The Atmosphere on Campus in the Wake of the Elections

AAUP press release
November 22, 2016

The AAUP’s national Council has approved the following resolution:

Since the election of Donald J. Trump almost two weeks ago, the U.S. has experienced an unprecedented spike in hate crimes, both physical and verbal, many of them on college and university campuses. These have been directed against African Americans, immigrants, members of the LGBTQ community, religious minorities, women, and people with disabilities. In some instances the perpetrators have invoked the president-elect in support of their heinous actions. The AAUP national Council unequivocally condemns these attacks and calls on college and university administrators, faculty, staff, and students to unite against them. Violence, threats of violence, and harassment have no place on campus.

To fulfill their missions, colleges and universities must ensure that all members of the community may seek knowledge and truth. In our 1994 statement On Freedom of Expression and Campus Speech Codes the AAUP declared: “On a campus that is free and open, no idea can be banned or forbidden. No viewpoint or message may be deemed so hateful or disturbing that it may not be expressed.” But threats and harassment differ from expressions of ideas that some or even most may find repulsive. They intimidate and silence. The free exchange of ideas is incompatible with an atmosphere of fear. Colleges and universities must be places where all ideas and even prejudices may be freely and openly debated and discussed, but such discussion cannot happen when some members of the community are threatened or excluded. Our goal must be to provide safety for both ideas and for all those who wish to engage with them.

We therefore call on college and university administrators to take swift and firm action, consistent with due process rights, against those who have perpetrated violence and those whose menacing behavior threatens both the safety of members of our community and their sense of inclusion. We urge administrators to make clear to all on the campus that such assaults will not be tolerated and to encourage frank and respectful discussion instead. The new president of Villanova University, where a violent assault on an African American student rocked the campus, urged faculty members to take time in classes “to ensure that silence on this issue is not misinterpreted as indifference or, even worse, tacit agreement with malicious actions,” is worth emulating.

We also call on AAUP chapters and state conferences and all faculty members to speak out against these assaults and to support all efforts to ensure that campus communities are welcoming and inclusive of all groups and ideas. During this difficult time the faculty voice needs more than ever to be heard loud and clear. At UCLA more than five hundred faculty members have signed a petition “pled[g]ing to stand up for, support, and defend the most vulnerable among us, those deliberately targeted in the lead up to the election, and those who are now victims of hate in its wake.” We encourage faculty members at other institutions to issue similar statements.

Of special importance is the status of those among our students who are undocumented, many of whom have been in this country since early childhood. Concern for the welfare of these students has already prompted a rash of petitions calling on colleges and universities to become “sanctuary campuses.” We support the movement for sanctuary campuses. While colleges and universities cannot obey the law, administrations must make all efforts to guarantee the privacy of immigrant students and pledge not to grant access to information that might reveal their immigration status unless so ordered by a court of law. Nor should colleges and universities further investigate undocumented students or to deny them their full rights to due process and a fair hearing.

Finally, we call on president-elect Trump to reconsider his appointment of Steve Bannon as his chief strategist and to more vehemently denounce the hate crimes being committed in the president-elect’s name and act to ensure the safety of members of threatened communities and the freedom of all to teach, study, and learn.

Follow this issue and related developments on the AAUP website. See articles on pages 4 & 7 for more on campus atmosphere and academic freedom. —Ed.
I don’t usually quote Wikipedia, but I’m going to make an exception here:
The term Golden Age...comes from Greek mythology and
legend and refers to the first in a sequence of four or five (or
more) Ages of Man, in which the Golden Age is first, followed
by the Silver, Bronze, Heroic, and then the present
(Iron), which is a period of decline, sometimes followed by the
Lead Age. By definition, one is never in the Golden Age.
By extension “Golden Age” denotes a period of primordial
peace, harmony, stability, and prosperity. European pastoral
literary tradition often depicted nymphs and shepherds as living
a life of rustic innocence and peace, set in Arcadia, a region of
Greece that was the abode and center of worship of their tutelary
deity, goat-footed Pan, who dwelt among them.

The most significant statement here: “by definition, one is never in the Golden Age.” Somewhat, though, one persists in nurturing the notion that one can return to this mythical past.

Enduring the crisis of “Make America Great Again” for more than a year, with its subtextual faith that there was a time of “greatness” that has been lost but can be resurrected, and its implied but never stated definition of that “greatness” (hence:

Egal in the blink of your own), was hard enough. But for some years preced-
ing that drum-beat an old high-school teacher had regularly been emailing me a mindless little rhyme
called “The Land That Made Me,” Along with reminiscences of never having to lock the door and
greeting the happy milkman in the morning are intruding contradictions of a time when “grass
was what you mowed for your dad” and children obeyed their elders. In that Golden Age everyone
gathered around the always-full-of-good-things supper table, neighbors all got along, we loved
Our country,” every boy had a great Mom baking cookies and pies. And I always reply with “fall-out shelters, hiding under the desk during air-
raid drill, Jim Crow, Skid Row, HUAC, no legal recourse for abused spouses or children, back-alley
abortions, and bullied “Fairies.” “A happy childhood is a happy childhood and the world is, as far as you know, just like your own home; and “The Land That Made Me,” presents that remembrance, safe from intruding contradic-
tions. There is no medicine that can cure that kind of nostalgia, Webster’s “wishful or excessively sentimental sometimes abnormal yearning to return to...some past period or irreversible condition.”

I confess to hanging on to my own Golden Age: my years in college, grad school, and a full-time teaching position. This Arcadia rises up in my mind most reliably
in December, when I continue to be surprised by the end of the semester.

I think the rhythms of the academic year before we moved everything around for the sake of supposed energy conservation and gave students a shot at a better
summer job really served the educational mission better. The Fall semester began when Fall actually was beginning, late in September. Thanksgiving. I never
came just at the time when one was contemplating killing one’s roommate, just at the
time when a deep breath was needed. We went home for the holidays on December
23 or so, after pleasurable parties, visits from caroling faculty, and off-campus shopping jaunts; we returned on January 3 or so with a week of classes, a real
reading period, and then a week of exams in the post-holiday weeks. I would not ask my students returned with real questions about the course materials and energy to
finish. A break of a few weeks followed exams, and then a Spring semester that did not call in papers spanning the Winter Holiday, and even December waited to
close the semester in early June. I loved (and thrived) studying Mathematics, and
I loved teaching in it, too. I have never adjusted to the feeling of haste, compres-
sion, get-it-over-with in what I persist in calling the “new calendar.”

I also taught full-time when I “converged the unmandated definition of “faculty,” before budgetary panic (which has become a permanent state) made
the notion of a disposable but growing phalanx of cheap temps so very tempting

The pressure to publish was substantially less, and faculty who chose to
not actively discouraged from doing so. I had ongoing research projects, but they
were not cited and a sample copy of the publication sent to the Conference office.

A Note from the President:

Uchenna T. Nwachukwu, Counseling & School Psychology, Southern Connecticut State University

Let me use this opportunity to thank members of the Connecticut State Conference of the American Association of University Professors
(CSC-AAUP) for electing me President.

I am very grateful to my predeces-
sor Ira Brais, Vice President-David Stoloff, Secretary-Susan Reinhart, Treasurer-Irene Mulvey, Vanguard Editor Ruth Anne Baumgardner, and our assiduous executive director-Flo Hatcher and other members of the CSC-AAUP executive committee for their hard work and careful stewardship of CSC-AAUP over the past year. Although I have been involved with CSC-AAUP for many years, I am thrilled to begin my new role serving as the president and working with the experienced members of CSC-AAUP executive committee who will be meeting each month to conduct busi-
ness on your behalf. Please feel free to contact me any time about CSC-AAUP business matters at nwachukwu1@
southernct.edu

Founded in 1985 (when I was a graduate student at the University of Massachusetts at Amherst), CSC-
AAUP has been a defender of academic freedom and tenure and a tireless ad-
vocate for shared governance for her collective bargaining chapters (all four
Connecticut State Universities, the University of Connecticut, and the University of Connecticut Health
Center) and the advocacy chapters (Connecticut College, Fairfield Uni-
versity, and the University of Hartford) as well as individual members at other Connecticut colleges and universities.

I am honored to write this premier
conference newsletter for all AAUP
members and others. It is not intended to reflect the positions of CSC–AAUP or any other organization. Articles or letters for publication may be sent to the Confer-
ence office. The Editorial Committee reserves the right to edit submissions but will not make substantial changes without consultation with the author. Submissions are always welcome and may be addressed to the Conference office. The permission to reprint articles in not-for-profit publications is granted; however, Vanguard must be cited and a sample copy of the publication sent to the Conference office.

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ness on your behalf. Please feel free to contact me any time about CSC-AAUP business matters at nwachukwu1@

President:...
Save the Date!

DAY OF ACTION FOR PUBLIC HIGHER EDUCATION

Plan your syllabus with this day in mind! Free buses will take you and your students to Hartford.

Thursday, January 26, 2017
Connecticut State Capitol Building, Hartford

More details available throughout the day.

CT public higher education is in crisis. Students and faculty are caught between the long-term national trend of education defunding and a short-term political assault of spending cuts, resulting in tuition increases.

With a 22% reduction in state funding since 2009, and now a projected 10% across the board cut in 2017 – we are demanding the Democrats and Republicans respect the Constitution of the State of Connecticut.

“How the state makes a system of higher education... which shall be dedicated to excellence in higher education.”

Join the united faculty and students of the Connecticut Community Colleges, Connecticut State Universities, and University of Connecticut in fighting for excellence in public higher education.

Help us flip the narrative!

• Special Screening of the documentary “Starving the Beast,” followed by discussion with the director, Steve Mims.
• Rally on the LIS steps.
• CSU, Community College, and UConn faculty and students lobby legislators and get pledges from them not to cut higher education.
• Panel discussion on problems facing public higher education & student speakers telling their stories.

The Robert Bard Legal Defense Fund

The Robert Bard Legal Defense Fund was established by the Connecticut Conference of the AAUP in 1990 to support litigation in cases 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 support travel for members of academic departments in hosting guest speakers, to present academic papers at conferences, to pursue writing, or to attend meetings of the American Association of University Professors.

The George E. Lang Award

The George E. 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 attentiveness to the long-term needs of the institution and is dedicated to important AAUP issues such as academic freedom, shared governance, and faculty rights and responsibilities.

The David R. Bedding Award

The David R. Bedding National Service Award for Exceptional Service to Chapter, Conference, and National AAUP was established by the Connecticut Conference of the AAUP in 2014 to honor the memory of our colleague by recognizing a faculty member who continues David Bedding’s tradition of multiple levels of service to the principles and responsibilities of AAUP.

The Walter F. Brady Jr. Award

The Walter F. Brady, Jr. Award for Advancement of Higher Education in Connecticut was established in 1970 to honor the memory of our colleague by recognizing an individual from Connecticut whose professional work has signalled to advance higher education in Connecticut. To date, recipients have included university faculty, administrators, and high school administrators.

The CSC–AAUP Award

The CSC–AAUP Award for Outstanding Service to the Profession recognizes a Connecticut faculty member whose work over time represents outstanding personal and professional commitment to the work and principles of the profession.

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 Committee A Work
• Consultation on Institutional Assessment
• Consultation on Faculty Issues in Use of Technology in Higher Education

To take advantage of the Chapter Service Program, contact the Conference Office, attention Charles Ross, Chapter Service Program Director.
President...from 2

Another Witchhunt on Campus?

Inside Higher Ed reports, in “Being Watched,” by Colleen Flaherty (22 November 2016), that a new website called “Professor Watchlist” has recently sprung up: it invites students to “expose and document” professors who “discriminate against conservative students, promote anti-American values and advance leftist propaganda in the classroom.”

This is the latest in a long line of efforts to enable—or encourage—students and, presumably, their parents to see university faculty as subversive adversaries bent on political indoctrination. Many readers of Inside Higher Ed can probably recall the 2006 effort by David Horowitz to spread the same notion in his books The Professors: The 101 Most Dangerous Academics in America and Indoctrination U: The Left’s War Against Academic Freedom, and the 2001 report issued by the American Council of Trustees and Alumni, “Defending Civilization: How Our Universities Are Failing America” by being too liberal to “defend its civilization” and thus giving “comfort to its adversaries” by attempting to understand the motivations behind the 9/11 attacks. The report named professors (and the president of Wesleyan) who recommended analyzing the hatred directed against the U.S. so we could take steps to mitigate it, who attempted to contextualize the attacks, who called the pilots “angry and bereaved” rather than evil. Roberto J. Gonzalez, in his article “Cyveillance: Joe Lieberman’s Group Puts Out A Blacklist” (San Jose Mercury News 13 December 2001), says that the report, which names a number of “top scholars in their fields” among the “short on patriotism” faculty, is “a kind of academic terrorism” designed to “extend control over sites of democratic debate—our universities;” a “new McCarthyism directed at the academy.”

In this context it is no more encouraging to note Newt Gingrich’s call on Fox & Friends, after the Pulse massacre in Orlando, to resurrect the House Unamerican Activities Committee.

Joerg Tiede’s “The Professor Watchlist of the 1930s,” in the 24 November ACADEME Blog, adds another title in this war against academic freedom: The Red Network—A Who’s Who and Handbook of Radicals for Patriots. He also describes the AAUP’s establishment of Committee B on Freedom of Speech by Arthur O. Lovejoy, Zerachiah Chaffee, and Anton Julius Carlson in an effort to fight such attacks, and in particular the imposition of loyalty oaths on faculty and other “external” attacks on the academy.

So the “Watchlist” is nothing new. Perhaps that’s the most discouraging thing about it. Taken in combination with Trump campaign manager Kellyanne Conway’s threat to Sen. Harry Reid that he should be “very careful about characterizing somebody in a legal sense” for criticizing Donald Trump in public, it’s clearly a tactic from the far right that never seems to go completely out of style. But at least it’s recognizable. The questions remain, however: how to fight it, and who will do so. The Guardian reports that Reid’s deputy chief of staff, Adam Jentleson, observed of Conway’s remarks: “It only took five days for President-elect Trump to try to silence his critics with the threat of legal action….This should shock and concern all Americans.”

Mentoring New Faculty

I’m always astounded at the number of new faculty who come to an AAUP event, please bring a junior colleague along with you. — UTN

Monthly Community Radio Program to Air News and Views on Ongoing Governmental Issues Following the Election

From September through November of 2016, radio station WPKN, 89.5 fm, aired three programs on issues in the Presidential election, issues treated superficially or ignored by the corporate media.

Hosted by WPKN’s nationally-indorsed Scott Harris (of the shows Between the Lines and Counter Point) and programmer Richard Hill, the programs featured panel discussions that included Michael Dunham (musician and journalist), Kevin Gallagher (programmer and environmentalist), and Ruth Anne Baumgartner (contingent faculty, AAUP, and community-theater board member). Billed as “this station’s way of injecting some nutrition into the junk food diet being served up by the mainstream media,” the programs covered such subjects as fake news and other propaganda, the importance of the down-ticket elections in the context of “change,” the emboldening of hate groups, the impact of Black Lives Matter on national debate on race, and the aftermath of the elections. Guest speakers who participated live via telephone included Jim Naurekas from Fairness and Accuracy in Reporting, who provided an overview and assessment of the corporate media’s coverage of critical issues (income inequality, racism, money in politics, student debt); Max Wolff, an economist and financial policy analyst; Ben Martin, of 350CT.org, who spoke to the issue of climate change; and Sarah Posner and David Neiwert, who discussed their Mother Jones article “How Trump Took Hate Groups Mainstream.”

All shows involved listener participation, and the post-election show on November 12 was all call-in and panel discussion.

The series proved so popular that WPKN decided to continue it into the new year as a forum for information, public concerns, and other responses to events as they unfold. On December 10 Frances Padilla, President of the Universal Health Care Foundation of Connecticut, spoke on the prospects of health care in Connecticut if the Affordable Care Act is repealed.

The program is now officially scheduled for the second Saturday of every month, from 10 to 11 a.m. WPKN streams live on the Internet (www.WPKN.org) for anyone outside the broadcast range. Programs are also archived for retrieval after the show airs. Listen! Call in!

WPKN, 89.5 fm

listener-sponsored community radio

Bridgeport, CT

and non-traditional courses—require collaboration among boards, administrators, and faculty.

Mentoring New Faculty

At the beginning of every academic year is not a magic bullet. Familiarizing them with myriad policies and procedures within departments and the university—“showing them the ropes”—is fine but not sufficient. New faculty members in every institution (private or public) spend many hours on understanding their subject areas but receiving little, if any, formal preparation and skills to become successful in their professorial roles. We were all “new” yesterday; some senior colleagues recognized this void and mentored us. I would encourage you to do the same for our new colleagues.

Most of us tend to believe that modern communication/information technology (phone calls, email, text messages, Facebook, …) are substitutes to “face time” with junior colleagues, but No! Please do not let these useful tools become your tyrannical addiction. Being a mentor is more about your relationship with the junior colleague you are mentoring than about your expertise or experience as senior faculty. Intentional contacts, listening and sharing information with junior colleagues,are essential to being a good mentor. When coming to an AAUP event, please bring a junior colleague along with you. — UTN

The Vanguard staff wishes you light.
Reflections on COCAL XII in Edmonton, Alberta: "Empowering Precarious Faculty"

Jane Hikel, English (p-t), and Kevin Keen, Psychological Sciences (p-t), Central Connecticut State University

The twelfth biennial conference of the Coalition of Contingent Academic Labor (known as COCAL), was held at the University of Alberta from August 4 to 7 of this year. COCAL represents a grassroots coalition of activists in Mexico, Canada, and the U.S. working for contingent faculty: adjunct, part-time, non-tenured, and graduate teaching faculty. The mission of COCAL is to bring greater awareness to the precarious situation for contingent faculty in higher education, organize for action, and build solidarity. This year’s conference was hosted by Athabasca University and the Canadian Union of Public Employees (CUP). Local 911, Supporting contributors included CUPE, California Faculty Association, Canadian Labour Congress, AAUP, SEIU, and others.

Each biennial COCAL has expanded its range of topics as the multi-national attendees share their experiences. This year’s conference theme, “Empowering Precarious Academic Workers in Perilous Times,” focused directly on the nature of contingency in academia, with panels and breakout sessions dealing with organizing contingent workers, mobilizing members, academic freedom without tenure, job security, and labor legislation.

Stressful Work Conditions

A timely panel, “Living Well in a Precarious World,” discussed maintaining physical well-being and mental health for contingent faculty, who are often exposed to stressful work conditions with irregular hours and income. Paired with reduced or non-existent health and retirement benefits and resources, contingency is a serious obstacle for many workers. The panel was moderated by Mark Dimirsky, a clinical psychologist and instructor at Athabasca University, with participation from Troy Winters, Senior Health and Safety Officer for COCAL; Professor of Contingent Faculty at Cacusus; Martha Cruz, Professor at the Open and Distance University of Mexico; and Rosa Almazan, Professor at the Open and Distance University of Mexico, with participation from Troy Winters, Senior Health and Safety Officer for COCAL; Professor of Contingent Faculty at Cacusus; Martha Cruz, Professor at the Open and Distance University of Mexico; and Rosa Almazan, Professor at the Open and Distance University of Mexico.

Parity and Security

It is amazing the degree of difference between security and insecurity that exists within the contingent ranks, with some of the Canadian faculty unions pointing the way toward equality via parity in salary and benefits and a path to tenure for part-time faculty. A clear message from the breakout sessions is that minimizing the difference in cost—that is, parity of salary between full-time tenured faculty and part-time/contingent faculty—lessens the motivation for administrations to hire faculty on a contingent basis.

Across a number of the sessions, this theme was carried even further. Several presenters advocated the elimination of the current two-tiered system. They noted that faculty in the lower tier will always be treated like inferiors to some degree as long as this distinction exists. How to accomplish this goal is less than clear, however. Whether, as above, it is through full parity for contingent faculty by the use of a pro rate compensation structure, or through increased use of instructor/teaching tenure to strengthen and reform the current tenure system, something must be done. The system the way it is now is unsustainable. Getting tenure track faculty and faculty unions/associations to understand this and to become our allies is another major challenge. In the long run, we will need to figure out how to bridge the divides within the faculty.

Canada’s First Nations

An interesting and appropriate highlight of COCAL XII was a welcome to Treaty Six land by Chief Calvin Bruneau, of the Papaschase First Nation, fol- lowed by keynote speaker Dr. Pam Palmater, a Mi’kmaw lawyer, author, social justice activist, and Chair in Indigenous Governance at Ryerson University, Toronto. Chief Bruneau had the conference off to a good start when he told the attendees, “We know what it’s like to take on the big guy and win,” referring to the reconciliation and redress that is being pursued by Canada’s First Nations.

As in the past, this COCAL conference was an opportunity to re-energize, get educated and inspired, and continue the fight for justice and fairness in our academic professions.

For more information, visit COCAL’s website.
Dear Prof. Power,

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

Recently, however, I had an experience that made me feel awful, and now I wonder if it is worthwhile to continue seeking and accepting adjunct positions. A department chair at a community college called to talk to me about a course that I would really like to teach. After a perfunctory interview, he offered me the job, then told me that very few students were registered for the course, so he could not be sure that it would actually run. He said that he would not know whether the department would hire me or the 10 students would materialize. If they did not, the pay for the course would be pro-rated by the number of students. I could then either accept the lower salary, or else he would cancel the course. When I asked what the pay would be, he said he couldn’t say, as he didn’t know the final registration. When I asked what it would be if 10 students were in the class and how the pro-rating would be calculated if there were fewer than 10, he said he didn’t know that either. The dean would determine all that in due course, but he needed to know within 48 hours whether or not he could put my name on the schedule.

I called the dean to ask about the salary, and his assistant told me that he was not sure whether the dean would hire me or the 10 students would show up, and said I was uncomfortable accepting the position “in the dark.” He told me that a full-time position in his department was going to open up in a year or two, and he would very much like me to apply for it. He suggested that it would be easier for him to hire me for that position, if I had taught for the College previously—or even been hired to teach a course that was cancelled. He pressed me to decide on the spot, but I said I would get back to him the next day. The whole experience felt unprofessional to me, so, even though I would give almost anything for a full-time position in the area, I e-mailed him to decline the offer. He never responded, which makes me think I have hurt my chances of ever working on his campus. Did I do the right thing?

Antonius Adjunct (2009)

Dear A.A.,

Yes, you did. No one should ever accept a job without knowing what the salary will be. The department chair was wrong to pressure you, and he was wrong to attempt to bamboozle you into taking a job offer. You must have known you didn’t want this job when he could not guarantee that you would be selected, whether you were associated with the College or not. The situation stinks, and you were right to avoid it.

I have read many stories over the years of the ups and downs of full-time faculty, but they mostly do not tell you what it is like to teach part-time. The fact that part-timers are paid much less than full-timers is not the only reason why they would not have shown up. I would have been interested in the course, and I would have taught it well, but I would have left the classroom at the end of the term, not at the end of the semester. The place is a mess, and the department chair is not interested in improving it. I have avoided the place if at all possible.

Dear Prof. Power,

One of the perks of teaching endless sections of English comp is coming across amusing errors made by students. I sometimes make a note of them as a way to stay sane when large piles of papers await correction.Among my recent favorites were: "I could care less about your dental problems," and "in the mid-evil period." "My all-time favorite came from an essay about a famous writer who, the student noted, had won the "Pullet Surprise," Do other faculty keep lists of such pearls? If so, perhaps they would share them. We could all use a laugh around finals time. Sign me

Anthony Adlunott (2007)

Dear Pêcheur de Perles,

Molière famously complained of an audience, “They are laughing when I am speaking, and then I must explain as straightforwardly as possible what went wrong.” His audience knew that they were under-prepared for their presentation, and that might explain why they were only half-listening. They did not understand the material well enough to explain it, that is why they waited until the last minute to prepare which meant that they could not even start to say that they did not understand the material well enough to explain it, that is why they waited until the last minute to prepare which meant that they could not even start to explain as straightforwardly as possible what went wrong.

Two years ago Professor I.V. Power told the Vanguard readership, “After 40 years of lecturing to students who may or may not have been listening, and having said everything worth saying, Professor I.V. Power has decided to retire from academia and join an ascetic community that maintains a vow of silence. The professors will live in a monastery beside a lake, where the bamboo and pine trees on the horizon. Professor Power thanks all faithful readers for their questions and comments over the years and bids everyone a fond farewell. Namaste, I.V.”

But for those who cannot bear the thought of never again receiving I.V. Power’s trademark wit and wisdom, Vanguard promised, with appropriate permission, occasional republication of Professor Power’s “greatest hits.” No new letters can be accepted, but the Power wisdom is always to the point.

I.V. Power
On November 18, the American Association of University Professors joined the American Federation of Teachers, the Southern Poverty Law Center, and more than 100 other organizations in a letter calling on president-elect Donald Trump to denounce acts of hate on college campuses and elsewhere. AAUP vice president Henry Reichman spoke at a press conference held by the AFT and the SPLC. He said in a statement:

“Colleges and universities must ensure that all members of their communities may seek knowledge freely. No viewpoint or message must be deemed so hateful or disturbing that it may not be expressed. But threats and harassment differ from expressions of ideas that some or even most may find repulsive. They intimidate and silence. Our goal must be to provide safety for all students and students to study and learn freely.”

While the problems facing higher education can hardly be attributable to a single election, we are concerned that the election of Donald Trump has signaled to some that xenophobia, racism, and misogyny will have free rein. We do not blame Mr. Trump for these outrages; the perpetrators and the perpetrators alone bear responsibility. But we call on the president-elect to more forcefully and loudly condemn all such attacks rather than protect them in his name.

“The AAUP also pledges to redouble our efforts to:
• Oppose privatization of our public higher education system and fight for education as a common good, accessible and affordable to all.
• Oppose all discrimination and fight for an equitable and welcoming educational environment.
• Oppose attacks on unions and fight for expanding and strengthening the rights of all faculty members to organize and bargain collectively.
• Oppose violations of rights to free expression in the academic community and fight for strengthened protections for academic freedom and shared governance.
• Faculty members, students and college administrators meeting with allies and in our communities. We will continue to resist hate and fight for the common good.”

AAUP Joins 100+ Organizations Calling on Trump to Speak Out Against Hate
AAUP press release

Actions

Censure and Sanction Actions
AAUP press release

This is a report on actions taken by delegates to the Annual Meeting in Washington, D.C., in June 2016. Censure actions

In June 2016, delegates to the 102nd Annual Meeting of the AAUP voted to place the College of Saint Rose in New York and the University of Missouri (Columbia) on the AAUP’s list of administrations censured for violating standards of academic freedom and tenure. The annual meeting also voted to remove from the censure list two institutions that had taken the necessary steps to address the AAUP’s outstanding concerns: Metropolitan Community College in Missouri and Grove City College in Pennsylvania. Grove City College had been on the censure list since 1963, longer than any other institution. However, the annual meeting did not approve a conditional removal of the University of Illinois at Urbana-Champaign from its censure list.

Censure by the AAUP informs the academic community that the administration of an institution has violated generally recognized principles and standards of academic freedom and tenure and the full list of censured administrations are available on the AAUP’s website, as are full recommendations by the AAUP’s Committee A on Academic Freedom and Tenure to the annual meeting and the original investigating committee reports.

Sanction actions

Delegates to the meeting voted to add Union County College in New Jersey and the University of Iowa to its list of institutions sanctioned for violating AAUP-supported standards of academic government. Delegates also voted to remove Lindenwood University in Missouri from the list. Sanction by the AAUP informs the academic community of infringements of generally accepted governmental standards after investigations reveal serious departures by the administration and/or governing board from those standards. More information on sanctioned institutions is on the AAUP’s website. Full recommendations by the Committee on College and University Governance to the annual meeting, as well as the original investigating committee reports, can also be found on the website.

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 involved, 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:

Albertus Magnus College...under censure since June 2000
University of Bridgeport...under censure since June 1994

AAUP's Assembly of State Conferences (ASC) is seeking nominations for one of the member-at-large positions on the ASC Executive Committee.

The Nominating Committee shall consider nominations from any member resident in a state with an active state conference. Any eligible candidate whose name is recommended to the ASC Nominating Committee by representatives from three or more state conferences shall be included among the nominees.

The nominations and election of candidates is governed by the ASC Constitution and bylaws. See the AAUP’s website for more information.

The ASC election for this position will take place at the June 16, 2017, ASC meeting in Washington, D.C., by conference delegates to that meeting.