Intelligence, CCSU-AAUP Newsletter 38.4 (October ’09)

When I was elected CCSU–AAUP President, it immediately became clear that communication between the AAUP and the membership needed to be improved. On the one hand, the CCSU–AAUP office regularly holds meetings, publishes newsletters, sends e-mails, and maintains a website, but those forms of communication can easily slip through the cracks in an overloaded inbox or departmental mailbox.

And, on the other hand, while members often air specific concerns with individual union officers or staff members, there hasn’t been a convenient way for members to discuss campus-related concerns. (There are limitations to the current academic-users listserve: Its membership is open, so some kinds of union business aren’t appropriate, and some members, especially untenured ones, might be reluctant to speak up. Also, it’s unmoderated, and so discussions can sometimes go off the rails.)

To address these problems, I proposed two ideas to the CCSU–AAUP Executive Committee in September: an AAUP blog that would serve as a clearinghouse of information that AAUP sends to its members, and a moderated AAUP listserv. I am happy to announce that the CCSU–AAUP Executive Committee approved both ideas at its September meeting.

The blog is <http://www.cssu.aaup.english.umn.edu>. It is up and running, so you can visit now. Our goal will be to turn the blog into a forum for distributing information as members need it, and also to advocate for faculty interests at CCSU. To that end, it is readable by the public at large….We hope the site will become more and more useful each week. In particular, the site should open a window into the workings of the elected officers. The listserv will be moderated, in order to keep the discussion focused on our common concerns. Announcements of campus events will be welcome, but general discussions of national politics, or state political discussions that aren't focused on higher education, will not be—there are already ample forums for those kinds of conversations.

I hope that these tools will go some way toward improving openness and transparency in the AAUP, and ultimately toward improving participation.

Emeritus Assembly

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

The Emeritus Assembly of the State Conference held two meetings this fall. On October 21, 22 members gathered at the Slater Museum of the Norwich Free Academy for a tour of the museum’s permanent collection, one of the largest holdings of classic plaster cast reproductions in the U.S., and to review the current exhibit of paintings by Paul Zimmerman. Luncheon followed at the Mona Lisa restaurant.

A presentation by Dr. Elsa Nuñez, President of Eastern Connecticut State University, on the topic “How the State Universities are Dealing with the Current Fiscal Crisis” was the feature of the noon meeting at the J. Eugene Smith Library of Eastern. A brief business meeting was also held.

Membership in the Emeritus Assembly is open to all retired faculty in Connecticut. It offers an opportunity to continue to expand educational horizons and maintain contacts with colleagues after retirement. Dues is only $10.00 a year. (Most meetings are open to all faculty whether they are members or not.) For further information on membership or on programs being planned for the spring, please contact Timothy J. Killeen, president of the Emeritus Assembly, at 860-423-2886 or at <killeen3@charter.net>.

Conference

Chapter Service Program

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

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

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

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

AAUP ASC History Project

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

Connecticut chapters interested in participation in this project and needing further information should contact Flo Hatcher, Connecticut State Conference Executive Director and President of the Assembly of State Conferences.
Discussions within the halls of the 2,000 private and 1,600 public universities in the country speak loudly to the changing dynamics affecting the academy. The pendulum of change is evolving higher education into a corporate culture, where business-world concepts such as "students as customers" and "faculty as stakeholders" are the new norm instead of the exception. With an emphasis on profitability, the expectation of faculty is to "do more with less," with increased workload and decreased support, especially in public higher education. In this era of the corporate university, the basic tenets of shared governance are more important than ever before. Yet the growing sentiment among colleagues is that the principles of shared governance are becoming increasingly disregarded and in need of clarification. Additionally, some might argue that these principles are in decline and perhaps under attack internally in some institutions and externally in the corridors of potentially powerful interest groups.

After many discussions with our colleagues about these principles, we were struck by how varied and diverse full-time faculty's perception was of shared governance. Thus, we went about the task of surveying all full-time faculty members from the four universities of the Connecticut State University system (Central, Eastern, Southern, and Western). A total of 1,100 surveys were sent and 232 were returned; a 21.1% return rate. The three-part, four-page questionnaire was designed to elicit responses ranging from perceptions and principles of shared governance (37 questions) calling for replies answered in a true-or-false framework. For those statements indicated as true, the respondents were asked to signify the level of importance attached to each statement. Part Two of the survey asked respondents to indicate and rank the five most important qualities of shared governance, and Part Three provided eight questions regarding the demographics (e.g., gender, rank, highest degree held, years of service in higher education) of the people answering the survey.

Principles of Shared Governance
More than 90% of the respondents indicated that 24 of the 37 statements concerning shared governance were true, ranging from principles of communication to academic freedom to collegiality. The top 5:
• Quality education and scholarship are strengthened in a genuine culture of shared governance. (99.1%)
• Shared governance activities may involve discussion. (98.7%)
• Shared governance activities may involve collaboration. (98.3%)
• The principles of shared governance emanate from the belief that Faculty are in the best position to shape and implement curriculum. (98.3%)
• Shared governance activities may involve decision-making. (97.8%)

When asked to rank the same 37 statements in terms of importance, with 1 being the lowest and 4 being the highest, the five statements rose to the top of the list:
• The principles of shared governance emanate from the belief that Faculty are in the best position to shape and implement curriculum. (3.67)
• Faculty participation in shared governance is essential to the well-being of the university. (3.58)
• The principles of shared governance emanate from the belief that Faculty are in the best position to shape and implement curriculum. (3.57)
• Faculty participation in shared governance is essential to the well-being of the university. (3.58)
• Shared governance activities may involve decision-making. (3.49)

Perceptions of Shared Governance
Part Two of the survey began to offer a glimpse at the perceptions faculty have concerning shared governance, as they were asked to rank their top five principles in an open-ended fashion. Some of the typical responses:
• Opportunity for all stakeholders to participate in decision-making process
• Protection from too powerful administration
• Collective voice representing a significant diversity of views
• Democratic participation in university life and culture
• Facultv voice in curriculum, hiring, and academic policy
• Promote and maintain academic excellence—scholarship and teaching
• Creating a climate in which participation and engagement are valued

Politics of Shared Governance
However, the frequent answers of "climate," "curriculum" and "culture" were also accompanied by more pointed set of responses that shed a darker light on the current state of shared governance in academia. Among those responses:
• The higher the role, the more you serve rather than rule
• Checks administrative arrogance
• End to secrecy and special deals
• Speak for the weak
• No retaliation
• Keep the university's focus toward expanding knowledge and not job training
• Judgment of scholarship in the hands of scholars

• Recognition that without faculty, students would not be here
• Shared governance is a myth; the only thing left in faculty control is curriculum
• Using faculty to balance the stupidity of administration and vice versa

Principles of Shared Governance: Analysis, Faculty
Clearly, the open-ended design resulted in some very creative and thought-provoking answers to the ranking of shared-governance principles. Through text analysis, we further refined our results by categorizing the responses, and then ranking the categories for each faculty member based on importance, awarding 5 points for the top rank, 4 points for #2, and so on. The chart lists the categories by rank, sorted by descending weighted score:

Of the fifteen categories culled from the data, two clearly rise to the top of the importance scale: collegiality and collaboration, with academic excellence and decision-making not far behind. Three categories are then lumped together (academic freedom, culture, and communication), with the remaining categories ranked with lesser importance.

We were also interested in who or what offices or organizations the faculty thought were responsible for promoting shared governance on campus. The results to this question:
• 82.8% thought that the President was responsible.
• 79.3% thought the Provost was responsible.
• 78.4% believed the Faculty Senate was responsible.
• 76.3% believed the full-time faculty was responsible.
• 73.7% thought the American Association of University Professors was the responsible agency (note: the campuses are unionized, and the AAUP has a dominant presence).
• 66.8% indicated that Department Chairs were responsible.
• 58.6% stated that “all employees of the university” were responsible.

Principles of Shared Governance: Analysis, Chairs
We then followed up this survey by asking the same questions to all department chairs at the four campuses of the Connecticut State University System. A total of 114 surveys were sent and 35 were returned: a 30.7% return rate. Using the same importance score calculations and text analysis techniques, the results:

Not surprisingly, for both chairs to faculty, academic excellence and academic freedom, two principles paramount to the success of a university, both make the top 5 (listed below). However, decision-making is also common to
both lists, illustrating the need for academic voices to be “at the table” when judgments are being made.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Chairs</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Excellence</td>
<td>Collegiality</td>
</tr>
<tr>
<td>2</td>
<td>Academic Freedom</td>
<td>Collaboration</td>
</tr>
<tr>
<td>3</td>
<td>Communication</td>
<td>Academic Excellence</td>
</tr>
<tr>
<td>4</td>
<td>Decision Making</td>
<td>Decision Making</td>
</tr>
<tr>
<td>5</td>
<td>Promotion &amp; Tenure</td>
<td>Academic Freedom</td>
</tr>
</tbody>
</table>

When comparing faculty and chairs in determining who is responsible for promoting shared governance, the results differ slightly, as chairs identify the faculty senate as having a greater role, and AAUP and the rest of the university as having a lesser role. This may be because department chairs are more involved in the governance process, and therefore expect those that are a part of that governance structure to be more active in self-promotion. The results:

<table>
<thead>
<tr>
<th>Who Is Responsible</th>
<th>Chairs</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>88.6%</td>
<td>82.8%</td>
</tr>
<tr>
<td>Provost</td>
<td>80.0%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>94.3%</td>
<td>82.8%</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>74.3%</td>
<td>73.7%</td>
</tr>
<tr>
<td>AAUP</td>
<td>58.6%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Department Chairs</td>
<td>74.3%</td>
<td>66.8%</td>
</tr>
<tr>
<td>All Employees of the University</td>
<td>40.0%</td>
<td>58.6%</td>
</tr>
</tbody>
</table>

The department-chair survey was expanded from the original full-time faculty survey to ask some general questions about shared governance. When asked to rank the top three factors that influence shared governance, department chairs only identified two as positive: Administration (80.0%) and Faculty Senate (54.3%). When asked if the principles of shared governance were followed at their university, 71.4% said yes, a surprising result. For those that answered yes, 25.7% said shared governance existed very often, 20.0% said sometimes, 14.3% said fairly often, and 11.4% said always. Finally, we asked department chairs to compare the practice of shared governance today versus three years ago, and 62.9% felt it was the same, 25.7% felt it was less evident, and 8.6% felt it was more evident.

Conclusions

Clearly there is more research to be done, but this study reveals three principles that are at the top of the list for faculty and chairs: Academic Excellence, Collegiality, and Decision-Making. Also, the importance of the shared-governance structures such as Faculty Senate cannot be understated, as they are true indicators of a university functioning on all four cylinders (or “dysfunctioning,” as the case may be). Ultimately, our research shows that shared governance starts at the top of the organization with the administration setting a tone of inclusive decision-making, promoting collegiality at every level of the university, and striving for a common goal of academic excellence. The faculty senate at the University of Arizona (April 2005) offers a statement on the true and sensible meaning of shared governance, and we have italicized the words in it that we feel “tell the story” of what shared governance can and should be:

“The success of the University and the positive morale of the faculty and administration are dependent upon continued use of the collective intelligence of the university community.… This requires extensive sharing of information and a shared understanding that faculty representatives and administrators strive always for informed mutual support through shared governance dialogue.

Calling All Book Lovers!

Vanguard needs volunteers to serve as occasional book reviewers. Book reviews are expected to be two to four pages, double-spaced, and we promise not to ask for more than one review per year...unless reviewers want to do more!

Vanguard will publish reviews of books on faculty roles, teaching, and the history of or future trends in higher education. We are also interested in reviews of novels that concern academic issues or feature academic characters (we love those professor-detectives!). We do not review scholarly works on narrow disciplinary issues.

If you would like to join our list of reviewers, contact Jason B. Jones, our book review editor, at <jonesjason1@ccsu.edu>, or write him at Department of English, Central Connecticut State University, 1050 Stanley Street, New Britain, CT. He’ll let you know what books are available and arrange a deadline for your contribution; he is also interested in your recommendations of books to review, especially those written by our colleagues in Connecticut.

If you love to read (and what professor doesn’t?), here’s your opportunity to contribute to Vanguard...Why not volunteer today?

VANGUARD...AUTUMN 2009

Remembering Senator Kennedy

The AAUP Government Relations Committee shares this remembrance of Senator Edward M. Kennedy, written by long-time committee consultant Ed Marth (Executive Director, University of Connecticut AAUP Chapter):

Senator Edward M. Kennedy has, as he might have put it, passed the torch. I would like to think that it has been passed to each of us, to advance the many causes that we shared with him in his more than four decades in the U.S. Senate.

To be a theme park with a winter theme, ice in the everglades or some similar rendition cooked up in the isolation tank of wisdom.

—Tony Sanders

Tony Sanders has published four collections of poetry, the fourth a collaboration with Chard DeNiord. This is the first publication of “Solstice Envy.”

Solstice Envy

The mavens were going postal, but where Were they going? Sentiment was sediment. Sludge. Slag, but the recyclable kind. Nostalgia Feigned silt. Onlookers exercised apprehensive Thinking, deciduous thinking as if they knew By heart the fleeting ethos, the thrown limbs That trees reveal deep into autumn by degrees. On the way to their bottom, the inevitable Opposite promised in places like box tops And flers.

Those who waited were rewarded With chilblains, albeit mild, nature’s brand Of an ice cream headache, something to remind Them of the whence and where, the perige Apogee awaiting even the most cantankerous Yet dovetail. Some believers wanted wilderness To be a theme park with a winter theme, ice In the everglades or some similar rendition Cooked up in the isolation tank of wisdom.

—Tony Sanders

Kennedy’s Capitol was a range of liberal issues, pragmatically advocated, was wide and deeply held. AAUP union members will remember the stalwart nature of Kennedy’s support of union causes and education opportunity.

On the day after Ted Kennedy’s funeral, highway signs on Route 128 around Boston, which usually have messages about construction ahead, were lit up with the simple message “Thanks, Ted.” It is appropriate to add our own “Thanks, Ted” message for all to see, in appreciation for his tireless work on the Higher Education Appropriations Acts, his work for civil rights and for the rights of the disabled and immigrants, his famous work to secure health insurance for all, and more.

If students are the backbone of higher education, faculty are surely the nerve system. Federal loan and grant programs that enable millions to attend college require majorities of the House and Senate to pass, but they always require dependable advocates to serve as sponsors in key committees to build the coalitions of support for good legislation and fighting the always-present interests that seek to profit at public and student expense. Kennedy’s attention was always on the students rather than on the financial buccaneers profiteering at the expense of the students.

On the Tuesday after Kennedy’s funeral, I sailed from Martha’s Vineyard to Hyannis on a friend’s boat. The calm sea was a mirror to the apparent calm at the Kennedy compound and the Senator’s yacht the Mayflower. I think that the calm in Ted Kennedy’s political wake will not last long. We need and must seek out dedicated successors to the Kennedy legacy to ensure that the allegorical rising seas will lift all educational-opportunity boats. That is our mission, just as it was his.

This tribute also appears on the national AAUP website, and is used by permission of Prof. Marth. —Ed.
Dear Professor Power,

I just finished reading my first set of assignments for the new academic year. I always hope for a good first set so that I can maintain my optimism as the fall semester unfolds. Although the papers were not bad overall, I was amazed at two students who seemed to think that they were writing test messages rather than essays. I had told the students that their writing for this assignment should be informal (i.e., in a, journalistic, rather than a scholarly, style). Students in the past have always understood what I meant by that instruction, but I now expected to see emoticons in an essay, or was I pleased by the "compliment" one of the students wrote at the end of her work ("OMG This class is GR8"). I would like to know what you think this. Professor Power and what I should do to avoid receiving more such writing assignments in the future. Sign me Bewildered in Bethany

Dear Bewildered,

Breath of retirement danced in my head as I read your letter. What next? The dumbing down of communication skills is a problem all professors must address immediately before it is too late. In order to avoid similar work in the future you will have to be more much explicit about what you expect. Perhaps the students in question have never read a newspaper, and thus do not know what you mean by "journalistic." Students who use emoticons and texting slang when regular English words are available should receive low grades, which are essential to maintaining academic standards. Tell the class that you will deduct points for such silliness, and then do it.

As for the student's "compliment," Professor Power would be strongly tempted to reply, "O RLY LOL YR GRD F?"

I.V. Power

Dear Professor Power,

A few weeks ago I attended my first department meeting as a new assistant professor. My colleagues greeted me in a friendly manner when I entered the room, and several of them had been helpful to me in early August when I moved into my office, so I was looking forward to participating in the meeting. After some routine business, the Chair asked for suggestions about how to respond to a new administrative initiative. A couple of my colleagues replied with their ideas, and then I made a suggestion. The Chair said to me "Oh, keep quiet! You don't know what you are talking about." I was stunned by his cold reaction, and I felt as though I had been slapped. No one said anything about what had happened, and he moved to the next item on the agenda. When the meeting was over, no one made even eye contact with me, we all left the room silently, and no one has yet said a word to me about my behavior or the Chair's.

I was too shocked and embarrassed to do or say anything about this incident for over a week; then I approached a friend who finished my graduate program a few years ahead of me and teaches at a nearby campus. When I told her my story, she said, "That's a letter for Professor Power!" I hope you can help me to understand what happened, as I am Naïve Nancy

Dear Nancy,

It is impossible to know without additional details whether your department chair is rude, anti-social, or mentally unbalanced. Does he often treat people this way? Is he in turn the victim of what he is doing? We cannot know no matter how naive your suggestion might have been, that is now for a senior colleague to treat a junior colleague. What happened reflects worse on your chair and your silent colleagues than it does on you. Is there someone in the department you could approach to ask discreetly about the local climate and culture? The answers you get might help you to understand what happened and whether something like it might happen again.

Your letter provides a good opportunity to remind department chairs that they ought to explain the background of items on the agenda for new (or newer) colleagues, who might not be aware of the politics or history of the proposal. This is part of a chair's duty to mentor and socialize new colleagues.

The behavior of your silent colleagues is, in my view, as appalling as that of your rude Chair. Are they intimidated by an erratic colleague? Intriguing minds would like to know. One of the senior faculty could have said, "We do not treat each other like that, Mr. Chairman. It's unprofessional." Someone else could have explained the background of the agenda item, and others should have checked in with you after the meeting to see if you were okay and to encourage you not to take the Chair's remarks too personally.

It would have been appropriate for you to approach the Chair within a day or two of the meeting to find out what you would like to talk about what happened. You could have asked him to explain to you what it was that made your suggestion so naive. If you have not already done that, I would not necessarily recommend it at this late date. Whatever you do, I hope you will not lash out at the Chair in a similar manner or let him know that he has upset you and made you less likely to speak in meetings. I suggest that you keep your counsel and watch the behavior of the Chair and other senior colleagues carefully to see if the situation is an anomaly or part of a continuing pattern. If the latter, you might want to keep an eye out for positions openings elsewhere. However, rare is the professor who does not work with difficult colleagues, and we all have to learn to deal with them. Keep your eye on the prize—you are finally on the first rung of the career for which you have studied and trained for many years. Do not burn bridges, but do not allow yourself to be intimidated into silence either. Best of luck with your new job.

I.V. Power

Dear Professor Power,

I have been teaching part-time on one campus or another since I finished my dissertation a few years ago, working as practically as possible for an opportunity to land a full-time position in my field. The pay is disappointing, and I feel like a “visitor” whenever I’m on campus, but I would rather work part-time than not at all, and the full-time faculty have been collegial on the few occasions when I have met them.

Recently, however, I had an experience that made me feel awful, and now I wonder if it is worthwhile to continue seeking and accepting adjunct positions.

A department chair said to a candidate who was going to give a course that I would really like to teach. After a perfunctory interview, he offered me the job, then told me that very few students were registered for the course, so he could not be sure that it would actually run. He said that he would not know until the first week of the semester whether the required 10 students would materialize. If they did not, the pay for the course would be pro-rated by the number of students. I could then either accept the lower salary, or else he would cancel the course. When I asked what he would be, he said he couldn't say, as he didn't know the final registration. When I asked what it would be if 10 students were in the class and how the pro-rata would be calculated if there were fewer than 10, he said he didn’t know that either. The dean would determine all that in due course, but he needed to know within 48 hours whether or not he could put my name on the schedule.

I called the advantage of part-time faculty and treating them in a way that he was on vacation and no one else could help me. I then called the chair back and said I was uncomfortable accepting the position “in the dark.” He told me that a full-time position in his department would be going up in a year or two, and he would very much like me to apply for it. He suggested that it would be easier for him to hire me for that position, if I had taught for the College previously...or even been hired to teach a course that was cancelled. He pressured me to decide on the spot, but I said I would get back to him the next day. The whole experience felt unprofessional to me, so, even though I would give almost anything for a full-time position in the area, I e-mailed him to decline the offer. He never responded, which makes me think I have hurt my chances of ever working on his campus. Did I do the right thing?

Anxious Adjunct

Dear A.A.,

Yes, you did. No one should ever accept a job without knowing what the salary will be. The department chair was wrong to press you, and you were right to attempt to bribe you by holding out a job offer he must have known you desperately wanted when he could not guarantee that you would be selected...whether you were associated with the College or not. The situation stinks, and you were right to avoid it.

Professor Power has heard many stories over the years of the full-time faculty taking advantage of part-time faculty and treating them in a way that they would not treat tenured colleagues. The fact that part-timers are paid much less than full-timers are paid for the same work is unfair to them and embar rassing to us all, but to cut down that small salary further and expect some one to be delighted by it is truly outrageous. If A.A. had mentioned the name of the College and department, I would have been glad to print it as it is a warning to other adjuncts to avoid the place if at all possible.

Let us all hope that A.A. soon lands a better-paid position on a campus where he or she is treated with more respect.

I.V. Power

Dear Professor Power,

I am the only woman in a department that likes to do business by e-mail rather than face-to-face. This means that we have lively discussions once a week or so about academic or policy matters...well, the men do. When I reply to group messages, no one ever replies to me unless I address a person by name, and then he replies to me, often back-channel rather than to the group e-mail list. From time to time, I make a comment that goes unaddressed until several messages later, when one of the men will make a similar comment, and then they all discuss it. Their behavior aggravates me beyond belief! What can I do about it? I feel Left Out

Dear L.O.,

What you describe is a phenomenon familiar to many women in face-to-face meetings, but this is the first time I have heard that it also applies to electronic discussions. It makes me wonder whether your colleagues are more likely to read messages posted by each other than by you, which might

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

6 AUTUMN 2009... VANGUARD
The new national AAUP policy recommended Institutional Regulations on Academic Freedom and Tenure for Adjuncts Movement. Brown is a distinguished service professor of German at SUNY–New Paltz, serves on the Executive Board of the University United Faculty (UFF), and is a convener of the Adjunct Faculty Association (AFA) at SUNY. He spoke about the increasing reliance on contingent academic workers in higher education, and about the issues that gave rise to the new independent national organization for adjunct and contingent faculty. He also conducted a workshop on the Equity for Adjuncts Movement.

An important constant in all of these CEW activities has been the dedication of the CSU–AAUP, and in particular CSU–AAUP Assistant Director of Member Services Michelle Malinowski. She staffs the CSU–AAUP Committee on Part-Time Faculty, and over the years she has provided steady stewardship to the committee and to the issues of contingency.

AAUP Committee Issues Statement on Conversion to Tenure

Marc Bouquet and Maya Besosa, Co-chairs, AAUP Committee on Contingent Faculty and the I-Phone

reprint from AAUP Online

The last four decades have seen a failure of the social contract in faculty employment.

With more than two-thirds of faculty working outside the tenure stream or for wages that would embarrass Wal-Mart, the once-reliable regime of professional peer scrutiny in hiring, evaluation, and promotion has all but collapsed.

The Profession Agrees

In opposition to this trend, a powerful new consensus is emerging that it is time to stabilize the crumbling faculty infrastructure.

Concerned legislators and administrators have joined faculty associations in calling for dramatic reductions in the reliance on contingent appointments. But how shall we get...
Second Annual George Lang Award Presented at CSC–AAUP Spring Meeting

A highlight of the CSC Annual Spring meeting was the presentation of the George Lang award. Up until his sudden death, George Lang was an ardent and tireless champion of AAUP principles, and a supportive mentor to younger faculty. To honor his memory, the Connecticut State Conference of AAUP established a George Lang award (see p. 3), and the Executive Committee decided it should be presented annually to recognize a faculty member at George’s own campus, Fairfield University, who early in his or her career has shown awareness of and dedication to important AAUP principles such as academic freedom, faculty governance, and faculty rights and responsibilities.

The award takes the form of a plaque, an AAUP lapel pin, a copy of the Redbook, and payment by the Conference of a year’s dues. The award is funded by donations. Fairfield’s Faculty Welfare Committee/AAUP selects the recipient each year.

This year’s Lang award was presented to Bob Epstein, a member of the English faculty, a member of the FWC Executive Committee, and a past editor of the FWC/AAUP newsletter. In presenting the award, Professor Irene Mulvey cited her consistently “clear-headed arguments on any number of matters that affect faculty” and her fearlessness in “speaking truth to power.”

UNH Removed from AAUP Censure List


UNH Censure Removed… 10

AAUP press release

The 2008 Annual M of AAUP voted to place the administration of the University of New Haven on the censure list. The report of the investigating committee concerned action by a new dean of arts and sciences to terminate the services of a lecturer in the English department in her eighth yearly full-time non-tenure-track appointment after six years as a part-time instructor in the department. The dean acted against her at a time when her department chair and tenure colleagues had evaluated her performance very favorably and recommended her promotion. The dean had dealt with a student complaint against the lecturer, learned of information in the dean’s office about previous complaints, and concluded that she had shown a pattern of unnecessarily hostile behavior toward student complainants. Possessing the authority under university policies to deny a non-tenure-track lecturer further appointment, the dean moved to release the lecturer from the faculty once her existing term of appointment expired. A faculty hearing body upheld, on all counts, grievances filed by the lecturer. The hearing body recommended her retention on a multiyear term of appointment, but the university president rejected its findings and recommendation.

The Association’s investigating committee, addressing the issue of the dean’s substituting his judgment for that of the lecturer and her faculty colleagues on her assessment of student academic performance, concluded that the dean’s doing so was at odds with the principles of faculty authority in this area. The investigating committee observed that because of the length of her service the lecturer was entitled under the 1940 Statement of Principles on Academic Freedom and Tenure to tenure’s protections against involuntary termination. Finding that she was not afforded those protections, the committee concluded that the administration in dismissing her acted in disregard of the 1940 Statement of Principles and the complementary 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings.

The lecturer, who had initiated litigation, informed the Association in November 2008 of a satisfactory settlement of her case. The Association’s staff then invited the University of New Haven president to consider changes in institutional practices and policies that could lead to removing the censure. Following discussion of potential changes with the university provost, the staff provided two specific proposals. The first called for guidelines, to be formulated jointly by the dean of arts and sciences and the chair of the English department, on the respective roles of the dean’s office and the department in responding to student complaints. The result has been a set of guidelines.

UNH Censure Removed… 10

Autumn 2009... Vanguard
The Connecticut Community College

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

During these difficult economic times, the Community Colleges are being asked to do much more with much less. More than 100 faculty and staff members retired this year, which represents almost 15% of the people who are teachers, cost administrators; administrators often teach classes in addition to their regular duties. At the same time, the Community Colleges have experienced record enrollment increases as the unemployed, and in many cases high school graduates, enroll at the community colleges, because of their cost, which makes them unusually attractive during tough financial times. But fewer full-time teachers and more part-time teachers plus dramatically increased student enrollments means larger classes for students and fewer services.

As it has been our history in Connecticut, politicians say an awful lot of nice things about us, but they often do not follow through with appropriations to make the new workload possible. I am happy to report that my 2-year college, located in New Haven, Manchester, Waterbury, Norwalk, and New London, which had already planned initiatives to foster green technology, receive the funding necessary to expand our important work—not to mention the increasing need for healthcare education for which I have been an outspoken advocate for many decades.

Union Issues

The September 2009 issue of the Chronicle published by the 4Cs (as well as past articles that are available at the website the4cs.org) contains a humorous photo on the front cover entitled “Billionaires for Budget Cuts.” In what was an SEIU staged gathering (the 4Cs is a member organization), and a bit of Street Theatre at the State Capitol center, our Governor to increase taxes on the very rich, which at the time she had refused to do. Union members dressed as we imagine the very rich would on the outside steps of the Capital demanding budget cuts to services to Connecticut residents. It was a lucky enough to win a faculty fellowship to Yale, where I received my first formal training in computers, and later went on to study at Wesleyan, and then returned to RPI in Hartford to earn a Master’s degree. Yes, I have a 55-year continuous work record with Social Security. Yes, I helped master’s degree. Yes, I have a 55-year continuous work record with Social Security. Yes, I helped

New Leadership Training Workshop Planned

There will be an Assembly of State Conferences New Leadership Workshop in Washington, D.C., February 26-27, 2010. Specifics are currently being planned. Details will be sent out via e-mail; in the meanwhile, contact Judith Johnston <joanne@rider.edu>.

class in a cavernous room and wondered how to encourage participation. But I really can’t see how “academic freedom is the way they prefer” is really going to move them along a challenging path to the kind of pleasure that comes from focused scrutiny and argument.

The discussion in response to the Chronicle article was pretty exciting, with strong voices raised on both sides of the question. I really wanted to let myself be persuaded, because I know I have a Luddite streak that will trap me if I let it. But if writing while driving is dangerously distracting, I can’t help thinking Tweeting while trying to think is going to be distracting too. How many of us have lost the thread of a conversation while our car radio was silent? What is the difference between an impromptu response or a peremptory question? And considering the number of students who on the first day of the semester present me with documentation concerning their struggles with Attention Deficit Disorder, I worry that bringing this kind of technology into the classroom is going to make matters much worse for them. In fact, I have been saying, only half in jest, that the Internet has given me A.D.D. Certainly I start off on a quest for a piece of information or an image that can clear up where I later surface with all sorts of tang ends of things and no real recollection of what I had been trying to do in the first place or how I got there. I am not sure how to control my own language, I watch adventurous

and highly creative people with envy; but most of my highly creative friends hark back nostalgically to the “boring” exercise of putting out this important work—not to mention the increasing need for healthcare education for which I have been an outspoken advocate for many decades.

The June 2009 issue of the Chronicle covers the concessions made by the 4Cs Union in coming to an agreement with the state in regard to the fiscal emergency. The changes include contract agreements out to 2012, which are too much too lengthy to repeat here. Also, the September issue covers changes in prescription payments, which at this point appear to be minimal.

This past springtime, the 4Cs members re-elected President Steve Cohen (Norwalk Community College) and most of the members of his previous administration to a second two-year term of office. The Delegate Assembly, which empowers members and Officers to act in the Union’s behalf, also approved their budget this year with a projected shortfall, because of the large decrease in full-time membership due to all the retirements.

Retirement

Yes, I retired from Middlesex after some forty years in the classroom, where I taught courses in Information Systems and the Physical Sciences. During my years at Middlesex I was the Science Department Chair and then later the Information Systems Coordinator. In the Science classrooms I focused on bringing fun to the sciences by teaching courses in Physical Science, Astronomy, Oceanography, Meteorology, and elementary Chemistry for those challenged by science. As it has been our history in Connecticut, politicians say an awful lot of nice things about us, but they often do not follow through with appropriations to make the new workload possible. I am happy to report that my 2-year college, located in New Haven, Manchester, Waterbury, Norwalk, and New London, which had already planned initiatives to foster green technology, receive the funding necessary to expand our important work—not to mention the increasing need for healthcare education for which I have been an outspoken advocate for many decades.

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The Conference of CSC–AAUP decided in 1999 to publish the list of Censured Administrations, a list of administrations that the American Association of University Professors (AAUP) has censured for failing to respect and uphold the principles of academic freedom and tenure endorsed by the AAUP. The list is regularly updated and published to inform the higher education community about administrations that have been found to violate the principles of academic freedom and tenure. The list includes universities and colleges that have been found to have violated these principles, allowing the AAUP to highlight those institutions that have not upheld the values of academic freedom and tenure.

**Censured Administrations:**
- Albertus Magnus College...under censure since June 2000
- University of Bridgeport...under censure since June 1994

**AAUP List of Censured Administrations:**

**Academe** regularly publishes the list of administrations that, investigation shows, “are not observing the generally recognized principles of academic freedom and tenure endorsed by the AAUP.” The list includes institutions that have been found to violate these principles, allowing the AAUP to highlight those institutions that have not upheld the values of academic freedom and tenure. The list is regularly updated and published to inform the higher education community about administrations that have been found to violate the principles of academic freedom and tenure.
Action Campaign to Protect Academic Freedom
AAUP press release

In the face of unprecedented threats to academic freedom at public colleges and universities, the American Association of University Professors has launched an awareness and action campaign called “Speak Up, Speak Out: Protect the Faculty Voice.”

The foundation of the project is a comprehensive report from a subcommittee of the AAUP’s Committee on Academic Freedom and Tenure that examines the 2006 U.S. Supreme Court decision in Garcetti v. Ceballos and its aftermath. The Court ruled that universities can restrict the speech of public employees when they comment on issues related to their “official duties.”

While the decision specifically set aside “speech related to scholarly writing and research,” it also implied that such speech might have greater constitutional protection, several lower courts have ruled recently that faculty members who speak out on matters affecting their institutions are not protected under the First Amendment.

The report provides an analysis of these decisions and their implications for academic freedom, and recommends a number of action steps, including adoption of specific policy language designed to ensure the continued protection of academic freedom and shared governance.

The current threat to faculty speech jeopardizes more than just individual educators,” says AAUP president Cary Nelson; “A greater community is at risk. We must defend faculty speech to encourage faculty members to use their expertise and advise on issues critical to society.”

To supplement the report, AAUP has developed an online toolkit, the contents of which are available at www.aaup.org/ffde. Materials include an action plan, proposed policy language, opinion columns, and other materials that may be used by general-counsel offices, campus publications, education journals, and Web sites supporting the cause of free speech at public colleges and universities.

Contributors to the toolkit include Tom Clayton, Regents Professor, Department of English Language and Literature, University of Minnesota
Larry Gerber, chair, AAUP Committee on College and University Governance, and professor of history, Auburn University, Ala.
Helen Norton, associate professor of law, University of Colorado School of Law
Michael A. Olivas, professor of law, University of Houston, and two-term AAUP general counsel
Ellen Schrecker, professor of history, Yeshiva University, New York.

The subcommittee began its work on this report on November 2008 with the goal of proposing policy language and other solutions to protect faculty speech at public colleges and universities beyond what courts could offer. The subcommittee is chaired by Robert M. O’Neil, founding director of the Thomas Jefferson Center for the Protection of Free Expression in Charlottesville, Virginia.

Among the report’s recommended action steps for colleges and others are to

• Propose changes to existing institutional policies where the policies are insufficient to protect faculty speech and expressive activity.
• Incorporate protective language into collective bargaining agreements.
• Remind public university governing boards, senior administrators, and legal counsel about the risks of limiting academic freedom.
• Monitor emerging cases and other activity on campus and notify the AAUP and other national faculty, higher education, and free speech groups about developments.
• File amicus briefs in support of faculty members challenging restrictions on speech.
• Publicize the issue in campus-based media and local news outlets, including by highlighting faculty contributions to the public good.
• Hold national and regional governance workshops and activities to foster awareness of the issue.

Conduct a national analysis of handbook language on academic freedom.

The AAUP intends to continue “Speak Up, Speak Out: Protect the Faculty Voice” into 2010, and additional materials will be added to those already online.

The subcommittee’s report, the online toolkit, and information on “Speak Up, Speak Out: Protect the Faculty Voice” are available on the AAUP’s Web site.

NCAC, AAUP, and Others Issue Call to Action Over Censorship in Response to Threats of Violence, Real and Imagined
AAUP press release

The American Association of University Professors and the National Coalition Against Censorship, joined by leading groups in the academic, civil liberties, journalism, and free speech fields, on December 1 issued a Statement of Principle and Call to Action urging governments, institutions, and private individuals to support freedom of expression and academic freedom, and to resist caving in to threats of violence, real and imagined.

“The failure to stand up for free expression emboldens those who would attack and undermine it. It is time for colleges and universities in particular to exercise their moral and intellectual leadership,” the groups said in the statement.

“Self-censorship is a way of avoiding issues that should be addressed and avoiding responsibility for being part of the conversation,” said Joan E. Bertin, NCAC’s Executive Director. “The right to free speech is meaningless if it can be denied simply by saying that someone might take offense and lash out.”

The statement notes that threats of violence against words and images are not the sole province of religious extremists. Among the examples cited in the statement:

• in 2005, a politically controversial professor’s scheduled speech at Hamilton College in Clinton, NY, was cancelled in response to threats of violence against faculty members by animal rights activists.
• in 2008, the San Francisco Art Institute closed a controversial video exhibition in response to threats of violence against faculty members by animal rights activists.
• in 2008, the University of Nebraska–Lincoln cancelled a speech by former Weatherman and educational theorist William Ayers citing security concerns.

“Academic freedom is a principle that cannot survive if it is repeatedly compromised,” said Cary Nelson, President of the American Association of University Professors. “Every time an individual or an institution stands up to a threat of violence it strengthens all of us. And every time fear wins we all diminish.”

The joint statement was issued following the recent publication by Yale University Press of a scholarly treatise, The Cartoons That Shook the World, in which Yale officials removed every image of the prophet Mohammed from the book, against the author’s wishes and to the wide condemnation of groups and individuals across the political spectrum.

The book, by Professor Jytte Klausen, examines the violence that erupted in 2005 after a doz- en drawings of the prophet Mohammed by Danish cartoonists ignited a firestorm in some parts of the world, fueled in part by clerics and politicians who used them to inflame crowds. Since then, the images have been reprinted, and many are readily available online.

Yale officials cited “generic” fears of violence as the reason for excising all of the images, but, as NCAC, AAUP, and others noted in a September 16 letter to university officials: “No one involved in the decision has cited any actual threat of vio- lence as a justification for the decision.” A news release and link to the September letter is online at <http://www.ncac.org/Free-Speech-and-Aca- demic-Groups-Blas-Yale>.

Ironically, as the joint statement notes, the Danish cartoons were originally published in response to rising concerns about fear-induced self-censorship.

The following groups have endorsed the Statement:

American Association of University Professors
American Civil Liberties Union
American Federation of Teachers
American Society of Journalists and Authors
Center for Democracy and Technology
Center for Inquiry
College Art Association
First Amendment Lawyers Association
First Amendment Project
Foundation for Individual Rights in Education
International Publishers Association
Modern Language Association
National Coalition Against Censorship
National Council of Teachers of English
National Education Association
People For the American Way Foundation

Annual Conference on the State of Higher Education
June 9-12, 2010
Omni Shoreham Hotel in Washington, D.C.

Following last year’s successful confer- ence on Shared Governance concurrent with the Annual Meeting, AAUP plans to hold a concur- rent conference this June on the State of Higher Education. Among the questions the conference intends to explore: the role of faculty in institutional decision-making; challenges to academic freedom in the United States and abroad; the explota- tion of contingent academic labor; the conflict between institutional rankings and educational priorities; strategic approaches to furloughs, cutbacks, and salary freezes; funding and defund- ing public education; increasing access to tenure; on-line education; assessment and accountability; the corporatization of teaching and research; race, gender, and sexual orientation; discrimination in hiring, promotion, and tenure; and the 21st-cen- tury curriculum.

The goal of the conference is to provide a faculty perspective on critical issues in higher education presented in a format accessible to the general public.

The conference will include special AAUP-sponsored workshops on Protecting an Inde- pendent Faculty Voice at Public Institutions: the Legal Landscape, Understanding Infor- mation Policies and Domestic Partner Benefits: Case Studies of Campus Successes.

This year’s conference will run concurrently with the regular activities of the Annual Meeting.