



VANGUARD

Connecticut Conference • American Association of University Professors

Advancing Professional Standards in Higher Education

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Conference Announces Annual Spring Meeting

The Connecticut State Conference of AAUP will hold its annual Spring meeting on Thursday, May 7, from 5:30 to 9:00 p.m. in The Graduate Club, 155 Elm Street, New Haven.

The evening will begin with a social period, followed by dinner and the presentation of the George E. Lang, Jr. Award. The remainder of the evening will be a discussion, led by a distinguished panel of leaders of higher education, on the subject “Managerial Discretion and Professional Autonomy in a Time of Financial Crisis.”

On the panel will be Judith Greiman, J.D., President of the Connecticut Conference of Independent Colleges; Elsa M. Nuñez, Ph.D., President of Eastern Connecticut State University, and Gary Rhoades, Ph.D., General Secretary of the American Association of University Professors.

About the Panelists

Judith Greiman has been President of the Connecticut Conference of Independent Colleges since May 1998. At CCIC, she conducts public relations, research, public policy development, government relations, and purchasing coordination work on behalf of the seventeen member colleges and universities. She has a key focus on strengthening financial aid programs for students and working to bring about a greater understanding of the impact and contributions of independent colleges and universities in Connecticut.

Prior to her appointment as President of CCIC, Greiman served as Chief Administrative Officer for the Connecticut State University System Office. Earlier, she worked at the Connecticut Office of Policy and Management, where she served in a variety of positions that ranged from Counsel to Deputy Secretary. Before working at OPM, she served as Counsel for the Connecticut House of Representatives, Majority Office, and as hearing officer for the Illinois Local Labor Relations Board.

Greiman received her B.A. in Social Work from the University of Wis-



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Notes from the Conference Executive Committee:

Conference Website Update

The Connecticut Conference website address has been changed (and shortened) to <http://people.wcsu.edu/nairv/AAUPCSC.htm>.

So far you will find:

- Conference Executive Committee election candidates and statements
- e-mail link to the Conference Executive Director
- a description of the Conference’s mission
- Conference officers and committee chairs
- Conference news posts
- links to AAUP National, the Redbook, and *Academe*, and a membership application.

Reminder: AAUP Elections

All Connecticut AAUP members should have received ballots in the mail for the upcoming Conference elections. Votes are due in the Conference office by April 13. If you did not receive a ballot, notify Flo Hatcher at hatcherk1@southernct.edu immediately.

National elections are being conducted electronically this year. All AAUP members were mailed instructions for this election. Voting closes at 11:59 p.m. on April 15.

National Meetings and Workshops

This summer brings the 95th Annual Meeting of the American Association of University Professors, June 11–14, with the theme “Hard Times on Campus.” Capitol Hill Day will take place on Thursday, June 11: chapters should prepare their delegates for this wonderful lobbying opportunity (see the January–February *Academe*). In conjunction with the annual meeting, the AAUP will host an international conference on June 12–13. See “National News,” page 11, for more information.

The annual Summer Institute, the AAUP’s premier resource for sharpening members’ leadership skills and training them in the arts of faculty advocacy, will be held at Macalester College in St. Paul, Minnesota, July 23–26. See page 10 for more information.

CCSU Muralist To Be Featured at AAUP Summer Institute

Associate Professor Mike Alewitz, Central Connecticut State University art faculty member and noted muralist, will conduct a four-part workshop at this year’s AAUP Summer Institute. The first session, “A Brush with Justice: Making Art to Make a Change,” will feature discussion and hands-on activity. The other sessions are titled “Global Agitprop, The Financial Meltdown and the Rise of Angry Art,” “Up Against the Wall,” and “Artists and Workers of the World Unite.”

In 2002 the *Chronicle of Higher Education* (20 September 2002) said of Alewitz’s work, “The work of Mike Alewitz and the collective character of his projects draw upon centuries or eons of collaborative activity, from cave paintings to Michelangelo, the Dada and Surrealist movements to political

graffiti. Alewitz’s approach is ideally suited to the postmodern and post-state socialist era, when everything rebellious must be created anew and when ‘culture’ along with ‘labor’ are urgently needed to salvage a world from eco-disaster, perpetual war, and the plundering of human possibility.”

Alewitz teaches mural painting at Central Connecticut State University and is artistic director of the Labor Art and Mural Project. With Paul Buhle he published *Insurgent Images: The Agit-prop Murals of Mike Alewitz*.

The Summer Institute

The Summer Institute will be held in St. Paul, Minnesota, at Macalester

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Editorial:

“I See be th’ Paapers...” (Mr. Dooley)

Sunday some worker in the drugstore where we pick up our *New York Times* decided to give us two Style sections and no Week in Review. This was most unsettling. By long tradition, our “complacencies of the peignoir” consist of the two of us sipping coffee, nibbling cheese Danish, and reading the *Times* aloud to one another. Al gets the front section, the Connecticut section, Book Review, and Arts and Leisure; I get Styles, the Week in Review, and the magazine. Although my rendering of Social Q’s and The Ethicist is enlivened by appropriate accents and Al always finds an engrossing book review or Connecticut event, Frank Rich is the highlight of the morning, closely followed by the Letters to the Editor. But curiously, although the missing Week in Review section left a hole in our morning, neither of us went online to read Frank Rich.



I get the *Times* headlines in my e-mail every day and always follow a few links to read what I have time and attention for, but that certainly isn’t reading the *New York Times*—I use this headline service only because, frankly, on a part-time faculty salary I can’t afford a subscription to the *Times*. This is a shame. A good newspaper makes fine company and fills interstices in the day. I always happen on articles on unexpected but engaging or important subjects, sometimes find myself writing quarrelsome comments in the margins, keep a loose stack of torn-out articles to think about and maybe turn into essay topics for my writing students, fold back a page with a circled paragraph for Al to see later. We recycle the Sunday *Times* a week late, so we can return to things we want to look into when we have the chance. Finite, a newspaper exists in the real world and takes its place there among one’s other concerns.

Online this is not how I read the news. I follow a link: it takes me to the article but also usually has a link to a blog with endless comments (some of which are so rude, or irrelevant, or downright stupid that I go into a mini-frenzy before moving on), and/or a link to another article loosely related; I wander the Net to find clarifications or half-remembered bits of half-connected information. The cybertime mysteriously floats by; I lose track of what I started out to do and can’t remember half of what I’ve done. In fact, I believe that online newspapers have given me Attention Deficit Disorder.

This is my personal reason for grieving over the news of the demise of newspapers, small locals but also a few major publications, a list that seems to grow day by day.

The trend has been fed for several years by our increasing dependence on the Internet. I’m shocked at myself when, instead of unfolding one of my many good maps, I rush to MapQuest to find an address; when I type a phrase into Google to identify an elusive quotation; when I go online for dinner inspiration instead of browsing through my wonderful shelf of cookbooks. I have resisted the siren call of e-books by pleading “I’m at the computer all day long and into the night! When I want to relax I really don’t want to do it by looking at yet another screen!” But certainly online news services are convenient partly because we can dip into them during our workday. So we have already been hearing about embattled print journalism.

The new ingredient is, indubitably, the contracting economy. Advertisers

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Letters



Dear Colleagues:

President Obama has announced his intent to nominate Martha J. Kanter for Under Secretary of Education.

Martha Kanter is currently the Chancellor of my community college district, Foothill-DeAnza (California). Not only has she been a tireless advocate for community colleges in the state, but she has been a strong supporter of part-time faculty equity and, on a personal note, I like her. She is one of the few administrators I know who truly puts students and faculty first.

Here’s the blurb from Obama’s press release:

Martha J. Kanter currently serves as Chancellor of the Foothill-De Anza Community College District (CA), one of the largest community college districts in the country, serving more than 44,000 students. Prior to her tenure at De Anza College, Kanter served as Vice President of Instruction and Student Services at San Jose City College, where she formerly worked as a teacher and created the school’s first program for stu-

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From the President:



Charles Ross, *English*,
University of Hartford

Education and Today's Economy

The theme of the spring meeting of the state conference is “Managerial Discretion and Professional Autonomy in a Time of Financial Crisis.” Elsa Nuñez, President of Eastern Connecticut State University, and Judith Grieman, President of the Connecticut Conference of Independent Colleges, will join the General Secretary of the AAUP, Gary Rhoades, for a panel discussion of this timely topic.

How is the present economic context affecting the institutional tension implied in our theme? What future trends can be discerned, and what action taken by faculty in the present recession to defend or improve the educational missions at our schools?

As administrators have watched endowments shrink and unemployment swell in the current recession, many have expressed—and acted upon—a growing sense of panic. But we might start by mentioning the contrarian view that the crisis will actually be good for us. Leo Botstein, president of Bard College, believes that “What’s great about the economic crisis is that it’s such a huge opportunity to rethink what you are doing.” To Botstein, “there’s a certain relief that good times are over.” Botstein thinks the shrinking endowments will remind us that universities are not banks and that spending time and resources accumulating money without planning for its academic use is misguided. To Botstein the danger is that we’ll become “risk averse”—for example, freezing hiring and salaries across the board—instead of seizing the opportunity to hire the best talent, to redesign courses, and generally to enhance student learning while saving on instructional costs.

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VANGUARD

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Chapter News

Connecticut State University

CSU-AAUP President Dacid Walsh spoke on each campus of CSU about the economic crisis Connecticut is facing. He assured members that the CSU-AAUP contract and the SEBAC Agreement would protect salaries and health coverage. Walsh called upon members to help with the public-education campaign on CSU's value to the state.

Governor Rell and SEBAC have arrived at the framework for an agreement intended to help reduce costs and protect public services in the current fiscal year and the upcoming biennium. According to their press release of April 6, when finalized, the agreement will provide for labor cost savings of over \$637 million in the upcoming biennium, in addition to savings in the current fiscal year. The framework also provides job security for permanent employees during the upcoming biennium, as well as the flexibility needed to make organizational changes. Details of the agreement are still being discussed, including translating its job security provisions to the particular circumstances of the Judicial Branch and higher education institutions.

Details are not being released, but early retirement will probably be part of the package.

Faculty anticipate a loss of positions, including unfulfilled searches, but the CSU administration has said the last group to be cut would be faculty.

Emeritus Assembly

The Emeritus Assembly of the State Conference was started two decades ago to allow retired faculty the opportunity to continue their mutual interests, associations, and concerns and to take advantage of the cultural offerings in the state. Under the AAUP umbrella and with support from the State Conference, the Assembly meets four times a year.

In the fall two programs are devoted to issues confronting higher education, the state, and the nation. Speakers have been state officials, political leaders and academic experts. In the spring two meetings are devoted to cultural events which have included concerts, theater, and visits to various museums and points of interest around the state.

The Assembly publishes a newsletter and has a web site: <www.eact.info/>.

Membership is open to all retired faculty members in the state from both public and private institutions. There is a fee of \$10 to join.

For further information, and to join the Emeritus Assembly, please contact Tim Killeen, president, at <Killeen3@charter.net>.

Fairfield University

On April 17-18, "Team Fairfield"—Professors Kathryn Nantz (FWC-AAUP chapter President), Rick DeWitt (chapter Treasurer), Susan Rakowitz (Newsletter co-editor) and Irene Mulvey (Newsletter co-editor)—will make a presentation at the Ohio State Conference Meeting, "Reflections from an Advocacy Chapter: After 20 Years at Fairfield, What's Worked, What Hasn't, What We've Learned." The National office suggested the Fairfield chapter to the Ohio State Conference, and the Fairfield "team" are delighted to attend and share their experiences with colleagues in Ohio. Their travel costs will be subsidized in part by a grant from the Conference's Mort Tenzer Travel Fund.

Summer plans

This summer at least four members of the Fairfield FWC-AAUP will attend the Summer Institute.

CSC-AAUP On the Road

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

On February 28, nine conference members traveled to the WCSU Ruth A. Haas Library, located on the Midtown Campus, to organize more than 3000 member ballots for the 2009-2011 CSC-AAUP officer elections. After stuffing, labeling, sealing, and stamping, the ballots were mailed to all Connecticut AAUP members via first-class postage and must be returned postmarked by April 13 to the CSC-AAUP election committee. **Vijay Nair** (WCSU Librarian) served as host for the day-long activity and was joined by **Susan Reinhart, Ruth Anne Baumgartner, Charles Ross, Dave Bedding, Al Buatti, Mort Tenzer, Keith and Flo Hatcher.**

From March 13 to 15, **Flo Hatcher** attended the AAUP Executive Committee meeting in the new AAUP offices in Washington, D.C.

On the recommendation of National's Pat Shaw, on March 19 **Irene Mulvey** traveled with Professor Kathryn Nantz, AAUP chapter president at Fairfield University, to Assumption College in Worcester, Massachusetts, at the invitation of their faculty, who are considering starting an AAUP chapter. They participated in a panel discussion and faculty conversation on merit pay.

Vijay Nair, Collective Bargaining Congress (CBC) member at large, attended the March 27-28 CBC executive committee meeting at the new national AAUP offices on 19th Street in Washington, D.C. **Flo Hatcher**, chair of the ASC, attended also. The CBC executive committee meets three times a year. Elections for CBC chair, vice chair and three member at large positions will be conducted at the AAUP Annual Meeting in June.

Conference Chapter Service Program

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

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

- Chapter Leadership Training
- Analysis of Institutional Financial Data
- Consultation and Training in the Effective Use of Financial Analyses
- Training and Assistance in Chapter A 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.

The Robert Bard Legal Defense Fund

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

The Mort Tenzer Travel Fund

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

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

an anonymous donor in memory of Sharleen Dickinson, longtime SCSU English part-time faculty member

The George Lang Award

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

Dick and Leslie Lang

Mary Beth Lang

Susan Quint

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

CSC-AAUP is an organization exempt from federal taxes. Contributions to CSC-AAUP are tax-deductible to the extent permitted by law.

To apply for a grant from the Bard or Tenzer funds, or to request more information about them, contact Flo Hatcher at the Conference Office, who will be delighted to assist you. Bard Fund grants are made as the need arises. Tenzer Travel Fund applications are reviewed as they arrive but should be submitted at least six weeks before the date of the event. Tenzer Grants are made on a rolling basis: now is a good time to make your Fall '09 plans.

AAUP ASC History Project

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

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

Book Reviews . . .

Lynn C. Miller. *Death of a Department Chair*. Madison: Terrace Books (U of Wisconsin P), 2006. 250 pages.

Carole B. Shmurak. *Death by Committee*. Pittsburgh: SterlingHouse Publisher, 2006. 170 pages.

reviewed by Gilbert L. Gigliotti, *English*, Central Connecticut State University

If you haven't had a homicidal thought or two about your department head, then you probably haven't been in academe for very long. The good news is that, if the worst happened and that chair was found, half-dressed, slumped over her desk one Monday morning, there would probably be enough legitimate suspects among your colleagues to keep the detectives too busy to focus on you alone. (I write all of this as a department chair myself...which is why my desk *faces* the door!)

Lynn C. Miller's entertaining murder mystery *Death of a Department Chair* offers just this scenario at "Austin University, a public school of extravagant ambition," where Isabel Vittorio, the chair of the Department of Literature and Rhetoric, has been found murdered. The novel begins months after the murder as Miriam Held, Isabel's former lover and, consequently, a prime suspect, assents to recount for her friends "the misfortunes of last autumn." As her narrative unfolds, we meet an array of other suspects whom readers of academic novels would recognize: the clingy undergraduate female research assistant, the jealous senior white male faculty member, the artist/professor with whom Isabel was in a long-distance relationship, the rising academic star from an under-represented group whose hire the chair is intent on blocking, among many others. We also get to enjoy police Sergeant Susan Crane's attempts to navigate the gendered and politicized environment of higher education. (Make what you will of her being trapped, albeit briefly, in a cabinet.)

Given that our narrator is a literature professor, we happily get a healthy dose of literary and theoretical references and techniques throughout the book. She begins each chapter with an epigraph attributed to one of the characters from a variety of sources (conversations, lectures, memories, journals, and websites...), which deftly enriches the characterizations while complicating the reader's solution of the crime. (Let me admit here, I am neither a regular reader of mysteries nor particularly good at solving them, but I can be persnickety. I, however, was not disappointed with anything here.)

While interested in maintaining her narrator's literariness, Miller, a professor in the Department of Theatre and Dance at UT-Austin, never abandons her attempt to keep readers in touch with the nuts and bolts

...Let me admit here, I am neither a regular reader of mysteries nor particularly good at solving them....



of real campus life; for example, she nicely distills familiar faculty frustration in a diary entry by Isabel that describes an unplanned, and inconvenient, meeting with her student about her research:

"& what seems to be the problem?" I prompt, squirming in my chair. It's so ungodly hot in the room. I need to get Anna to call physical plant & have the thermostat checked. I turn back to the student across from me, still there, sitting mutely. At the moment, urging Reggie to get to the point, I feel like a hybrid of a vocal coach and a dentist extracting an embedded tooth. (128)

Few faculty cannot sympathize with such professional and physical discomfort.

Miller also recognizes that, despite the internecine impulses that can be rife in a university setting, support networks can (must?) flourish. Miriam has both a contemporary, Bettina Graf, and a younger colleague,

Fiona Hardison, with whom she regularly breakfasts to commiserate, share, and encourage. The presence of such a relationship in the novel, crucial to a fuller understanding of the narrator, also offers a glimpse of an alternative future for the fractured department and the university. But, as with any mystery, it's best not to dwell too much on institutional healing; it's far more entertaining to ponder an appropriate fate for the *next* chair.

In short, readers of either mysteries or academic novels will not be dissatisfied with *Death of a Department Chair*. Engaging and smart, the novel delivers the pleasures of its genre while offering a sly look at university life in contemporary America.



I would be remiss if I did not mention very briefly another academic mystery from 2006, *Death by Committee*, this one by CCSU Professor Emerita Carole Shmurak.

The second installment in her Susan Lombardi Mystery series and set at a comprehensive state university in Albion, Connecticut, her novel is a fast-paced and satisfying tale centering on the most truly death-defying act at a university—acquiring tenure. While not as elaborately imagined as Miller's book, for the mystery fan Shmurak's sleuth and plotting are delightfully diverting.

"The Adjunct Comedy": Vladimir Nabokov's *Pnin*

from the blog "The Education of Oronte Churm" <InsideHigherEd.com/Churm>

by John Griswold

used by permission of the author

Comedy, it's been said, is made possible by incomplete understanding. If one fully understood another's suffering, the story would turn tragic. The difference between the two might be deemed a problem of translation...

A case in point is Vladimir Nabokov's 1957 novel *Pnin*.... I was surprised to discover that Timofey Pavlovich Pnin is in effect an adjunct lecturer in this early campus novel, though what he says is, "Naturally, I am expecting that I will get tenure at last...I am an Assistant Professor nine years. Years run."

[Please go to the blog to read the ensuing engaging discussion of the

MARCH-APRIL 2009... VANGUARD

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?

novel, focusing on themes of translation and creation, and the issue of a self that is both comic and tragic in an inherently comic genre, the campus novel. We rejoin the blog here for its conclusion, the discussion of “the adjunct life.” —Ed.]

The last view of Pnin in the novel is by the narrator, who has finally showed up to witness—firsthand, for a change—Pnin’s setting forth in exile yet again: “[T]he little sedan boldly swung past the front truck and, free at last, spurted up the shining road, which one could make out narrowing to a thread of gold in the soft mist where hill after hill made beauty of distance, and where there was simply no saying what miracle might happen.”

The presentation is all boldness, shining threads of gold, and beautiful mists, but it’s that “distance” that wreaks havoc: Pnin has been driven out from a place where he’d finally found happiness, was fired coldly by his friend on the night Pnin admitted to wanting to buy the house he’d settled in after years of lonely, dispossessed existence....

The novel’s comic treatment of Pnin’s peripatetic adjunct life is hard to take as comedy, especially these days, but many will want to read it that way. In our small world where men and women made superfluous disappear, and strangers drag in hopefully, we’d rather forget what our systems do to individuals. I think of one middle-aged adjunct who always says the most alarming things in the cheeriest manner, such as how when she can’t find work it will be better for her and her child to be homeless than to move back with her parents. The first scenario is an evasion and emotional lie; the second only hints at the misery of the situation. Comedy may be harder to create than tragedy, but it’s easier to digest, and sometimes it feels better not to understand too deeply.

Free Speech and Free Exchange of Ideas

John Schwartz of the *New York Times* writes, “Barring entry to the United States... is not new: during the cold war, the writers Gabriel García Márquez, Pablo Neruda, and Doris Lessing, among others, were kept out. Congress largely repealed a law allowing ideological exclusion in 1990, but the USA Patriot Act, adopted in 2001 and reauthorized in 2006, permits the government to block entry on antiterrorism grounds.”

Under the Bush administration, with the Patriot Act and other regulations, and inflamed by right-wing talk-show hosts and activists like David Horowitz, the conversation about freedom of speech and exchange of ideas, particularly as they affect the academy, gained new urgency. As the Obama administration revisits these policies and positions, we take a look at cases AAUP has been involved in or concerned about, and our current activities.

Statements and Suits

In November of 2006 AAUP joined with the ACLU and PEN American Center in filing a lawsuit against the U.S. departments of State, Justice, and Homeland Security and the CIA, charging illegal withholding of information about “the government’s practice of excluding prominent foreign intellectuals from entering the United States because of their political views”—in the words of Gwendolyn Bradley on the AAUP website—which the government claimed endorsed terrorism, although some of the intellectuals thus excluded were actually known for their anti-terrorist positions. Among the cases addressed in the complaint were Tariq Ramadan, a Swiss professor of philosophy and Islamic studies; Dora Maria Tellez, a prominent Nicaraguan scholar and former government official; and a group of Cuban scholars who were scheduled to attend a conference in Las Vegas.

Jane Buck, then-president of AAUP, said “Our concern about academic freedom is not limited to what our own students and faculty can say on our campuses. We believe that students, faculty, and others should be able to listen to and engage with speakers from abroad without our government’s restricting our access to a full range of perspectives.... the government of a free people should encourage, not impede, such access.”

Last spring the AAUP’s legal and government relations departments collaborated with colleagues at the ACLU to provide a joint issue summary about “ideological exclusions” under the Patriot Act, to members of a congressional subcommittee holding hearings on the visa process for foreign scholars.

In March of this year, the AAUP signed on to a letter by the ACLU regarding ideological exclusions. The letter, addressed to Secretary of State Hillary Rodham Clinton and Secretary of Homeland Security Janet Napolitano, says, in part, “Over the last eight years, the Departments of State and Homeland Security revived the practice of ‘ideological exclusion,’ refusing visas to foreign scholars, writers, artists, and activists not on the basis of their actions but on the basis of their ideas, political views, and associations. As a result of this practice, dozens of prominent intellectuals were barred from assuming teaching posts at U.S. universities, fulfilling speaking engagements with U.S. audiences, and attending academic conferences. Many of those barred from the United States were vocal critics of U.S. foreign policy. We are writing to urge you to end this practice.... [I]deological exclusion impoverishes academic and political debate inside the United States.... Such exclusions are ineffective as a matter of security policy and they are inconsistent with the ideals that make this country worth defending.”

Because “Ideological exclusion compromises the vitality of academic and political debate in the United States at a time when that debate is exceptionally important,” the letter calls for an end to ideological exclusion in the

granting of visas and a revisiting of “the cases of prominent foreign scholars, writers, artists, and activists who have been refused visas over the last eight years”—in particular **Iñaki Egaña**, “a respected historian and writer from the Basque region of Spain” who in March 2006 was denied entry to the U.S. for research on a Basque author who had been a target of McCarthyism; **Haluk Gerger**, “a Turkish sociologist and journalist” jailed by Turkey in the 1990s for his writing about Turkey’s Kurds and considered by the U.S. an example of “the misuse of antiterrorism legislation to stifle freedom of expression” but then, in 2002, denied entry to the U.S.; **Adam Habib**, “a South African national [and] prominent human rights activist and public intellectual” with an American Ph.D. whose visa was abruptly revoked in 2006; **Riyadh Lafta**, “an Iraqi national,... Professor of Medicine at Baghdad’s Mustansiriyah University” whose visa to speak at the University of Washington was denied after he wrote an article concerning civilian casualties in Iraq; **Tariq Ramadan**, “a Swiss national, professor at the University of Oxford and, in the words of *Time* magazine, ‘the leading Islamic thinker among Europe’s second- and third-generation Muslim immigrants,’ who in 2004 was denied a visa to take up an offered teaching position at the University of Notre Dame; **Rafael de Jesus Gallego Romero**, “a parish priest from the village of Tiquisio in North-Central Colombia, where he ministers to miners and peasants, facilitates community support initiatives, and runs a local radio station” and is also a vocal critic of government-supported paramilitary units acting on behalf of multinational mining corporations, whose visa application to travel to the U.S. and address church groups and radio stations was simply ignored; and **Dora María Tellez**, “a leading figure in Nicaragua’s revolution against the brutal Somoza regime [who] has served in her country as a government minister, political activist, and professor” and is a vocal critic of U.S. foreign policy.

Tariq Ramadan

In the 18 March 2009 *New York Times* <<http://www.nytimes.com/2009/03/18/us/politics/18visa.html?th&emc=th>> John Schwartz reported in “U.S. Is Urged to Lift Ban on Foreign Scholars” that Tariq Ramadan’s appeal of his visa denial was to come to a hearing before the U.S. Court of Appeals for the Second Circuit, in New York. He cites the ACLU letter and quotes Francine Prose, president of PEN American Center, stating that Ramadan is “an important and very articulate spokesman” who should be allowed back into the country. He also quotes Cary Nelson, the president of AAUP: “It’s particularly critical that we have access to the views of moderates in the Muslim world.” He further cites the opinion of Jameel Jaffer, director of the National Security Project at the ACLU, that “the point of the First Amendment is to let people decide for themselves which ideas are worth listening to.”

Ramadan was invited to speak at the AAUP’s 2007 Annual Meeting but was denied entry into the country. He addressed the plenary session via satellite television.

Vanguard has been following the Ramadan case since its inception in 2006. As of this writing the Obama administration has filed no briefs in this case, but there is concern that there may be a willingness to uphold the exclusion instituted by the Bush administration.

Sami al-Arian

As of March 10, it looks as if Sami al-Arian’s case may be coming to a satisfactory close. According to the Associated Press, judge Leonie M. Brinkema of the Alexandria, Virginia, Federal District Court, “questioned the Justice Department’s tactics in pursuing a criminal contempt case against” al-Arian. When his jury trial for terrorism ended with acquittal on most counts and a hung jury on two, he accepted a plea bargain that was to result in his deportation with no further prosecution or testimony. Nevertheless, before he could be released he was subpoenaed to give evidence in another case, and when he refused he was re-imprisoned for contempt of court. Brinkema said the “Justice Department may have hoodwinked [him] into thinking his plea bargain would protect him from further prosecutions.” She gave al-Arian’s lawyers ten days to file for dismissal of the case on those grounds, the AP reported.

AAUP and *Vanguard* have been following the case of al-Arian, a former University of South Florida professor, as it wound in and out of courts over the last four years.

AAUP's Position on Speakers

In 2007 the AAUP adopted as policy the statement *Academic Freedom and Outside Speakers* <<http://www.aaup.org/AAUP/comm/rep/A/outside.htm>>. It concludes, “As part of their educational mission, colleges and universities provide a forum for a wide variety of speakers. There can be no more appropriate site for the discussion of controversial ideas and issues than a college or university campus.... Invitations made to outside speakers by students or faculty do not imply approval or endorsement by the institution of the views expressed by the speaker.”

But we are still seeing challenges, sometimes virulent, to free speech and exchange of ideas on American college campuses.

William Ayers

The 12 February 2009 *Chronicle of Higher Education* reported that William Ayers had been invited to speak at Georgia Southern University but then un-invited. The AAUP issued a press release in response to this action: “Planned speaking engagements by University of Illinois at Chicago professor William Ayers have stirred controversy at a number of colleges and universities since last fall, when then-vice-presidential candidate Sarah Palin made an issue of Barack Obama’s acquaintanceship with Ayers, a former leader of the Weather Underground. Ayers is now an expert on reforming

Free Speech... 12

Dear Professor Power,

I am an adjunct instructor and rather new to teaching. I enjoy my work and most of my students, but I have been puzzled by the odd behavior of a few of them. I find myself unsure whether or not to speak to them about the incidents I have observed, and I hope that you can provide some guidance. Let me illustrate the sort of thing I mean by describing an incident that happened yesterday.

I arrived about 10 minutes before class in order to set up some materials I needed for the 75-minute lecture. One of my students (I'll call him Tom) was sitting in the corridor across from the classroom door. I greeted him, and he replied politely. I busied myself with my preparations as the other students began to file in and take their seats. As I began my lecture I happened to look out the open classroom door, and I noticed that Tom was still sitting there. He continued to sit there for almost 30 minutes, then got up and walked away. I tried not to allow myself to get distracted by wondering why he left and where he went. About 15 minutes later he returned carrying a carton of Chinese food, sat down in the back of the classroom, and began to eat. I found his behavior surprising, to say the least – I didn't even know it was possible to buy Chinese food in Stamford at 10:30 a.m. I didn't say anything to Tom at the time, and now I wonder whether I should have said something and what would have been most appropriate to say. I hope that your reply will help me to decide what to do next time a student's behavior leaves me

Amused and Confused.

Dear A & C,

It is always appropriate for professors to comment on their students' behavior as it relates to their coursework or classroom decorum. Lessons on decorum, albeit often neglected, can be as important as anything else students learn in college. Just think: A gentle correction from you now might someday save Tom from turning up late with food in hand to a meeting with his company's CEO.

Perhaps the best time to have intervened was when Tom did not join his

Professor Power explains it all to you . . .

classmates and enter the room on time. Many faculty signal the beginning of class by closing their classroom doors. If that were your habit, before you shut the door you could have said, "Aren't you coming in, Tom?" When he arrived with food in hand you had another opportunity to speak. How you do it should fit with the personality you choose to project in class. A strict instructor might say, "Welcome, Tom. I see you have decided to join us at last." An instructor who likes a more relaxed classroom atmosphere, or wants to display a sense of humor, might say, "Is that General Tso's chicken? Are you willing to share?" It would be best to follow up after class with a comment about the importance of coming on time so as not to disrupt the other students' learning.

And now a word in defense of some of Tom's decisions. He probably thought that he had come up with a creative solution to his hunger, which would have interfered with his learning if he had attempted to sit through class while his stomach growled. He obviously knew what time the restaurant opened, and he stayed in the corridor so as not to have to be disruptive twice – leaving and returning. From his seat outside the door he could hear your lecture, and so he ended up missing only 15, rather than 45, minutes of class. It would have been much better had he shared his plans with you so that you would not have been distracted wondering about him. That would also have given you the opportunity to tell him not to bring food to class – if that is your preference.

I.V. Power

Dear Professor Power,

What rotten luck I have to be searching for a tenure-track position during an economic recession! Jobs in my field are few and far between, and I am limited in where I can apply because of family considerations. Each time I see an opening in my field, I show it to my husband, and we discuss the location. Recently I saw a position that really doesn't fit my credentials, but I printed out the description anyway because I thought that maybe some creative writing might make me look like a closer fit than I really am. When my husband saw that ad, he said, "Definitely apply there! The dean was my mother's college roommate. I'll call her to tell her about you and ask her to consider you for the position." I told him that I didn't think that calling the dean would be proper, but he pooh-poohed me and said that in the business world no one ever gets anywhere without connections. He thinks I'm naïve for insisting that academe is a meritocracy and that I'll never get a job unless I pull every string available. I feel particularly queasy about this because I really am not "right" for the position, and I don't want the dean to feel obliged to interview me. I'm sure I'll hear from you too late to solve the problem of whether to try to stop my husband from placing the call, but I would like to know (and I want to show my husband!) what you think about this. Sign me

Embarrassed in Enfield

Dear Embarrassed,

You were right to tell your husband not to call the dean. It is one thing for one of your mentors to call a member of the search committee to say, "A

former student of mine is applying, and she is really terrific. Please take a good look at her file." It is another thing entirely for someone not an expert in the field to call to say that his wife is an applicant. If the only reason for the committee to take a careful look is because the candidate is the dean's college roommate's daughter-in-law, you can be sure the committee either will not cooperate or will look at the file with a particularly jaundiced eye.

Your husband obviously does not understand academe. Although he is right to tease you about your naiveté (anyone who has ever served on a faculty can list plenty of instances where merit is not the main reason for hiring, promotion, or even tenure), he seems to think that the dean gets to choose the candidate she wants. Although this might be true for part-time faculty, tenure-track faculty searches are generally run by tenured faculty, and they can be quite resistant (and rightly so) to untoward pressure from meddling administrators.

Furthermore, although your husband is clearly trying to help you, he does not seem to realize that he could be undermining you. It does not look good for a young woman trying to start her career to let her husband speak for her. The dean could form the impression that you are unable to speak for yourself, and that is not the way to present yourself professionally. However, if he has already made the call, and you are lucky enough to get an interview, you can pretend that you do not know what he did. Like the police chief in Casablanca, you should be shocked (shocked!) to hear that your husband tried to pull strings for you.

Finally, I know that times are difficult for job-seekers, but try to avoid submitting applications for positions for which you clearly are not qualified. Such applications are part of every search, and they are the bane of search committees, the chairs of which often do a first read in order to pull out those applications before the other committee members get to work reading through the stack. You are unlikely to convince anyone with your creative writing.

Best of luck in finding a position that is right for you! There's always next year...

I.V. Power

Dear Professor Power,

I have become increasingly irritated lately by the growing number of students who are sending text messages on their cell phones during class. They hold their phones on their laps; perhaps they think I cannot see what they are doing under their desks. When I dim the overhead lights in the lecture hall to show a film, I can see blue lights dotting the hall as students continue to text even during the film! When I complained to a colleague recently, he said, "Get used to it! This goes on everywhere these days. Why should the classroom be any different?" But I do not want to get used to it, Professor Power. I hope you can help because I am

Irate.

Dear Professor Irate,

If you are angry, then you cannot do your best work, which is what the students who pay attention in class deserve from you. Texting is distracting to other students, whose attention is shifted when they hear typing or see that blue-ish light in the darkness. It is rude to the professor (and to other students who are making presentations in class) because it suggests that something else is more important, or more interesting, than what is being said. Obviously the students who are busy texting are not concentrating on the class material. Therefore, you have ample grounds to object to the practice.

When you prepare your syllabus for next semester, make a note of what you do not allow in class: no cell phone use, including texting and Twittering, in class. Mention this, and any other rules you have for classroom conduct, in class on the first day. For now, you might tell the students that you believe that texting has gotten out of hand, and ask them not to do it during class. You can write a message in the upper corner of the blackboard to that effect ["Remember: no texting or Twittering in class!"] and refresh it daily until you see that the message has been absorbed.

Next time you see several students looking at their laps rather than at you or their notebooks, mention it. You can take a serious route or a humorous route to call them out. For example, you might say, "Do you have any idea how much your parents are paying for you to take this class? What do you think they would say if they knew that you were wasting their money by texting your friends instead of paying attention to your work?" Or you might say, "I hope that you are sending tweets about how much you are enjoying class today." I suspect that either approach would cause those phones to snap shut.

I.V. Power

If you need expert advice from Connecticut's wisest mentor to guide your professional career, ask Professor Power to explain it all to you.

I.V. Power will receive your letter at the office of the State Conference.

Send questions or other comments to Professor Power c/o CSC-AAUP, P.O. Box 1597, New Milford, CT 06776. Your objections to or elaborations on the advice presented are always in order.

NATIONAL CONTINGENT- FACULTY NEWS

J. GLANVILL

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

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

Newly Reorganized Committee on Part-time Employment from the Organization of American Historians

In October 2008, the Organization of American Historians Executive Board reorganized the Committee on Part-Time and Adjunct Employment (CPAE) as a service committee to replace the now-defunct Joint American Historical Association–Organization of American Historians Committee founded in 2001. The re-energized OAH CPAE represents the latest step in a series of actions taken by the OAH over the past decade to address the widespread utilization of contingent faculty.

Tapped to chair the committee is Connecticut-based Donald W. Rogers, Lecturer at Central Connecticut State University and Housatonic Community College. Also on the committee is Elizabeth Hohl, Lecturer at Fairfield University. Cognizant of the intense budgetary pressure on colleges and universities during an economic downturn, the committee plans to explore initiatives to help historians deal with the shift in the composition of faculty and revisit guidelines previously set. In addition, the committee will work to ensure fair and adequate compensation for adjunct professors; conditions appropriate for their jobs as teachers; and the collegiality, support, and career opportunities that they deserve as professionals.

Part-Time Faculty Get Their Own Voice

George M. Murphy, *Mathematical Sciences* (part-time), Central Connecticut State University

Note: New this year at Central Connecticut State University is an e-mail communications list for part-time faculty. Communication to and among part-time faculty is a notoriously intransigent problem on most campuses, and so in hopes of making this solution accessible to others I invited George Murphy, who is largely responsible for the list at CCSU, to describe for Vanguard readers the process by which the list was established and the structure and purposes of the list. This article is his reply.

—J. Glanvill

It started with President Jack Miller of CCSU! A small group of dissatisfied CCSU faculty members presented a resolution of “no confidence in Jack Miller” to the CCSU Faculty Senate. The resolution had no specifics, and generated quite a bit of discussion. Finally, after much wrangling, it was decided that the Senate would vote on the proposed resolution during the next scheduled Senate session, two weeks later. It was suggested that the members of the Senate go back to their departments and ask their constituencies how they wished the Senator to vote in terms of the resolution—to indicate No Confidence, or to reject the resolution of No Confidence. (I am an elected member of the Faculty Senate, representing part-time faculty)

This situation provided some difficult choices for those Senators representing part-time faculty, as they were chosen from the part-time body as a whole, and not by department, and getting into contact with their fellow part-time members was going to be very difficult for them. However, I had a part-time faculty email data base, created and developed over many years as a method of keeping “in touch” with fellow contingent faculty members. I volunteered the use of my personally designed part-time-faculty data base as one method of contacting other part-time faculty, and asking them, specifically, what they wanted their Senators to do when the Resolution came to a vote.

Many answers came back via e-mail, indicating that part-time faculty thought the resolution was a tempest in a teapot as no specifics had been provided, only veiled innuendos. There were several contingent faculty who stated that they would tend to agree with the resolution but that there was not sufficient data upon which to base a reasonable decision.

Regardless, at the next Senate meeting a resolution was passed sending the question of the no-confidence vote to the entire CCSU faculty. Over the next several weeks the vote was taken across the campus, and when the

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smoke cleared, the resolution had been defeated by a substantial margin. Yet the problem remained: The no-confidence issue had illustrated the necessity of developing a method of contacting the part-time faculty members in a quick and effective manner, as other issues may arise from time to time that will require swift action.

Several part-time activists at CCSU, including me, got together with the CCSU Provost Carl Lovitt to discuss with him the possibility of setting up a part-time-faculty e-mail data base that would be available to all part-time faculty (instead of my proprietary system). Since all faculty at CCSU now have to enter their student grades through their faculty computer account, all faculty members are required to have individual computer accounts. Lovitt gave the project his blessing and suggested that we speak with the Chief Information Officer, Bob

Cernock, and ask him how to set up the lists.

Bob Cernock was most happy to help us set up the system, and even broke it down to five lists: one list for the entire CCSU part-time faculty; and separate lists for each of the four schools—Arts & Sciences, Business, Education & Professional Development, and Engineering & Technology. He appointed the three of us activists as administrators of the list; all we had to do was populate the lists with the appropriate names. We were fortunate in having a good relationship with some people in Human Resources, and we were able to get the payroll lists.

The next part of the challenge was the nitty-gritty of searching the payroll lists to identify contingent faculty members, and then adding them to the four school lists. (If one wanted to send a message to the entire part-time faculty, one would address it to the entire part-time faculty, and the computer would automatically combine the four lists and send it out.)

The lists are now up and functioning, and any faculty member at CCSU can contact part-time faculty. Part-time faculty members can use the lists to communicate with their brethren in their school or across the entire campus, or share their opinion on any issue that concerns them. A flyer detailing the creation of the lists and the techniques necessary to use the lists was included in the contract letter sent out to all part-time faculty at the beginning of this past semester. The part-time roster changes constantly, and so at the beginning of each new semester, the list administrators must check back with HR for a copy of the new payroll listings to keep up with arrivals and departures. The lists are a dynamic organism, and must be kept up to date to maintain their usefulness.

One additional note: The AAUP wanted to be listed as a member of the part-time list, and was refused. The list is not a creation of the AAUP, but a mechanism by which part-time/contingent faculty may communicate with each other. The payroll list for part-time faculty is the source document. AAUP members who are part-time faculty have access to the lists (but primarily because they are part-time faculty).

There is no reason why other units in the CSU system, or at other institutions, could not have a similar arrangement, providing that there is the same sense of trust among the parties involved as we were fortunate enough to have.

AAUP President Quoted in *Nation* Article on Contingent Faculty

“Higher Education Takes a Hit,” Gabriel Arana’s lead article in *The Nation* (31 March 09), looks at the use of part-time and other contingent faculty in recent years and speculates on how colleges and universities might choose to use them in the current recession.

Two paragraphs of interest:

“Higher education has become a corrupt institution facing financial crisis,” said Cary Nelson, president of the National Council of the American Association of University Professors. Nelson explains that amid steep cuts, schools have the choice of hiring adjuncts, eliminating faculty positions altogether or—a less likely outcome—“look[ing] in the mirror” at larger structural problems with how they are run.

Over the past twenty years, colleges have become “multi-tiered workplaces” in which a select cadre of older, tenured academics enjoy job security and benefits while undercompensated adjuncts, teaching assistants and—increasingly—undergraduates do the majority of instructional work.

Read this controversial article in its entirety at http://www.thenation.com/doc/20090413/arana?rel=hp_currently.

TAs and the NLRA

George Miller (D–CA) has re-introduced in the U.S. House of Representatives the collective-bargaining enabling legislation for teaching and research assistants. The bill is H.R. 1461, to amend the National Labor Relations Act to apply the protections of the Act to teaching and research assistants. The bill reads:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Teaching and Research Assistant Collective Bargaining Rights Act”.

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dents with learning disabilities. Kanter also served as a Director, Dean, and subsequently Vice Chancellor for Policy and Research of the California Community Colleges Chancellor's Office in Sacramento. Kanter earned her bachelor's degree from Brandeis University, a master's in education from Harvard University, and a doctorate in organization and leadership from the University of San Francisco. Kanter has taught across the country and currently serves as National Chair of the Community College Advisory Panel of The College Board.

I believe we have another ally in Washington.

Mary Ellen Goodwin, <adj-l@adj-l.org>

Dear Colleagues:

The academic profession needs a Studs Terkel, chronicling the lives of faculty. We need our story to be better told, and to better tell our own story. We need to change the narratives about professors, countering the caricatures that often circulate in the media, in the community, and in the chambers of legislators and the boardrooms of trustees. We need to better capture and communicate the diversity of faculty lives, across institutional types, academic fields, employment stages and statuses, and different demographics. We need to celebrate our colleagues' commitments, accomplishments, and legacies. So I ask that you send us compelling and concise stories, about yourself or your colleagues. We plan to post a selection of such stories on the AAUP Web site.

Three purposes underlie this request. Each is connected to a campaign we intend to organize and orchestrate. Our ability to fulfill our purposes will depend in part on the quantity and quality of the material you send.

One purpose is to influence public perceptions of faculty. The majority of popular images of the professoriate are at best incomplete and misinformed. The general public is either unclear about who faculty are and what their lives are like, or when they are clear, they are clearly wrong. We will be telling our stories in various media outlets.

A second purpose, related to the first, is to begin to influence public policymakers' views of the faculty. Whether these are legislators, board members, or leaders in various public and private venues, stereotypes about faculty abound, and generally they are demeaning and detrimental to the profession. We want to provide stories that we and our colleagues can use, for policy is not only about data, it is also about (mis)perception.

Our third purpose is to lay the foundation for the next phase of our capital campaign celebrating the centennial of the AAUP in 2015. In my short time here in the national office, I have been impressed by the compelling stories of Association members who have contributed to the AAUP, to the profession, and to the country in some truly remarkable ways. As we approach our centennial it is worth recognizing and honoring the extraordinary work of our members.

Overall, my request grows from the belief that, as educators, we have an opportunity to more proactively and better inform the public, policymakers, and ourselves about our work. We want to better tell our story.

Please send vignettes, SHORT stories, and material in other concise storytelling formats (e.g., video clips) to <aaupnewsletters@aaup.org>.

Gary Rhoades
AAUP General Secretary

***The protection and exercise
of academic freedom is an
ongoing mission.
Join AAUP.***

Time to Revive the *Yeshiva* Struggle?

Mort Tenzer, *Political Science (ret.)*, University of Connecticut; Chair, Connecticut AAUP Committee R (Government Relations)

Many current faculty do not know that nearly forty years ago the National Labor Relations Board decided that faculty in private universities were protected by the National Labor Relations Act and were entitled to enter collective bargaining with their employers. Public-university faculty were governed by the labor laws of their states, and many states, except in the South and Rocky Mountain West, had authorized such bargaining. In the decade after the NLRB's decision collective bargaining spread widely in the country; and by 1979, eighty private and three hundred twenty public colleges and universities had adopted collective bargaining and some 130,000 faculty were unionized. This broad movement came to a sudden halt as a result of the U. S. Supreme Court's decision in *NLRB v. Yeshiva University* (1980). The court held that faculty were essentially managerial employees and thus not covered by the provisions of the act that assured organizing rights to all other types of employees. The court's decision, called the worst labor law decision by one Yale Law School professor, ignored the specific provision in the act that accorded "professionals" bargaining rights; it found that the provision barring "supervisors" from unions (to preclude "company unions") applied to faculty who had some managerial responsibilities in some institutions. Differences in rank were ignored as well: certainly instructors do not have the same roles in decision-making as full professors, and yet the entire category of faculty were thus denied their rights.

The results of the decision were disastrous for the interests of faculty to negotiate their wages, salaries, and conditions of employment. Most private colleges that had collective-bargaining agreements terminated them and the bargaining process as soon as possible and engaged in ruthless union-busting tactics at many places, such as the University of Bridgeport and Boston University. Organizing at public institutions slowed considerably as well, since many faculty seemed to believe that the Supreme Court had decreed that collective bargaining was inappropriate on all campuses.

The AAUP's organizing momentum was particularly affected because the NEA and AFT, whose bases were K-12 school teachers, had limited their organizing efforts mostly to public colleges and universities. The AAUP struggled vigorously but vainly in the early years after *Yeshiva* to have Congress overturn the decision. The former head of the NLRB, replaced by the Reagan administration, spoke at the AAUP annual meeting in 1981 and pointed out that all that needed to be done was to have Congress add a phrase to the law where "supervisors" are denied bargaining rights that would say, "faculty in high-

er education shall not be considered supervisors or managers for the purpose of the Act." Despite the reluctance of the AFL-CIO to re-open the act for fear that some language hostile to labor's interests would be added, and the relative indifference of the NEA and AFT, we managed to get a bill introduced and a hearing held by the House of Representatives Post Secondary Subcommittee of the Labor Committee. All the testimony favored our proposal to add the needed phrase, but our friends in both House and Senate advised us that prospects for passage were dim, and that Reagan would probably veto the bill if it did pass. The issue was allowed to die over the next decades as Congress and the Executive became even more conservative.

The climate of opinion about labor has changed in very recent years. The election of 2006 brought Democratic majorities in Congress unhindered by large numbers of southern Democrats who had joined Republicans to frustrate labor legislation in the past. Encouraged by the new majority, labor unions began pressing for their top priority, the Employee Free Choice Act, which would greatly enhance union organizing. The EFCA passed the House of Representatives last year 241 to 185, but failed to achieve cloture in the Senate by a vote of 51 to 48 in favor. Sixty votes are needed to break a "silent" filibuster, and only one Republican, Arlen Specter of Pennsylvania, voted for EFCA. With an enlarged majority in the Senate this year and the backing of the Obama administration—in contrast to the opposition and potential veto by President Bush—prospects for passage of EFCA have greatly improved.

Isn't it time to renew efforts to overcome the harmful effects of the *Yeshiva* decision on faculty rights and interests? We should first secure the agreement of the NEA and AFT to join in the effort. They have now had a couple more decades of dealing with higher-education issues and are more sensitive to its concerns. A united front is necessary if Congress is to act in this area. The major labor unions promoting EFCA may be too far along in their efforts to agree to amend their bill at this point, but a friendly Senator might add a rider with our clause if the bill comes to the floor for debate and is not blocked by the cloture rule again. If this is not possible, we might return to the traditional method: find a Representative or Senator to introduce the bill, get co-sponsors, have hearings held, and see if the bill can pass on its own merits. There is a more liberal Congress than there has been since the days of LBJ, and we should take advantage of the opportunity to overcome the obstacles to effective faculty organizing that were created by the *Yeshiva* decision.

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SEC. 2. DEFINITION.

Section 2(3) of the National Labor Relations Act (29 U.S.C. 152(3)) is amended—

(1) by striking "(3)" and inserting "(3)(A)"; and

(2) by adding at the end the following:

"(B) The term 'employee' includes a student enrolled at an institution of <higher> <education> (as defined in section 101 or 102 of the <Higher> <Education Act of 1965 (20 U.S.C. 1001, 1002), other than an institution of a State or political subdivision) who is performing work for remuneration at the direction of the institution, whether or not the work relates to the student's course of study."

Nicole Byrd, Government Relations Associate of the AAUP, is tracking the bill. She may be reached at <nbyrd@aaup.org>.

Subscribe to the Contingent Academics Mailing List, <adj-l@adj-l.org>, for the latest on budgetary impacts on contingent faculty.



This illustration is by the artist-activist Rini Templeton. Read about her and the collection of her work in National News, p. 11.

Editorial... from 2

cut their budgets; families cut out “discretionary spending”: newspapers take both hits. Escalating postage rates deal another blow to publications that are mailed.

(Even very small publications are affected. At Connecticut Conference meetings we repeatedly discuss the possibility of changing *Vanguard* from a print publication to an online newsletter, following the lead of a number of other conference newsletters. Printing and mailing are expensive, particularly for a paper with no advertising revenues: *Vanguard* eats the lion’s share of the conference’s budget. With new requirements for conference elections that demand first-class mailing of ballots, finding some savings is essential. We decided two years ago to try a mixed approach, issuing one print and one electronic newsletter each semester. The e-*Vanguard* is meant to be shorter, news only. But so far, we have had more trouble getting the electronic newsletter out than the paper one. Ironically, one reason for that is the speed of the medium: If an e-*Vanguard* can be before the reader’s eyes almost the minute the editor decides it’s ready to publish, then it can be up-to-the-second with breaking news, something that’s impossible with the print publication. But then the temptation is to wait for some really good breaking news—although it’s rare that more than one story academics would consider hot breaks on any given day. Indeed, our columnists are much more reliable suppliers than events are.)

But news should not be considered a “discretionary” expense: it is vital to the workings of a democracy, and without broad access to it our sense of the world shrinks. Nicholas D. Kristof’s *New York Times* op-ed of 19 March, “The Daily Me,” examines just that, as, he says, “the public is increasingly seeking its news not from mainstream television networks or ink-on-dead-trees but from grazing online.” The problem he sees is that “When we go online, each of us is our own editor, our own gatekeeper. We select the kind of news and opinions that we care most about.... there’s pretty good evidence that we generally don’t truly want good information—but rather information that confirms our prejudices.” He attributes the phrase “the daily me” to John Negroponte of M.I.T., and elaborates: “We may believe intellectually in the clash of opinions, but in practice we like to embed ourselves in the reassuring womb of an echo chamber.... The decline of traditional news media will accelerate the rise of The Daily Me, and we’ll be irritated less by what we read and find our wisdom confirmed more often. The danger is that this self-selected ‘news’ acts as a narcotic, lulling us into a self-confident stupor through which we will perceive in blacks and whites a world that typically unfolds in grays.”

More worrisome is that print newspapers still bring in most of a news organization’s advertising revenue and hence most of the funding for its reporting mission, and so, as a recent NPR story pointed out, if a news organization discontinues its print publication, unless new sources of revenue (such as online reading charges) are found, news-gathering itself is threatened. We will lose our access to information and exposure to points of view other than our own.

And this is where some current news on the free-speech front comes in. On page 5 you will see updates on a number of cases we have been following in *Vanguard*: Tariq Ramadan, Muslim scholar barred from entry into the U.S.; Sami al-Arian, fired from a tenured faculty position and then prosecuted as a terrorist; David Ayers, uninvited as a speaker in the wake of sensationalism during the Presidential campaign; even Ward Churchill, who has just won his lawsuit over his termination at Colorado after a series of events that began as retribution for an unpopular comment after 9/11 pounced on by Bill O’Reilly and others and converted into a crusade.

In academia we prize the freedom to develop, hold, and express opinions, and also the freedom to hear and respond to those opinions. A democracy, dependent as it is on an informed and engaged citizenry, must also demand nothing less. The economy may take its toll on the organs of that process, but neither the economy nor politi-

VANGUARD... MARCH-APRIL 2009

The Connecticut Community College Corner

Al Buatti, *Information Systems*
Middlesex Community College

Connecticut Community Colleges

In his letter earlier this academic year the Connecticut Community College Chancellor, Mark Herzog, saluted the efforts of the staff at the Colleges who had successfully handled the near-doubling of student enrollments during the past 10 years. In that time Connecticut had gone through a recession, but did not lose staff, nor did students experience a reduction in services. And this year, too, the colleges had not reduced services despite a 3% cut in the state’s funding this past fall. Recently a dean at my community college anticipated a further cut of 2% for this spring semester. Both the chancellor and the dean were very confident that budgets could be handled through the use of previous savings, consolidations, and future cost savings strategies without the need for a reduction in staff or services to students. However, that was before the economy really fell off a cliff late last fall and continues to tumble during this year!

There are new worries among the staff about layoffs as Connecticut’s budget appears to be falling into a *black hole*, but Governor Rell attempted to reassure us by proposing lay-off incentives to reduce the size of the staffs in state government; which strangely enough the unions resist. Who ever heard of unions resisting benefits for their members? SEBAC, the coalition of state unions which has responsibility of bargaining for medical benefits and for retirements, has rejected the governor’s offers. ??? All I can make out of this confusing state of affairs is: ??? Perhaps, as a previous governor once said, “*And so the dance begins ...*,” and what we are now hearing is just the jockeying for political advantage on this very dangerous precipice. I hope somebody knows what they are doing!

On an optimistic note, we have champions on our side in that the Speaker of the House and the lead attorney for SEBAC have both worked for the 4Cs (Congress of Connecticut Community

Colleges) for many years, and I am confident that based on their past records that they have the knowledge, the street smarts, and now the power to push things in the direction of workers!

Union Issues

Recently the President of the 4Cs, Steve Cohen, attended a local chapter meeting at my college, and he responded to the worries and the questions of a packed roomful of staff members concerning budgets, lay-offs, retirements incentives, medical benefits, and some new proposals.

He calmed fears of questioners by reminding us that SEBAC had bargained for and gained medical and retirement benefits that cannot be changed until 2017. He reminded us that we have been through this before, several times, and that our jobs and our benefits remained unscathed. Although we did give up our raises during the last recession, we won them back a few years later.

In regard to the new proposal regarding the “tech high school/middle college program,” whatever that is, he reassured us that education professionals were not involved in this new scheme, which was dreamed up by politicians, and that this idea has a long way to go before it is a serious proposal.

My take on this issue, (as a graduate of the BEST Technical High School in the world, *Brooklyn Tech*—that’s right, we were ranked #38 out of 20,000 high schools in the country in a *US News* survey) is that there are seventeen tech high schools in Connecticut with excellent facilities but few students, and we have twelve community colleges overflowing with students and no facilities. Now, for me that would be *Achieving the Dream!*— as we built *PATHWAYS* for community-college students to go to four-year colleges, why not build *PATHWAYS* for technical-high-school students to attend Connecticut community colleges? Community-college students then would gain use of excellent facilities, including sports facilities. *Q.E.D.*

cal ideologies nor personal comfort levels can be permitted to kill the process.

In the 6 April issue of *The Nation*, John Nichols and Robert W. McChesney advocate a government rescue. In “The Death and Life of Great American Newspapers” they say “the crisis of which we speak involves more than mere economics. Journalism is collapsing, and with it comes the most serious threat in our lifetimes to self-government and the rule of law as it has been understood here in the United States.” They discuss the role of the Internet and the economy in this crisis, but stress the part that has been played by the conglomeratizing of the media: “In a nutshell, media corporations, after running journalism into the ground, have determined that news gathering and reporting are not profit-making propositions. So they’re jumping ship.” And this is the heart of their article: news organizations are crumbling, and when that happens we have less access to news not only in print form but also on radio and online. Radio and print media have already drastically reduced news coverage over the last several decades, trying to hold onto audience by offering more “entertainment.” Most of their article is devoted to the argument that because we cannot sustain democracy without an informed electorate, “the democratic state, the government, must create the conditions for sustaining the journalism that can provide the people with the information they need to be their own governors.” You can read their article online at <http://www.thenation.com/doc/20090406/nichols_mcchesney?rel=hp_currently>—but then you should subscribe to print publications where you can read (and reread) such extensive analyses at your contemplative leisure.

One of my discovered specialties in the world of community theater is my skill at making prop newspapers. My papers have been “read” by characters in *Juno and the Paycock*, *The Glass Menagerie*, *The Best Man*, *Laura*, *Driving Miss Daisy*. I love tracking down period mastheads, finding appropriate advertisements and photos, assembling accurate headlines, and laying out the front and back pages of a newspaper that looks like the real thing not only to the audience but also to the actor holding the prop. I print out front and back pages on newsprint, and use modern papers for the inner pages. *Vanguard* is great for tabloids, closely-written and black-and-white. But getting full-size newspapers is increasingly difficult. I used to use the *New York Times*, but now its pages, like those of most dailies, are so narrow that my period mock-up would never look authentic. The *Newtown Bee* is blessedly still wide, but now they’re going in for touches of color on nearly every page. When the actor opens the paper to read, those flashes of color will be seen by the audience and will destroy my illusion. I hate to think that the day might come when the only place one sees newspapers at all will be in period plays—when holding the world in one’s hands in the form of newsprint will actually *be* only an illusion. Those of us who believe in the search for truth and free sharing of responsible opinion have to take notice, and take action. For starters, call your congressional representatives. And keep buying the paper. —RAB

P.S. Vanguard would be grateful for the insights of all you Journalism professors out there on this subject. Contact us through the Conference Office.

President... from 2

There are, in fact, signs that the crisis has already spurred an overdue discussion of the role of research in funding and undergraduate instruction. At Arizona State University, for example, President Michael Crow's ambitious plan to create "The New American University" of 100,000 students that is outstanding in both research and undergraduate education has run on the rocks. President Crow has had to cut more than 500 jobs, close 48 programs, and cap freshman enrollment—all actions that critics see as proof ASU has lost its focus on the mission of providing solid education to state residents. How many public research universities can a state or region afford without losing focus on the classroom experience? Debating this question may prove salutary to the future of higher education.

Despite Botstein's optimism, however, most educators worry that the current fiscal crisis may be used as an excuse to erode faculty autonomy, curb academic freedom, increase the percentage of teaching by contingent faculty, and perhaps revise curricula in unwanted directions—all without adequate consultation of faculty by administration and trustees. The wisest or most pragmatic administrators will agree with J. Keith Motley, the chancellor of the University of Massachusetts, that "You have to have faculty deliberating on these matters, and you have to have [faculty] buy-in" to make big, transformative plans work. On the other hand, some trustees may feel that the crisis gives them an opportunity to wrest power from faculty. At Brandeis University, the trustees and president have succeeded in outraging faculty, students, and donors by deciding to sell the entire art collection in their Rose Art Museum, fire its director and staff, and convert the museum to an "academic fine arts center," thereby reducing or eliminating its "public" mission. Although President Jehuda Reinharz quoting President Obama has admitted that he "screwed up" in not consulting faculty and students and has formed a committee to re-consider the sale and closing, great damage to public relations has been done and lawsuits may follow. No such second thoughts have occurred to the trustees of the College of DuPage, who without consulting faculty have proposed a revision of policies that may give them exclusive power over the curriculum, initial pay of individual faculty members, and all education programs. At the same time the trustees have recommended adopting as official college policy a version of David Horowitz's "Academic Bill of Rights." This power grab has caused turmoil and a letter to the board from faculty noting that shared governance is an idea embraced not only by professors but also by the college's accrediting agency.

DuPage is simply the most egregious example of a rush to reform that uses the financial crisis as an excuse to circumvent dialogue and collaborative planning. The replacement of full-time

tenure-track faculty by contingent colleagues of various kinds will no doubt accelerate as well. As Ellen W. Schrecker, a professor of history at Yeshiva University, notes, "In the name of financial exigency and market competitiveness, administrators have been subverting the autonomy of the faculty." Fewer tenured or tenure-track faculty inevitably mean weaker governance and poorer teaching and guidance for students. Like freezing or cutting salaries, reducing or eliminating sabbaticals across the board (e.g., all half-years regardless of merit) sends contradictory messages to faculty about the role of research in their teaching and careers. At Kent State University, for example, the provost has rejected most applications for sabbaticals on the grounds that they are an "extraordinary luxury" which, in future, should be scrutinized more stringently and subjected to assessments.

To every downside, however, there is a potential though not inevitable upside. The Massachusetts State College Association hopes to negotiate a more flexible scheduling of sabbatical leaves that allows faculty to take advantage of other resources and to seize current opportunities that cannot wait for a normal seven-year cycle. This is the sort of plan that may result from consultation rather than top-down decision-making or confrontation. Another, less obvious consequence of belt-tightening may be a turning aside from the ongoing redefinition of the mission to include a social agenda in undergraduate studies. According to a recent survey, faculties are increasingly convinced that academic curricula ought to include such goals as developing personal values, enhancing self-understanding, and developing moral character." For Stanley Fish, who believes that (as the title of his latest book suggests) faculty should "save the world on their own time," having to curb this social mission would be good news. According to the survey, however, most faculty would agree with the message implicit in the title of Derek Bok's book, *Beyond the Ivory Tower: Social Responsibilities of the Modern University*.

The willingness of faculty, students, and administrators to plan jointly during the present fiscal crisis will determine whether we stumble into avoidable pitfalls or embrace opportunities for innovation.

Join us on May 14th for a panel discussion about the outlook for cooperation or contest between management and faculty in Connecticut and the nation. Our panelists represent public, private, and national leadership in higher education. Audience participation will be encouraged.—CHR

Greg Scholtz, National Committee A, on censure: "Although one way of looking at this 'list of shame' is that it represents the AAUP's failures, we do hope that its existence and the threat of censure it implies motivates other administrations to take our recommended standards seriously." For full national list, <<http://www.aaup.org/AAUP/about/censuredadmins/>>.

AAUP List of Censured Administrations: Connecticut

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

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

**University of New Haven...under censure since June 2008
Albertus Magnus College...under censure since June 2000
University of Bridgeport...under censure since June 1994**

Summer Institute

July 23-26
Macalester College
St. Paul MN

Your students aren't the only ones who know how to cram.

Get ready for a crash course in faculty leadership.

The annual Summer Institute is the AAUP's premier resource for sharpening members' leadership skills and training them in the arts of faculty advocacy. Packed with interactive workshops and seminars led by policy, legal, media, and organizing experts, this intensive weekend conference will boost your know-how as an activist in higher education and inspire your chapter's goals for the coming year.

The 2009 Summer Institute includes workshops on

- the faculty's leadership role in times of financial crisis
- analyzing institutions' financial documents
- strengthening faculty handbook language
- creating winning campaigns and targeted communications
- organizing a successful membership drive
- negotiating contracts and administering grievances
- building a better tenure process, and more.

Join us for a dynamic four days of hands-on learning, discussion, and some serious fun!

Please contact Jenn Nichols <jnichols@aaup.org> with questions about the Summer Institute or to be put on our mailing list.

Call for Designs

AAUP Summer Institute T-Shirt Design Competition

A Summer Institute T-shirt Design Contest is a special feature of this year's annual Summer Institute, the AAUP's premier resource for sharpening members' leadership skills and training them in the arts of faculty advocacy. This year's Institute convenes July 23-26 at Macalester College in St. Paul, MN.

The person who submits the winning T-shirt design will receive free Summer Institute registration and a travel stipend of up to \$500 for round-trip travel to the Institute, plus three free shirts and appropriate recognition.

The competition is open to all members of the AAUP. There is no limit to the number of entries per person. Designs should be suitable for the front or back of a T-shirt or as a small logo for the front; they may use four colors (or fewer). Each design must incorporate the phrase "AAUP Summer Institute." Submissions must be full-size and may be mailed or sent as EPS or jpg files. All artwork must be original and suitable for public display. The winning design will be screen printed by a union shop.

Deadline for submissions is 11:59 p.m. on May 30. A panel of judges selected by AAUP will determine the winning entry from a review of all eligible entries received by the deadline; the winner will be announced at the AAUP Annual Meeting and subsequently on the website.

For details and submission form, <<<http://www.aaup.org/AAUP/about/events/SI/>>>.



National News

Kentucky State System Eliminates Tenure

The Kentucky Community and Technical College System's Board of Regents has eliminated tenure for all future faculty members in the system, according to the *Courier-Journal* as reported in the *Chronicle of Higher Education* <http://chronicle.com/jobs/blogs/onhiring/index.php?id=956&utm_source=oh&utm_medium=en>. The 10-4 vote in favor means that faculty hired after July 1 "will have renewable contracts of up to four years."

The *Chronicle* says the president of the Kentucky system cited the need for cost reductions and flexibility: Michael B. McCall, the system's president, is quoted in the *Courier-Journal* as saying "We do care about our faculty.... This is not about them. This is about the future of our system."

The *Courier-Journal* says faculty members fear for faculty quality under the new policy, which also eliminates retirement health-insurance coverage for new faculty.

Web Library of Labor Artwork Now Available for Free Use by Unions, Activists

CBCnotes@aup.org

A collection of artwork by the late artist-activist Rini Templeton has been made available online for free use by unions and other activist groups whose causes Templeton would have supported. This online library contains 600 drawings organized by themes such as "Faces of the People," "Health Care," and "Unity," in easily downloadable files that can enliven your fliers, newsletters, and brochures. Templeton never signed her drawings and gave them away freely. A lifelong advocate for social justice movements in North and Central America, her artwork reflects the causes, themes, and people to whom she dedicated her career. The collection was made possible with the support of the artist's sister, Lynne Brickley.

See one of Templeton's illustrations on page 5 of this Vanguard. —Ed.

AAUP Participates in Two Significant Victories for Students and Faculty in the U.S. Supreme Court

Rachel Levinson, AAUP Senior Counsel
AAUP Member Newsletter 24 February 2009

The AAUP recently logged two significant victories in the U.S. Supreme Court. Both cases reassert the Association's commitment to broad civil rights protection for AAUP members and students.

In *Fitzgerald v. Barnstable School Committee*, the Supreme Court ruled that Congress did not intend to limit the remedies available to a student who has been discriminated against on the basis of sex, including a college or university student.

The suit was filed by parents of a kindergarten student who believed the school district and superintendent did not respond sufficiently to their complaints that the girl was being sexually harassed by a schoolmate. The Supreme Court had to consider whether the girl's parents could sue the school system under two statutes or only one. The two statutes confer very different rights

Ninety-fifth Annual Meeting of the AAUP

"Hard Times on Campus"

June 11-14, 2009
Omni Shoreham Hotel
2500 Calvert St., NW
Washington, DC 20008

Preliminary Schedule of Events

June 11

Capitol Hill Day
AAUP Executive Committee Meeting
Collective Bargaining Congress Meetings

June 12

Council Meeting
Plenary Luncheon
Assembly of State Conferences Meetings

June 13

Annual Meeting Plenary/Council Session
Recognition Luncheon
Banquet

June 14

Council Meeting
.....

Globalization, Shared Governance, and Academic Freedom: An International Conference

In conjunction with the annual meeting, the AAUP will host an international conference on June 12-13. The conference will explore questions such as:

What is the state of academic freedom around the world and in the United States?

Can scholarship survive in an era of secrecy and censorship?

Who is making decisions in the corporate university?

What ever happened to shared governance?

How do we address the excessive use of contingent faculty?

How are public policy decisions at the national and state levels affecting higher education? What are the personal, professional, and institutional responsibilities of faculty?

The registration fee is \$200 for the Globalization, Shared Governance, and Academic Freedom conference alone. AAUP annual meeting registrants are invited to attend sessions of the conference at no additional cost.

For updates on the Annual Meeting, go to <<http://www.aaup.org/AAUP/>>

upon a victim of sexual harassment: perhaps most significantly, one law requires the victim to show that a school acted with "deliberate indifference" towards "severe and pervasive" harassment while the other requires the plaintiff merely to show that the school treated female and male victims differently.

The AAUP submitted a "friend of the court" brief with the American Civil Liberties Union and the National Women's Law Center arguing that victims must be allowed to use both statutes to obtain comprehensive protection against sex discrimination. The Supreme Court agreed and ruled in favor of the girl's parents.

In *Crawford v. Metropolitan Government of Nashville and Davidson County*, a municipal employee who was interviewed as a witness in a sexual harassment investigation was subsequently

fired. A federal appeals court held that because she had not actively "opposed" the harassment and because no EEOC charge had been filed, she was not protected from being fired in retaliation for her participation by Title VII of the Civil Rights Act of 1964.

The AAUP joined the National Employment Lawyers Association, the National Employment Law Project, and Public Justice, P.C., in submitting a brief in support of the employee. As the AAUP pointed out, faculty members and other employees are asked to participate in faculty review committee hearings at an investigative stage; those committees could not function effectively if witnesses were not protected against retaliation.

In agreeing with the AAUP and the employee, the Supreme Court recognized the impossible dilemma that the appeals court's decision posed for employees. As Justice David Souter said in his opinion for a unanimous Court, "Nothing in the statute requires a freakish rule protecting an employee who reports discrimination on her own initiative but not one who reports the same discrimination in the same words when her boss asks a question."

For additional information on these cases, see the AAUP's Web site <www.aaup.org>.

Education and the Stimulus Package

John Curtis, Director of Research and Public Policy, AAUP

Secretary of Education Arne Duncan recently published a press release on the American Recovery and Reinvestment Act of 2009, more commonly known as "the stimulus package." We need to do a closer reading of the final bill, but the last figure I saw estimated about \$34 billion of the \$787 billion going to higher education, and nearly all of that was in financial aid (in one form or another). The financial aid boost is terrific, but there is some question remaining as to who might be around to teach the students trying to make use of that financial aid.

In his press release Duncan called the American Recovery and Reinvestment Act of 2009 a "historic opportunity to create jobs and advance education reform." He credited the "leadership of the President and the Congress in laying groundwork for a generation of education reform and economic opportunity."

Duncan emphasized the urgency of distributing the funds to states on an aggressive timetable in order to avert layoffs. Citing a University of Washington study showing almost 600,000 education jobs at risk of state budget cuts, Duncan said that his office will publish timelines and initial guidance within a week so that states and districts can plan accordingly.

The ARRA provides more than \$100 billion in education funding and college grants and tuition tax credits, as well as billions more for school modernization. Three allocations specific to higher education are

\$30.8 Billion for College Affordability

\$17 billion to close the shortfall in the Pell Grant program and boost grant amounts by \$500 to \$5,350 in the first year and more in the second year, serving an estimated seven million low- and moderate-income young people and adults.

\$13.8 billion to boost the tuition tax credit from \$1,800 to \$2,500 for families earning up to \$180,000.

The federal government's Web site on the program is now live at <<http://www.recovery.gov/>>; it should eventually provide somewhat detailed descriptions of how the money is disbursed.

The Department of Education has set up its own Web site on the program, at <<http://www.ed.gov/policy/gen/leg/recovery/>>.

Spring Meeting... from 1

consin—Madison and her Juris Doctor from DePaul University—College of Law.

Greiman is Governor Rell's liaison to the Wadsworth Athenaeum board; was the founding chair of Connecticut's Commission for Educational Technology, on which she continues to serve; and is a member of the boards of the New England Board of Higher Education, National Association of Independent Colleges & Universities, CURE, and the Connecticut chapter of the Anti-Defamation League. She also sits on the Connecticut Distance Learning Consortium Executive Committee and is chair of the National Association of Independent Colleges & Universities State Executives.

Elsa M. Nuñez has served as the president of Eastern Connecticut State University since August



2006 and is the first Latina university president in New England. She came to Eastern with over 20 years of experience as an administrator and faculty member.

"President Nuñez is the right leader at the right time for Eastern Connecticut State University, an administrator with the vision

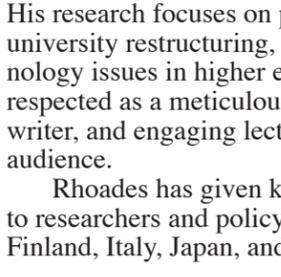
and determination to lead the University to great achievement," said CSU Chancellor David G. Carter at the time of her inauguration. "Her commitment to the University community and passion for academic excellence and civic engagement demonstrate an unwavering dedication to ensuring that individually and collectively, Eastern will continue to reflect the best of Connecticut."

Prior to joining the Eastern community, Nuñez served as the Vice Chancellor for Academic and Student Affairs at the University of Maine System from 2003 to 2006. Before her time at Maine, Nuñez served as Provost and Vice President for Academic Affairs at Lesley University. From 1993 to 1997 she was University Dean for Academic Affairs and Vice Chancellor for Student Affairs at the City University of New York. She served as Associate Dean of Faculty at the College of Staten Island of The City University of New York from 1986 to 1992.

Nuñez received her B.A. from Montclair State College, an M.A. from Fairleigh Dickinson University and a doctorate in Linguistics from Rutgers University. She has held positions as a tenured faculty member at Ramapo State College, the College of Staten Island of the City University of New York, and Lehman College of the City University of New York.

Nuñez is the author of *Pursuing Diversity* (1992) and has published articles in the areas of language acquisition, diversity, Hispanics in higher education, cultural differences in education, and retention.

Gary Rhoades began his term as General Secretary of the AAUP in January 2009 after twelve years as professor of higher education at the University of Arizona and director of the university's Center for the Study of Higher Education, and more than twenty-five years in the field of higher education. Rhoades holds B.A., M.A., and Ph.D. degrees in sociology from the University of California, Los Angeles.



His research focuses on professions in academe, university restructuring, and science and technology issues in higher education. He is widely respected as a meticulous researcher, incisive writer, and engaging lecturer by an international audience.

Rhoades has given keynote addresses recently to researchers and policymakers in England, Finland, Italy, Japan, and Mexico, and has spoken

at the national meetings of groups including the European Association for Institutional Research, the American Educational Research Association, the Society for Social Studies of Science, and the American Sociological Association. Rhoades has worked at the local, regional, and national levels with the American Federation of Teachers and the National Education Association, as well as with the AAUP. He is the former president of the Association for the Study of Higher Education.

Rhoades is the author of *Managed Professionals: Unionized Faculty and Restructuring Academic Labor* (SUNY Press, 1998) and *Academic Capitalism and the New Economy* with Sheila Slaughter (Johns Hopkins University Press, 2004). He is currently working on two books, one on strategic positioning in higher education and the other on academic unions.

Among his extensive record of journal articles are "Is Academic Capitalism, U.S. Style, for Japan?" (*Higher Education Forum* 2008); "Local Cosmopolitans and Cosmopolitan Locals: Towards New Models of Professionals in the Academy" with Judy Marquez Kiyama, Rudy McCormick, and Marisol Quiroz (*Review of Higher Education* 2007); "Technology Enhanced Courses and a Mode III Organization of Instructional Work" (*Tertiary Education and Management* 2007); "Community College Faculty and Web-Based Classes" with Vernon Smith (*Thought & Action* 2006); "The Higher Education We Choose: A Question of Balance" (*Review of Higher Education* 2006); and "Graduate Employee Unionization as Symbol of and Challenge to the Corporatization of U.S. Research Universities" with Rob Rhoads (*Journal of Higher Education* 2005).

To Register for the Meeting

For details regarding meeting registration information, dinner selections and reservations, and directions to the Graduate Club, please contact Flo Hatcher, Executive Director <hatcherk1@southernct.edu>, or visit the CSC-AAUP web site <<http://people.wcsu.edu/nairv/AAUPCSC.htm>>.

Free Speech... from 12

urban public education, reaching inner-city youth, and the role of teachers in improving society."

Georgia Southern University cancelled an Ayers appearance that had been planned for March 2. *The Chronicle of Higher Education* <<http://chronicle.com/news/article/5973/georgia-southern-university-rescinds-speaking-invitation-to-william-ayers>> reports that a student group had invited him to speak, but that when "word got out" the university received protests from students, alumni, and parents. "Some students set up a group page on... Facebook called 'Stop GSU from paying William Ayers (admitted terrorist) with student funds!'" *The Chronicle* says the statement "alleges that Mr. Ayers had close ties with Barack Obama during the 2008 election and that the Weather Underground was a terrorist group 'responsible for several murders, of which Ayers was not suspected of being a part of'" [*sic*].

University officials claimed that the visit would have required expensive security. Last fall, the University of Nebraska—Lincoln canceled a planned speech by Ayers after Nebraska's governor and other politicians and university donors criticized the university for inviting him to speak. UNL administrators also cited security concerns.

The AAUP press release notes that "At other institutions, including the University of South Carolina and Millersville University, administrators defended Ayers' right to speak while not endorsing his political past. The AAUP concurs in this defense of academic freedom."

"Only in the most extraordinary circumstances would an institution be justified in rescinding an invitation to an outside speaker," says Greg Scholtz, the director of the AAUP's program on academic freedom. "Colleges and universities provide a forum for a wide variety of speakers as a vital part of their educational missions."

Ward Churchill

The Ward Churchill affair finally neared conclusion on April 2, when a Colorado jury found that the University of Colorado did not fire Ward Churchill for legitimate reasons, but for his politi-

cal views. A judge will rule on whether Churchill can return to his tenured position. The jury awarded damages of only \$1. Churchill declared that he had been vindicated and hopes to win reinstatement. Of the \$1 award, he said "I did not ask for money. I asked for justice," he said." An excellent summary of the case, the ins and outs of which are difficult to condense here, appeared in the April 3 *Inside Higher Education* <<http://www.insidehighered.com/news/2009/04/03/churchill>>. In closing, the article gives great attention to the views of Cary Nelson, president of the AAUP, and his assessment that "a key factor over the long term will be whether Churchill wins his job back. If he does not win his job back, the victory is not much of a victory..." since the \$1 in damages suggests that "the jury considers the loss of an academic job as completely trivial."

Offering his views as an individual, not as a spokesman for the AAUP, Nelson said he was troubled by the actions of the university: "I did not feel that the charges made against him should have been adjudicated in a disciplinary proceeding. They should have been left to the ordinary process of academic debate and discussion."

For a very interesting discussion of the academic processes used to bring about the firing of Churchill, go to the April 5 entry in Stanley Fish's *New York Times* blog "Think Again" <<http://fish.blogs.nytimes.com/2009/04/05/ward-churchill-redux/?ty&emc=ty>>. Fish teaches law at Florida International University and is dean emeritus of College of Arts and Sciences at University of Illinois—Chicago.

Monsters With Constituencies

Cary Nelson eloquently addresses the issue of speakers with unpopular views in "Monsters With Constituencies," an article in *Inside Higher Education* <<http://www.insidehighered.com/views/2009/04/02/nelson>>, reprinted in *The AAUP Online* of 7 April 2009. He is particularly concerned with efforts to suppress these views, especially from outside academia: "The most unwelcome trigger may be a donor's threat to withdraw a gift. No administrator likes to knuckle under to extortion. But that is not the most efficient way to get a speech canceled in any case. The new weapon of choice is the anonymous threat of violence delivered by a phone call from a public booth. Then the president or his spokesperson can cancel a speech in a voice filled with regret, ceremoniously invoking 'security' concerns, as Boston College did in canceling an Ayers talk. It is the ultimate heckler's veto. Place a call and you are in charge. Better yet, call the threat in to a talk show host and give his hate campaign a newspaper headline. We either must stand firm against these efforts to undermine the integrity of our educational institutions or agree that academic freedom no longer obtains in America."

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College. Familiarize yourself with the area by joining David Riehle, a labor historian and local union activist, on the Labor History Tour offered Thursday July 23. Also on Thursday, there is a tour of local landmarks. On Friday enjoy a dinner evening cruise on the St. Croix River aboard a two-story stern-wheeler.

All AAUP members full- and part-time will benefit immensely from many of the outstanding workshops and seminars offered this year. There are a number of activities that draw on the location's strengths; and attendees will enjoy the unique opportunity to meet colleagues engaged in similar chapter and membership building activities. Many sessions will be of interest to collective bargaining and non-collective bargaining members engaged in faculty handbook revisions, contract negotiations, institutional financial research, and chapter and state conference matters.

See general information on the 2009 Summer Institute and an exciting T-shirt design contest on page 10. All persons interested in attending this year's Summer Institute are required to pre-register online. Go to <<http://www.aaup.org/AAUP/about/events/SI/>> for specifics and updates. Contact officers of the Connecticut State Conference-AAUP for Summer Institute information too.

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