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 McGary 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, Magician Office, and as hearing officer for the Illinois Local Labor Relations Board.

Greiman received her B.A. in Social Work from the University of Wisconsin–Madison in 1978 and a J.D. from the University of Connecticut in 1981. She is a member of the Connecticut Bar.

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 Making Art to Make a Change,” will feature discussion and hands-on activity.

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 College, July 23–26. See page 10 for more information.
Dear Colleagues:

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

Martha Kanter has been a leader and one of the strongest advocates for public higher education in America for more than 30 years. She is a proven innovator who has worked to improve the quality of instruction and student services at public institutions and the nation's community colleges. She has championed the causes of equity, access, and accountability as a voice for students and faculty.

Kanter has served as chancellor of Foothill-De Anza Community College District in California, as president of De Anza College, and as vice president of instruction and student services at San Jose City College. She has been a visiting scholar and professor at Stanford University and Harvard University and has written extensively about the future of higher education.

She is a leader in the national debate on the role of public higher education in preparing students for the workforce and the global economy. She has been a vocal advocate for the importance of community colleges in providing access and opportunity to students from all backgrounds.

Kanter has also been a strong advocate for the use of data and evidence-based decision making in improving the effectiveness of higher education institutions. She has been a vocal critic of the use of standardized testing as a sole measure of student performance.

Kanter has been a leader in the national debate on the future of higher education and has been a vocal advocate for the importance of community colleges in providing access and opportunity to students from all backgrounds.

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Connecticut State University

CSU–AAUP President David Walsh spoke on economic issues at the Fairfield chapter, and Kevin Walsh discussed departmental changes at the WCSSU Ruth A. Haas Library. The chapter noted the need for higher education institutions to address rising costs and protect public services in the current fiscal year. If you plan to attend the Connecticut Conference’s Annual Meeting in June, be sure to join the Fairchild’s Chapter Service Program and contact them for more information.

Fairfield University

The Fairfield faculty is working hard to maintain its faculty’s job security, as the chapter noted: “We have received generous contributions to the AAUP Annual Meeting in June. We have received generous contributions to the AAUP Annual Meeting in June. We have received generous contributions to the AAUP Annual Meeting in June. We have received generous contributions to 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 bringing guest speakers in the interests of advancing AAUP principles of academic freedom and the common good.

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.

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.


reviewed by Gilbert L. Gigiotti, *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 warn you 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* is set at “Austin University” (a place 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 characterization 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 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 examining 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

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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]
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 of 2001 and reauthorized in 2006, permits the government to block entry on anti-terrorism 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 has stepped up its efforts to restrict visas for foreign speakers, the university is increasingly finding itself at the center of a debate about the role of the academy in an age of increased scrutiny and surveillance.

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-terrorism positions. Among the cases addressed in the complaint were Tarig 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.

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 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, artists, and activists, to keep them from speaking 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 the blocked 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 impov...
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 bustied 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 a classroom. 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 time to have intervened was when Tom did not join his 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 approach might say, “I’m sure I’ll hear from you too late to solve this problem.” 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 could be that 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

Professor Power explains it all to you...

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 whether or not we would like to apply. My husband obviously does not understand academe. Although he is right to tease you about your naiveté (anyone who has ever served on a faculty committee to to feel obliged to interview me. I’m sure I’ll hear from you too late to solve this problem. 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.

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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 we 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 during the class. 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.
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

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 Housatanic 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.

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 full-time 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, to delay any vote until the next semester, or to delay the vote altogether or—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/aran>.

AAUP President Quoted in *National* 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 cri-

sis,” said Cary Cose, former 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--as largely outside the payroll listing--keeping in the “mires” at larger structural problems with how they are run.

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Read this controversial article in its entirety at <http://www.thenation.com/doc/20090413/aran>.

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 HR 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 Representa-

TAs and the NLRA
Dear Colleagues:

The academic profession needs a Studs Terkel, chronicling the lives of faculty. We need to tell our story more proactively and better inform the public, policymakers, and ourselves about our work. We need to capture and communicate the diversity of faculty lives, across institutional types, academic fields, employment stages, and academic and non-academic identities. 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 design and undertake. 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 the faculty. The majority of popular images of the professoriate are at best incomplete and uninformed. 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 public officials, our ability to influence their views will depend in part on the quantity and quality of the material we send.

A third purpose is that the material you send will have the potential to make it more difficult for those who wish to misrepresent faculty. Countless stories of faculty lives 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 build 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.

Many current faculty do now 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. The decision of the NLRB that collective bargaining spread widely in the country; and by 1979, eighty private and three hundred public colleges and universities had adopted collective bargaining and some 130,000 faculty were unionized.

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 “community 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 limitless the organizing power to push in and out of 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 higher 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, fear that it would further erode the NLRB’s interests would be added, and the relative indiff- ference 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, 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 unenhanced by large numbers of southern Demo- crats who had joined Republicans to frustrate labor legislation in the past. Encouraged by the new majorities, we have been 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 190, and 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. If this is not possible, we might return a rider with our clause if the bill comes to the floor for debate and is not blocked by the cloture rule. If this is not possible, we might return a rider with our clause if the bill comes to the floor for debate and is not blocked by the cloture rule. 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Gary Rhoades
AAUP General Secretary

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

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

Mort Tenzer, Political Science (ret.), University of Connecticut; Chair, Connecticut AAUP Committee B (Government Relations)
The Connecticut Community College

Al Buatti, Information Systems Middletown Community College

Community College Communities

In his letter earlier this academic year the Connecticut Community College Chancellor, Mark Herzog, saturated the efforts of the staff at the Colleges who had successfully handled the neighborhood hiring and layoffs during the past 10 years. In that time Connecticut had gone through a recession, but did not lose staff, nor did residents suffer 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!

Historically, new workplaces among the staff 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 staff in state government which strangely enough the unions resist. Who ever heard of unions resisting benefits for their members? We are in 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, “So and the dance begins ??,” and what we are now hearing is just the jockeying for political advantage on this 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 make the right 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 questions 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 unscaheted. 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,” what- ever that is, he reassured us that education profes- sionals 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, Dynolock Technology, but not now a part of the 4Cs) 18% 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 facil- ities. Now, for me that would be Achieving the Promise, and 4Cs is not going to do that. Community-college students to go to four-year colleges, why not build PATHWAYS for technical-high- school students to attend Connecticut commu- nity colleges? Community-college students then would gain use of excellent facilities, including sports facilities. Q.E.D.

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 Diary of Anne Frank, and Six of a Kind. 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 diffic- ult. 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 authen- thic. 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 pa- per to read, those flashes of color will be seen by the audience and will destroy my illusion. I hate to think that the day will come when I can’t make a place where 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, write your congressperson and representatives. And keep buying the paper. – RAB

P.S. Vanguard would be grateful for the ins-ights of all you Journalism professors out there on this subject. Contact us through the Confer- ence 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 for transforming the University of Arizona has led his administration to talk of creating “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 that Arizona State University has lost its focus on the mission of providing solid education to state residents. How many public research universities in the region are equipped without losing focus on the classroom experience? Debating this question may prove salutary to the future of higher education.

Despite Bothean’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 re- 

curba curruculum in unwanted directions—all without adequate consultation of faculty by administration and trustees. The wisest, or most pragmatic administra-


tors will agree with J. Keith Motley, the chancellor of the University of Massachusetts, that “You can’t be thinking on the same plane. There will always be tension between management and faculty in Connecticut into avoidable pitfalls or embrace opportunities administrators to plan jointly during the present 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 adopt an “academic altruism,” it is time, “the 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 conflict 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 Schultz, National Committee A on censure: “Although one way of looking at this list is that it is a reflection of the AUP’s failure, we do hope that its existence and the threat of censure it poses motivates all administrators to take our recommended standards seriously.” For full national list, <http://www.aaup.org/AAUP/about/censuredadmins/>.

Call for Designs

AUP 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 the school is guilty, 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 its name is on the censured list. "The Association will leave it to the discretion of the individual, possessed of the facts, to make the proper decision."

The Connecticut Conference of AUP 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 AUP List of Censured Administrations: Connecticut for details and submission form, <http://www.aaup.org/AAUP/about/censuredadmins/>.

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. 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 administrating agreements • 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.

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 advocacy.

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nated 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=556&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 Ken-
tucky system cited the need for cost reductions and flexibility. Michael B. McCall, the system’s president, is quoted in the Courier-Journal 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.

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

Rachel Levinson, AAUP Senior Counsel

The AAUP recently logged two significant victories in the U.S. Supreme Court. Both cases represented students who were interviewed as a witness in a sexual harassment investigation and subsequently were not protected against retaliation.

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, Inc., 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>.

Kentucky State System Eliminates Tenure

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

A collection of artwork by the late artist-activ-
ist 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 orga-
nized by themes such as “Faces of the People,” “Health Care,” and “Unity,” in easily download-
able files that can enliven your fliers, newsletters, and brochures. Templeton never signed her draw-
nings and gave them away freely. A lifelong advo-
cate 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.

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Education and the Stimulus Package

John Curtis, Director of Research and Public Policy, AAUP

Secretary of Education Arne Duncan re-
cently 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 act, 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 Ameri-
can 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 ground-
work for a generation of education reform and economic opportunity.”

Duncan emphasized the urgency of distribut-
ing the funds to states on an aggressive timetable in order to avert layoffs. Citing a University of Washington study showing almost 600,000 educa-
tion 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 bil-
lion 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 de-
tailed 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

Cons-In Madison and her Juris Doctor from De- Paul University-College of Law.

Greiman is Governor Roll’s liaison to the Wadsworth Athenium board. She is the founding chair of Connecticut’s Commission for Educa- tional Technology, on which she continues to serve; and is a member of the boards of the New England Board of Higher Education, National As- sociation of Independent Colleges & Universities, CURE, and the Connecticut chapter of the Anti- Defamation League. She also serves on the Con- necticut Distance Learning Consortium Executive Committee and is chair of the National Associa- tion of Independent Colleges & Universities State Executives.

Elsa M. Nuñez has served as the president of Eastern Connecticut State University since August 2008. Prior to joining the Eastern community, Nuñez served as the president of Eastern Connecticut State University, an admin- istrator 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 com- mitment to the University community and passion for education and civic engagement demonstrate an unwavering dedication to ensur- ing 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 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 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 educa- tion, and retention.

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