



# VANGUARD

Connecticut Conference • American Association of University Professors

*Advancing Professional Standards in Higher Education*

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## Conference Announces Speaker for Spring Meeting

The Spring Meeting of CSC-AAUP will take place this year on Friday evening, May 17, from 5 to 9 p.m. at the Graduate Club in New Haven. Jonathan Rees, Professor of History at Colorado State University-Pueblo and a vice president of AAUP's Colorado Conference, will speak on the urgent, fascinating, and troubling topic of "massive open online courses," or MOOCs.



Rees has been writing about online teaching for some time, and most recently on the political economy and pedagogical effects of MOOCs on his blog *More or Less Bunk* <<http://moreorlessbunk.wordpress.com>>, recommended last semester in *Vanguard*.

Online instruction is not his professional specialization; his most recent book is *Industrialization and the Transformation of American Life: A Brief Introduction*, published by M.E. Sharpe in 2012. But he started writing about MOOCs "because he noticed that nobody else

was," and enrolled in a MOOC himself to study the experience.

More details on Prof. Rees' talk, and some background reading, will appear later this semester—appropriately enough, in the Spring *e-Vanguard*.

Save the date!

## Notes from the Conference Executive Committee

### In Memoriam

All of Connecticut, all the nation, was shocked and grieved at the attack on Sandy Hill Elementary School in Newtown on December 14, 2012. We on the Executive Committee speak, we are sure, for the entire academic community in mourning those lost and offering our best wishes and support for the children, educators, and families who carry on.

### Conference and National AAUP 2013 Elections

Ballots will be mailed from AAUP National to AAUP members at their home addresses during the first full week of March. Voting will be by electronic ballot for both National and Connecticut Conference positions. Conference Candidate information will be posted on the CSC-AAUP website <[csc.csuaaup.org](http://csc.csuaaup.org)>, as will information from National. A special electronic edition of *Vanguard* will be published on March 1 with voting directions, candidate information, and other information concerning these elections.

Ballots must be returned on or before April 15; election results will be reported soon afterwards.

## Connecticut Legislature to Take Up Bills Affecting Higher Education

The CSU-AAUP *Capitol Monitor* of 22 February (3.2) lists a number of bills filed this legislative session in the State Legislature that the CSU lobbyist group Betty Gallo & Co. have identified as having a potential impact, either direct or indirect, on CSU faculty if passed.

Certainly not all proposed bills are passed; some never even get out of committee. But going to <<http://www.csuaaup.org>> and learning the details and circumstances of each bill by way of links provided on the *Monitor* site would be time well spent for CSU faculty, family of CSU students, and any academician interested in the shape of higher education to come.

Bills affecting higher education this session can be grouped into four general categories—administration, budget, students and programs, and faculty. And S.B. 200, which has already been raised, is "An Act Concerning Higher Education" that would require "a study of issues concerning higher education"—something of an "omnibus" bill in intention. (All bills mentioned in this article are "proposed" unless otherwise noted.)

Three Senate bills would directly affect the administration of CSU: 113, "An Act Concerning the Elimination of a Centralized Office of Public Education"; 177, "An Act Establishing Limits on Administrative Costs in Public Higher Education"; and 92, "An Act Requiring a Study of the Need for Legislative Oversight of Public Higher Education Employment Contracts," which would study the "necessity" of oversight of "certain" contracts.

In the House, 5057, "An Act Requiring the Documentation of All Expenditures Made by a Public Institution of Higher Education," would "increase transparency" and forbid unvouchered expenses. In the Senate, 26, "An Act Requiring a Study of Student Loan Debt," adds another area of financial vigilance.

Student concerns and academic programs are included in a number of bills.

House Bill 5055, "An Act Requiring a Plan to Establish a Higher Education Internship Regulatory Board," would oversee internships; Senate Bill 205, "An Act Concerning Scholarships for Student Athletes at Public Institutions of Higher Education," has as its purpose to increase graduation rates of student athletes. Possibly affecting students and academic programs are two bills already raised in the House: 5424, "An Act Concerning Connecticut's Manufacturing and Technology Workforce," and 5426, "An Act Concerning Workforce Development." Both bills propose to "study issues" concerning workforce development in Connecticut.

And for the faculty, three bills are of particular interest or concern. Senate Bill 176, "An Act Establishing a Higher Education Performance Incentive Task Force," could be a mixed blessing if the incentives are designed to shape academic programs by non-academicians. In the House, two bills addressing state employees in general raise yet again the specter of the "right-to-work state": H.B. 5168, "An Act Preventing Unwilling Employees From Joining a Union or Paying Union Dues," announces as its purpose "To help attract investment, make Connecticut more attractive to business, and create more job opportunities by making Connecticut a Right to Work state." H.B. 5169, "An Act Prohibiting State Employers from Requiring State Employees to Join a Union or Pay Dues," would "prohibit the forced unionization of Connecticut state employees."

The attack on unionization and collective bargaining by governors and legislatures is again pressing forward, this time in the northern states. We have only to look at the southern states where such policies have already been enacted to assess the wisdom of following suit.

*The Capitol Monitor* is a weekly newsletter on the activities of the Connecticut legislature as they affect higher education.

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# Editorial:

## The Stuttering Starts of Spring....

One Spring semester, I recall, we lost one of every two classes for four weeks, for snow. Then, of course, there were the actual holidays. “Class,” I said to my students, “is where you come when there’s nothing else happening.” (I have had students who thought that all by themselves, of course, but some circumstances make it seem universally true.)

I am still nostalgic for The Day (as in “Back in The Day”), when classes began later in September, ended after the Christmas/New Year’s break, resumed late in January, and ended at the end of May or even early in June. Was learning really better supported by that schedule, or was I just younger?

It’s true, the Fall term was an unbroken stretch until Thanksgiving; but now, even with Columbus and the Jewish holy days breaking things up a bit at some schools, Thanksgiving is longer away. By the time it does come, with its familial embrace, the moment when you think you may have to kill your roommate has arrived and passed, imperfectly weathered. Back Then the pre-winter holiday weeks were full of concerts, caroling, parties—for faculty as well as students—and the brief holiday break was just enough to let interesting and important course questions percolate up from the unconscious, to be asked and answered in the week or two of classes that followed. Nothing much interfered with finishing papers and studying for exams, except anticipation of a breather of a not-very-long semester break.

In the following term, Spring Break fell helpfully about halfway along. At my school, and probably at most, there was no time off for Easter, whenever it fell. Spring fever struck in full force well before papers and exams truly loomed, leaving us calm enough to focus again when the time came.

Teaching at two institutions nowadays makes a mash of a calendar that the great scheduling shift of the ‘80s had already coarsely chopped, because private/religious-affiliated and state/secular schools differ somewhat as to holidays. At best the Spring term stutters to a start, pauses, starts again, breaks, starts again.... Learning has a rhythm, and this isn’t it.

And now Nemo, the nemesis of two-eyed academicians just as he was for poor one-eyed Polyphemus, has struck. Early dismissals, late starts, and whole days off have left my syllabus looking as if I had used it to cut paper snowflakes. We get a notice that mid-term estimates are due in a week, and I feel as if I’ve hardly seen my students....

I hate to admit that I’m not completely upset. Suddenly losing classes early in the term, when the prep is still up to date and few papers await grading,

*Editorial... 8*

# Letters



## To all Contingent colleagues:

I spoke recently with a reporter for Bloomberg News who is considering potential stories around issues of intellectual property in online courses. He seemed particularly interested in hearing from contingent faculty members teaching online courses for credit. If you have experience in this setting and would be interested in talking with this reporter, please contact me.

Best,  
John W. Curtis, Director of Research and Public Policy  
American Association of University Professors  
(202) 737-5900 Ext. 143; <jcurtis@aaup.org>

## To all AAUP members:

On January 18, 2013, the administration at Bowling Green State University announced that it was eliminating 100 full-time faculty positions, nearly 1 out of every 8 faculty positions at BGSU. The administration claims that the reductions “will come from attrition, retirements and the expiration of some

*Letters... 8*

# From the President:



**Irene Mulvey**  
*Mathematics, Fairfield University*

## On my mind...

MOOCs have been on my mind lately. Even if we weren’t engaged in thoughtful discussions about MOOCs on the Connecticut State Conference Executive Committee, it’s impossible to ignore the many stories and blogs about them everywhere, and particularly on all the higher education news sources. Are they really the most important innovation in education since the stick of chalk? Or are they just another fad?

I can’t help but be reminded of a brand new kind of course I took in college back in the 1970s: Programmed Psychology. It was so brand new! You read a text and then took quizzes in a computer lab. No lectures, no classmates. I don’t remember all the details or what the computer lab looked like back in 1975, but the idea was that you had to get a certain grade on the computer quiz on each section. Study next to nothing and take your chances, or study a lot and be sure to pass—it didn’t really matter, since you just needed to complete all the whatevers (chapters? units? modules? It was 1975, so I’m thinking they were modules) before the semester ended. To get an actual A, though, you had to write some kind of paper or do some kind of project. Everything, including that paper or project, was overseen by upperclassmen; I don’t remember ever dealing with a faculty member, although I’m sure there was one in charge of all those upperclassmen. Was it learning? That’s hard to say. I learned some facts about some topics that I didn’t know anything about. But I don’t recall any kind of lightbulb moments or the kind of delight I’ve had (and try to create) in classrooms when a really excellent teacher manages to get across a

*President... 8*

## VANGUARD

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# Chapter News

## Connecticut State University

### CSU-AAUP Proposes Legislation to Allow Faculty Representation on the Board of Regents

CSU-AAUP website <http://www.csuaaup.org>

CSU-AAUP leaders met in December to discuss concerns about the Board of Regents' actions last fall [for information on these actions, see the Autumn 2012 electronic issue of Vanguard on the Conference website, <<http://csc.csuaaup.org>>—Ed.] and possible solutions to address member concerns. As one result of that meeting, CSU-AAUP is proposing that the chairperson and vice-chairperson of the Faculty Advisory Committee be *ex-officio*, nonvoting members of the Board of Regents. In addition, CSU-AAUP proposes that there be two faculty representatives, appointed by the Faculty Advisory Committee, on all standing and special committees of the BOR except those responsible for personnel matters.

In the brief history of the BOR, it has been demonstrated that faculty-board collaboration and communication have been extremely constructive. However, the faculty have had to be very assertive to make their voices heard. CSU-AAUP believes that if members of the FAC are given the opportunity to provide their expertise in board and committee discussions and decisions, it will benefit all parties. Since the membership of the BOR is determined by legislation, this proposal will require legislative approval.

The Higher Education & Employment Advancement Committee has met and voted to raise the legislation during the session. For more information, please see CSU-AAUP's fact sheet about the legislation and data about other institutions that allow for faculty representation on the board. [For details of the proposed legislation, and continuing updates, go to the CSU-AAUP website.—Ed.]

### Board of Regents Announces Presidential Search

CSU-AAUP *Union News* 4.2 (24 Jan 2013)

The 24 January *Union News* reports that the Board of Regents has created a page on their website dedicated to the Presidential Search: the position profile and the Board's expectations for making ConnSCU (the Connecticut State Colleges & Universities) a "best-in-class system of public higher education in the country." According to the Board of Regents press release at <[www.ct.edu](http://www.ct.edu)>, Lewis J. Robinson, chairman of the Board of Regents and its search committee, said the next president "will be a 'driver,' not a 'facilitator,'

toward student success, and... thrive in an environment in which smart choices, bold actions, and intelligent change are valued."

The press release continues: "In addition to the Regents' Search Committee, a Systemwide Advisory Committee, including students, faculty, staff, union representatives, and representation from the business and industry community, has been formed to provide input and suggestions to the RSC regarding the selection of a new president.... It is anticipated that the Board of Regents will recommend a candidate to Governor Dannel P. Malloy during the month of April, with the goal of that candidate starting at the Board of Regents on or about July 1, 2013."

Updates will be posted on the BOR website.

## Emeritus Assembly

### First Spring Event

As the first event of their Spring program, on February 28 fifteen members of the Emeritus Assembly will attend an event in Cromwell, Connecticut, sponsored by the University of Connecticut AAUP Chapter. The focus of the meeting will be a talk by National AAUP President Rudy Fichtenbaum (*Economics*, Wright State University), "A Better Path Forward: How Corporate Culture Threatens the Quality of Higher Education and What We Can Do To Resist Its Encroachment on our Campuses."

### EA Online

The Emeritus Assembly currently maintains two websites: <<http://eact.info/oldindex>> for current programs and other reports on EA activities; and <<http://blog.eact.info/>> for links to CSU's *Capitol News*, various blogs, and other items of interest to Connecticut academicians.

## Fairfield University

The FWC/AAUP recently had the pleasure of a visit by John Curtis of the national AAUP office, author of the annual *AAUP Salary Report*, Director, Department of Research & Public Policy, and compensation expert.

## University of Connecticut

On Thursday, February 28, the AAUP Chapter of the University of Connecticut will host a special event, a visit and presentation by Rudy Fichtenbaum, President of the American Association of University Professors.

Open to all members of AAUP in Connecticut, the event will take place at the Courtyard by Marriott in Cromwell. Prof. Fichtenbaum (*Economics*, Wright State University, Dayton, Ohio) will speak on "A Better Path Forward: How Corporate Culture Threatens the Quality of Higher Education and What We Can Do to Resist its Encroachment on our Campuses." A question-and-answer session will follow the talk.

The evening will include a buffet dinner.

## 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.

## Supporting the Work of the Conference

### 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.

We have received a generous contribution to the Robert Bard Legal Defense Fund from

*an anonymous donor, in celebration of the birthday of Jane Buck, champion of academic freedom, tireless rights activist, and former AAUP president*

### The Mort Tenzer Travel Fund

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

In 2009 the Executive Committee voted to extend the terms of the grant to support travel by full- or part-time faculty for academic purposes.

### The George Lang Award

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

We have received a generous contribution to the George Lang Award fund from

*Mary-Beth Lang*

### other donations

To support the Walter F. Brady Award we have received a generous contribution to the CSC-AAUP general fund from

*an anonymous donor, in memory of Linda Herr, professor emerita, Theater, Connecticut College*

Donations to named and general CSC-AAUP 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 any CSC-AAUP fund, 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.

# Book Review . . .

Michael W. Klein. *Something for Nothing*. Cambridge, MA: MIT Press, 2011.

Reviewed by Joan C. Chrisler, Psychology, Connecticut College

The plot of *Something for Nothing* is more plausible and its characters better realized than those of many academic novels I've read. Perhaps that is because its author, Michael Klein, is a member of the economics faculty at Tufts. The characters are easy to recognize academic types: the disengaged department chair; the anxious assistant professor who is undergoing his tenure review; the embittered former visiting instructor whose contract wasn't renewed; the radical sociologist who views all of the economics faculty as oppressors and sell-outs; the attractive townie love interest whose mother works on the College's kitchen staff; and our hero, David Fox, the earnest young visiting assistant professor who longs for a tenure-track job.

Fox is a recent graduate of an ivy-league university. Although fully aware that he was not a top student there, he had expected, nonetheless, to be swept into a tenure-track position at a respectable university. When no offers appear, he applies for, and receives, a 1-year appointment at Kester College, a small liberal arts institution in rural Knittersville, New York. Albany – the nearest city – is a 2-hour drive. Fox must struggle with culture shock and with his own snobbery. In the end, of course, he learns the value of a tight-knit community and close faculty-student relationships, and he hopes he will be invited to stay.

Klein does a good job of describing the life of a young professor: the loneliness, the insecurity about teaching, the difficulty in finding time to write, the confusion about role boundaries between faculty and students and between faculty colleagues, and the complexity of the college culture and the mixed messages his senior colleagues send him. The chapter in which Fox prepares for and teaches his first class at Kester is especially amusing. He wonders what to wear and considers "the subtle messages that were conveyed by not wearing a tie (either 'Hey, kids, I'm not that much older than you, and I can relate to you' or 'Hey, that professor's not much older than us, so he probably doesn't know what he's doing') versus those that would be sent were he to don one ('I'm the professor. You can tell because I'm dressed like a grown-up')." (p. 18). He remembers that "students can sense desperation in professors' efforts to be cool in the way that sharks sense blood in the water, and with much the same ultimate outcome." (p. 18). In class he notes that "the kids sitting in these chairs were drawn from a population of students whose SAT scores were above average. But a lot of them didn't look that way." (p. 20). Inspired by the success of *Freakanomics*, which none of his students have read – or even heard of, he decides to begin Econ 101 with what he hopes will be a lively discussion of an everyday issue. He asks if any of the students' families have bought or

*"Fox agrees with alacrity, without doing any checking into the Center that had the good sense to find and admire his work."*



sold a house lately. "A few students raised their hands warily, concerned that this might be some type of trap set by the new professor that could only end badly." (p. 21). Things spiral hilariously downhill from there, and any faculty member who has ever lost control of a class discussion is sure to identify with his situation. Also amusing are the labels he attaches to his students before he learns their names, such as Navel Ring, Backward Mets Hat, and Sexy Baby (for the slogan on her tee-shirt).

I enjoyed Fox's musing on the geography of the classroom:

No men sit in the front row, and no women sit in the back row. The women who sit in the front row are those who take neat, well-organized notes, answer questions, and do not challenge the professor's opinions. The men who sit in the back row may take notes, or they may just be doodling. They never voluntarily answer questions. The second and third rows are filled with students who are committed to the class but are also concerned about not appearing too earnest. The next-to-last rows include men and women who are committed to truth, as they see it, and are more than willing to challenge false assertions, bourgeois attitudes, and incomplete

logic. Students sitting within these extremes try to pay attention most of the time, respond to questions if they're pretty sure of the answer, and keep their doubts about the relevance of the material to themselves. (p. 261).

At lunch with a small group of colleagues one day, the older faculty encourage Fox to use his fall semester to beef up his c.v. and better position himself for the spring round of job interviews. He tells them that he can write a couple of articles based on his dissertation, but they think that is not enough; they ask him if he wrote any papers for his graduate classes that he might be able to publish. He remembers a paper he wrote for an econometrics course. He analyzed some data he got from a public-school abstinence-only sex-education program, and he found that students who had delayed their first sexual experience were less likely to become pregnant and got better grades in school. (If you are surprised at the results and are thinking that they don't match with what you've heard about abstinence-only programs, you're right. Fox made an error in his calculations, but he doesn't discover that until he is well down the road to perdition.) One of his colleagues jokes that he should call the paper "Something for Nothing," and everyone laughs. Later that day, Fox searches his computer files for the paper, changes the title, posts it on his personal web-page, and vows to revise and submit it to a journal as soon as possible.

Now the plot thickens. A graduate student at the Salvation Academy for Value Economics (SAVE), whose slogan is "What would Jesus analyze?", is searching for scholarship that supports abstinence-only education, and he finds Fox's paper. He shows it to the head of the Center of Research Opportunities for a Spiritual Society (CROSS), where he is employed. His job at CROSS is to search the internet for work by social scientists "that would help shift the public debate toward the Will of the Lord." (p. 40-41). CROSS had planned to publish a series of working papers toward this end, but, as most social scientists tend to be secular hedonists, they have so far only managed to publish one. The director of CROSS quickly contacts Fox and offers to publish his work. Fox agrees with alacrity, without doing any checking into the Center that had the good sense to find and admire his work. Soon he finds himself fielding calls from conservative media outlets, and he agrees to the interviews,

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

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

If you would like to join our list of reviewers, contact Karen Engwall, *Vanguard* Book Review Editor, at the Conference office. She'll suggest a book or approve your suggestion, and arrange a deadline for your contribution; she is especially interested in books written by our colleagues in Connecticut.

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

## Dear Professor Power,

*My colleague down the hall is much more plugged in to the campus grapevine than I am, and she likes to drop by from time to time to gossip. I'm as interested in the scuttlebutt as anyone (e.g., Why did Professor A postpone a sabbatical? Which publishers are interested in Professor B's book project?), but ever since I told her of my plan to go up for promotion to full professor in the spring, the frequency of her visits has increased and the content of her news has changed. She is eager to tell me anything she hears about me ("Professor C thinks you are doing great work, but I heard that a student complained about the way you grade papers"), and then wants us to speculate on how it might affect my promotion chances.*

*This type of information makes me nervous, and I don't want to spend the whole academic year worrying about my chances for promotion and scrutinizing my colleagues' behavior for evidence of their vote. I have told her repeatedly that I don't want to hear anymore of this. I have said "Please stop." I have said "It hurts me to hear negative remarks like that." But she says she is only trying to help me and has my best interests in mind. What else can I do to keep her from ignoring the boundaries I am trying to maintain? Sign me*

*Invaded in Ivoryton*

Dear Invaded,

You could try a therapy approach: "What part of STOP don't you understand?" Or a sarcastic approach: "Oh, thank you for sharing that. Now, go away!" Maybe an aggressive approach would work: "Uh, oh. My hand is tingling. I'm about 20 seconds away from giving you a dope slap." Sometimes

happen tomorrow to astound even the most jaded faculty member, which is why a professor's life is never dull.

I. V. Power

Dear Professor Power,

*I recently received an envelope containing a form for a graduate school recommendation, but the student forgot to fill in his or her name in the blank. The form was the only thing in the envelope; there was no note asking me if I would complete the recommendation and send it to the institution. The envelope did have a return address, but it is illegible. The writing is tiny and scrawled in a way I cannot make out at all. I tried a magnifying glass, but that was no help. The envelope was postmarked in a state from which about 35% of our students hail, so that was no help either. The only thing I can read in my own address is my campus box number and part of the zip code.*

*I would like to help my former student, but how can I do that if I do not have any idea who he or she is? I am*

*Baffled*

Dear Professor Baffled,

Perhaps your problem has already been solved by an e-mail from the student asking if you have done the recommendation yet. If not, you should try showing the envelope to your colleagues. Perhaps someone else received a more legible envelope, or a completed form, or recognizes the student's writing from reading blue books. If you have no luck there, I advise you to mark the envelope "Return to Sender" and drop it off at the campus post office. Put a note inside to say that you do not know who sent the form to you; if it is sent back to you with the student's information neatly typed on it, you will gladly complete the

*Professor Power explains it all to you . . .*

the non-sequitur approach is the quickest way to distract someone and stop her in her tracks; blurt out a comment like this: "What happened to your shoes?!" A theatrical approach is always fun and often effective. Try keeping a pair of earplugs in your desk drawer. If she starts in on the verboten topic, quickly put them in your ears. Say "When you have finished talking about what I have asked you not to talk about, let me know, and I'll take the plugs out." You could also pick up a pair of chopsticks next time you visit an Asian restaurant and keep those on your desk. Next time she starts up, use the chopsticks to make a cross. Advance toward her with your best impersonation of Professor Van Helsing. Mutter something along these lines: "Out demon! Begone!" Back her into the hallway and shut your door. If that does not work, the situation is hopeless.

I. V. Power

Dear Professor Power,

*Will wonders never cease? I have been teaching for three decades, and I thought I'd seen it all, but last week I saw something I have never seen before. As I was grading a set of essays for my introductory course, I came across papers from two students who had done an assignment that was given to my intermediate class. The students are not taking both classes, I don't have a web-site where they could have accidentally downloaded the wrong syllabus, and I knew that I hadn't accidentally given out the wrong one in class because I photocopied them on different days, immediately clipped them together, and put them into folders of different colors each labeled with the course name and number. I was stumped as to how this could have happened, and I wondered what to do about it, as I had no policy to cover such a thing. I wrote on their papers: "This is the assignment for my other class! See me."*

*It turned out that one of the students had sat in on my other class on the first day, picked up a syllabus, and then decided not to take the class. He still had that syllabus on his desk. When the other student came to tell him she couldn't find her syllabus and asked him what the assignment was, he showed it to her. I asked them, "Didn't you notice that the assignment had nothing to do with what we were discussing in class?" She looked down at her feet silently. After a beat, he said, "Well...it could have." I said, "No; it couldn't have." I decided to allow them to make up the assignment, but warned them not to make that mistake again.*

*What does it say about these students that they mindlessly did an assignment that was clearly not related to the class material? Sign me*

*Astounded*

Dear Professor Astounded,

What it says about them is that they were indeed mindless at the time they wrote their essays for you. Perhaps they were exhausted and doing their homework after midnight. Perhaps they were hung-over and hurriedly doing their homework right before class. Perhaps they are already behind in their reading for your class (and/or have been absent too much) and so do not know what topics you have been covering. Perhaps they are so uninterested in the class as not to notice what it is about; does your class count for a general-education requirement that the students are just "crossing off their list"? In any event, they know they have made a bad beginning, and so they should be aware that you will have your eye on them for the rest of the semester.

As regular readers know, Professor Power is a great fan of policies, which is why my syllabi are pages longer than the average. However, there has to be a first time for everything, and your letter reminds me that it is impossible to have a policy for every possible occasion. There is no way to know what might

rest. Someone at the U.S. Post Office managed to read enough of the information to find you; perhaps someone there can find the sender as well. If not, you can hardly be blamed for letting your student down.

I. V. Power

Dear Professor Power,

*During the summer a student registered for one of my fall classes asked me if I would also allow him to do an independent study with me, which he said he needed to do in order to complete his minor. I have a heavy service commitment this year, so I know I should have said no, but instead I said yes—as long as we could agree on a topic that is related to the class work he would already be doing with me. I thought it would be more manageable for me if I did not have to spend time I do not have reading in another area. He agreed.*

*A week or so into the semester, he sent me an e-mail to say that he is dropping my class to take another class that he said he needed to complete his major. I suspect that the other class requires less work than mine, which might be his real motivation. As he had broken our agreement that the independent study would be connected to work in my class, I assumed he was dropping both—but no. He told me he still needs the independent study, which would now have to be decoupled from my class, as he will not have the background necessary to do the work we discussed.*

*I have not replied to him yet, and I know I will have to do so before you even get my letter; but I am curious as to what advice you would give me. Like the gullible Ado Annie, I fear that "I cain't say no." I am known as an old softie; I even collect stray cats. If the student really needs these courses for his major and minor, how could I say no and perhaps keep him from graduating? Half of me wants to save him from himself...and the other half wants to save myself from him. What should I do? I wish I were not so*

*Soft-hearted*

Dear Soft-hearted,

If you really want to save this student from himself, you should refuse to supervise his independent study. You two had an agreement, and he broke it. If you know the class he added when he dropped yours has a light workload, you may well be correct in your assumption about his motivation. He needs to learn to plan ahead, work hard, and behave honestly, or he is unlikely to survive in the workplace once he graduates. If you refuse to allow yourself to be manipulated, you will teach him a life lesson. Of course, if you allow him to manipulate you, you will also teach him one. Ask yourself which lesson you would rather have him learn.

A college senior is not a stray cat. He is an adult human being. He is not helpless. He probably knows exactly what he is doing, and if he does not, then an extra semester in college to get those required courses might be exactly what he needs to help him to mature.

I. V. Power

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

# NATIONAL CONTINGENT- FACULTY NEWS

J. GLANVILL

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

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

## CSU Conference Emphasizes “Common Ground”

CSU-AAUP *Union News* 4.4 (7 Feb 2013)

CSU-AAUP will be sponsoring a conference on Friday, March 1, planned by a group of our part-time colleagues. The conference, entitled “Lessons Learned & Paths to Our Future: Our Common Experience, Common Ground, Common Future,” provides an opportunity for part-time and full-time faculty from all four campuses of the Connecticut State University System to gather together to share experiences, ideas, and concerns regarding part-time employment and teaching. In addition, the conference aims to encourage part-time faculty involvement in campus activities and the AAUP.

The agenda will include a presentation, “Common Challenges: Pedagogy, Paradoxes and Part-timers—A Town Hall Q&A,” with Mary Collins (English, CCSU) and a panel discussion, “20 Years of Advocacy—CCSU-AAUP Part-time Advisory Committee,” with Jane Hikel (English), David Johnson (Geography), Kevin Kean (Psychological Science), and Don Rogers (History). In addition, there will be small-group discussions on Common Experiences: Working Conditions, Health/Retirement Benefits, the Contract, Etc.; Common Ground—Developing Your Power through Organizing Strategies; and Common Future—How Do We Stay Connected?

While the conference was planned by a group of part-time faculty, all full-time faculty, especially department chairs and other faculty leaders on our four campuses, are encouraged to attend. This is an opportunity for all of us to talk and listen to each other on matters that are important to all of us.

The conference will begin with breakfast/registration at 9:30 am and end at approximately 4:00 pm. It will be held at Central Connecticut State University in the Connecticut Room (Memorial Hall).

Because of Nemo the registration deadline has been extended to February 27; those who do not register may still be accommodated: e-mail Michelle Malinowski, Assistant Director of Member Services, CSU-AAUP, at malinowskim@ccsu.edu.



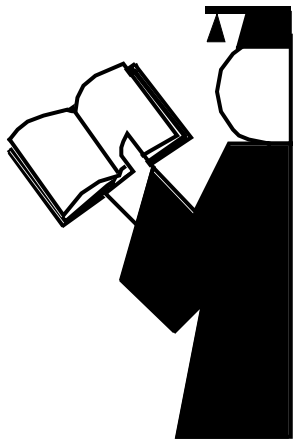
Graduate Employees and Students Organization · 425 College Street · New Haven, CT 06511

## GESO Conference at Yale

Irene Mulvey, *Mathematics, Fairfield University*

“THE CHANGING UNIVERSITY: An Interdisciplinary Symposium,” sponsored by the Graduate Employees and Students Organization (GESO) at Yale University, was held on Friday, December 7, and Saturday, December 8, at SSS Auditorium on the corner of Grove and Prospect Streets in New Haven. The auditorium was full for the plenary session on Friday evening featuring speakers Corey Robin (Political Science, Brooklyn College/CUNY), a former Yale graduate student activist; Irene Mulvey (Mathematics, Fairfield University), President of the CT State Conference-AAUP; and Michael Denning (American Studies, Yale University). Prof. Denning wove stories of organizing throughout history into the ongoing story of organizing graduate students at Yale.

Prof. Mulvey spoke about the right to organize as workers as a fundamental human right and emphasized that in the academic labor movement, GESO and the AAUP are fighting the same fight. The audience was most interested in Prof. Robin’s reminiscences about his days as a graduate student at Yale and his organizing work back then—noting how much has been accomplished and how very much remains to be done. The most compelling moment in the plenary was when Prof. Robin asked the graduate students in the packed auditorium how many of them had tuition waivers and health insurance because of their status as graduate students. When nearly everyone raised his or her hand, he noted that neither of these benefits was universally available in his day and that current students have these essential benefits only through the years of the hard



work of organizing. It was a powerful and visible testament to the power of organizing.

It being a Friday and all, the first day’s activities ended with an “after party” featuring half-price drinks at a nearby watering hole.

The symposium continued on Saturday morning with three panels for participants to choose from: “Academia and the Public Good” with speakers Beverly Gage (Yale University), Gregory Petsko (Brandeis University) and Charity Schmidt (TAA, University of Wisconsin); “The University and the Surrounding Community” with speakers Jennifer Klein (Yale University), Jorge Perez (New Haven Board of Aldermen), and Seth Poole (New Haven Rising); and “Work and Careers at the University” with speakers including Deborah Bell (PSC/CUNY) and members of Local 34 and Local 35.

Following the panels, participants could join working groups or open forums on a wide variety of topics: The Value of Cultural Work; The Future of Graduate Teaching at Yale; Diversity, Inclusion and Equity in the University Community; Working Together: Models of Collaborative Academic Work; Poetry Reading.

Vanguard has reported over the years on many of the well-attended, successful events organized by GESO—specifically, their annual rallies for good jobs and community action, and most notably, their 5-day strike in spring 2005 demanding better pay, better health care coverage, and recognition of the union by Yale University. This fall’s symposium was a branching out into new territory, in that the organizers brought together academics across different disciplines and invited conversations between academics and non-academics with an eye toward imagining the future of the academy in a positive and inclusive way.

## New AAUP Report on the Inclusion of Contingent Faculty in Governance

AAUP newsletter 23 January 2013 < [aaupnewsletters@aaup.org](mailto:aaupnewsletters@aaup.org) >

As most faculty members are now aware, the proportion of faculty appointments that are “contingent”—lacking the benefits and protections of tenure and a planned long-term relationship with an institution—has skyrocketed over the past few decades. By 2009—the latest year for which complete national data are available—75 percent of U.S. faculty appointments were off the tenure track, and 60 percent were part-time.

At the same time, the structures of faculty governance often assume a full-time, tenure-track faculty, and the inclusion of the non-tenure-track majority is spotty.

This state of affairs is problematic. The exclusion of so many faculty members from governance activities erodes faculty professionalism, the integrity of the academic profession, and the faculty’s ability to serve the common good. It undermines equity among academic colleagues. And, perhaps most important, it undercuts the ability of the faculty to carry out its governance responsibilities. What are the prospects for shared governance if a smaller and smaller proportion of the faculty must represent and shoulder the governance workload for the whole? Will institutional decision-making become the sole purview of administrators? Of course, the best solution to this problem is to bring almost all faculty under the umbrella of tenure, as AAUP has argued (see [www.aaup.org](http://www.aaup.org)). In the meantime, the expectation of participation in governance must be expanded beyond tenured and tenure-track faculty as it has been expanded in the past: a century ago senior faculty members generally were the sole participants in university governance.

A report just out <<http://www.aaup.org/report/governance-inclusion>> from the AAUP examines these issues and makes recommendations for the inclusion of faculty holding contingent appointments in campus governance structures. (A draft of this report was issued in June and comments on it were invited; the report was revised in response to comments received and has been formally adopted by the AAUP Council.)

The recommendations in the report are itemized below.

*Recommendations of The Inclusion in Governance of Faculty Members Holding Contingent Appointments* include:

- Institutional policies should define as “faculty” and include in governance bodies at all levels individuals whose appointments consist primarily of teaching or research activities conducted at a professional level.
- Eligibility for voting and holding office in institutional governance bodies should be the same for all faculty, regardless of full- or part-time status.
- Ideally there should be no minimum or maximum number of seats reserved for contingent faculty in institutional governance bodies where representation of contingent faculty is appropriate.
- All members of the faculty, assuming that they meet any time-in-service requirements, should be eligible to vote in all elections for institutional governance bodies on the basis of one person, one vote.
- While faculty on contingent appointments may be restricted from participating in the evaluation of tenured and tenure-track faculty, they should have the opportunity to contribute to the evaluation of other contingent faculty.
- All faculty members, regardless of their status or appointment type, should be explicitly protected by institutional policies from retaliation.
- All faculty members should be able to vote or abstain freely, without compulsion and without the necessity of defending their decision to vote or to abstain.
- Faculty holding contingent appointments should be compensated in a way

*Contingent... 8*



## The Faculty Role in Financial Exigency

AAUP press release

In recent years, American institutions of higher education have begun closing programs that should be part of any serious educational institution's curricular portfolio. Program closures on the scale we have recently witnessed represent a massive transfer of power from the faculty to the administration over curricular matters that affect the educational missions of institutions, for which the faculty should always bear the primary responsibility.

These developments are addressed in a new draft report out from the AAUP, *The Role of the Faculty in Conditions of Financial Exigency*.

Increasingly, administrators are making budgetary decisions that profoundly affect the curricula and the educational missions of their institutions; rarely are those decisions recognized as decisions about the curriculum, even though the elimination of entire programs of study (ostensibly for financial reasons) has obvious implications for the curricular range and the academic integrity of any university.

This report responds to this state of affairs in two ways: one, by making recommendations intended to strengthen shared governance and faculty consultation with regard to program closures and, two, by proposing revisions to the AAUP's *Recommended Institutional Regulations on Academic Freedom and Tenure*.

First, as to governance and consultation, we insist that faculty members must be involved in consultation and deliberation at every stage of the process, beginning with a determination that a state of financial exigency exists. Specifically:

- Before proposals for program discontinuance on financial grounds are made, the faculty should have the opportunity to render a written assessment on the institution's financial condition.
- Faculty bodies participating in the process should be drawn from the faculty senate or elected by the faculty; they should not be appointed by the administration.
- The faculty should have access to detailed, comprehensive financial information.
- The faculty should determine whether feasible alternatives to termination of appointments have been pursued.
- Faculty members in a program being considered for discontinuance because of financial exigency should be informed in writing that it is being so considered and given at least thirty days in which to respond. Both tenured and nontenured faculty members should be involved.

Second, this report proposes a

# National News

more detailed and specific definition of "financial exigency" that will extend the standard of exigency to situations not covered by our previous definition. The new definition names a condition that is less dramatic than that in which the very existence of the institution is immediately in jeopardy but is significantly more serious and threatening to the educational mission and academic integrity of the institution than ordinary attrition in operating budgets. Financial exigency can legitimately be declared only when substantial injury to the institution's academic mission will result from prolonged and drastic reductions in funds available to the institution and only when the determination of the institution's financial health is guided by generally accepted accounting principles. Financial exigency is not a plausible complaint from a campus that has shifted resources from its primary missions of teaching and research toward the employment of increasing numbers of administrators or toward unnecessary capital expenditures.

## AAUP's Open Letter to Yale Community

AAUP press release

On December 4, 2012, The American Association of University Professors (AAUP) issued an open letter to the Yale University community expressing growing concern about the character and impact of the university's collaboration with the Singaporean government in establishing Yale-National University of Singapore College.

The letter raises questions about the possibility of true academic freedom in an authoritarian country, about the specific measures that Yale will take to protect the freedom of faculty, staff, and students, and about the lack of transparency that has characterized the planning process. It recommends that the Yale Corporation release documents and agreements related to the plan to establish the Yale-National University of Singapore campus and establish genuinely open forums in which plans can be reviewed, discussed, and modified as necessary.

Among the many issues that might be reviewed are these:

- What risks do students and faculty face over campus speech that may

be critical of the Singaporean government? What may be the impact on free speech on campus of any surveillance protocols put in place by Singapore authorities?

- Will all faculty, staff, and students of Yale-NUS (including Singaporean nationals) be guaranteed immunity from prosecution for writings or statements that would be protected under the provisions of the UNESCO *Recommendation concerning the Status of Higher Education Teaching Personnel*? Will the other protections called for in the UNESCO *Recommendation concerning the Status of Higher Education Teaching Personnel* be implemented on the Singapore campus?
- Will the libraries, faculty, staff, and students of Yale-NUS be exempt from restrictions on importation of publications or periodicals?
- Will independent Internet access be guaranteed?
- Will the right to invite speakers to campus be compromised by restrictions on visitors to Singapore?
- What risks to students, staff, and faculty with various sexual orientations are posed by Singapore's laws?
- Do employees at Yale-NUS who are not American citizens face working conditions that would be unacceptable in the United States? How will working conditions for non-American citizens be monitored and reported to members of the Yale community?
- Will American faculty teaching at the Singapore campus be assured the protections for academic freedom and shared governance embodied in AAUP's Policy Documents and Reports that faculty have in New Haven?

The open letter is available on the AAUP website at <<http://www.aaup.org/news/2012/open-letter-aaup-yale-community>>.



## 2013 AAUP Annual Conference on the State of Higher Education

June 12–15, 2013

Mayflower Hotel  
1127 Connecticut Avenue NW  
Washington DC 20036  
Wednesday, June 12, 2013 - 7:00am  
to Sunday, June 16, 2013 - 2:00pm

Join your colleagues for the AAUP's Annual Conference on the State of Higher Education and the annual business meeting of the AAUP. Registration is now open.

June 12–15: presentations by faculty members and administrators from around the country, on the role of faculty in institutional decision-making; collective bargaining in higher education; faculty working off the tenure track; assessment and accountability; the corporatization of teaching and research; academic freedom; the twenty-first-century curriculum; MOOCs and online education.

Capitol Hill Day (Thursday, June 13), the AAUP's annual grassroots lobbying event, provides members an opportunity to advocate for higher education. AAUP members visit their senators and representatives and speak up about the issues that matter most to academia. The day concludes with a congressional reception on Capitol Hill.\*

Friday afternoon state lobbying networking meeting.\*

Friday night reception for all attendees.

Meetings of the AAUP Executive Committee and Council, the Collective Bargaining Congress, and the Assembly of State Conferences.\*

The Annual Meeting plenary (Saturday, June 15) will consider important business items such as investigations of alleged violations of academic freedom and tenure.

An awards banquet Saturday evening, wraps up the conference.

\* AAUP members only.

Reservations and further information: <http://www.aaup.org/event/annual-conference13>

### AAUP List of Censured Administrations: Connecticut

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

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

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

## Contingent... from 6

that takes into consideration the full range of their appointment responsibilities, which should include service.

- Where service is explicitly a component of the appointment, participation in service should be included as part of the evaluation of a faculty member on a contingent appointment.

The AAUP urges faculty members to start making a plan to advance faculty rights on their campus. At the national level, the AAUP's member-leaders and staff can do the research, consider the issues, and formulate and disseminate recommended policies. But only AAUP members can effect change on their own campuses, whether through a unionized chapter, a nonunion advocacy chapter, or another faculty organization.

Questions and comments are welcome and should be sent to <gbradley@aaup.org>.

## The Imperative for Change

Anyone who has not yet read *The Imperative for Change: Understanding the Necessity of Changing Non-Tenure-Track Faculty Policies and Practices* and its companion documents in *The Path to Change* can do so by going to the website of the Delphi Project on the Changing Faculty and Student Success, an initiative of the University of Southern California's Rossier School of Education in partnership with the Association of American Colleges and Universities. The full report can be downloaded at no charge, and links are provided to reports of eight universities that have taken steps to better integrate contingent faculty into academic and institutional life, the goal of the Delphi Project.

The Delphi Initiative is led by Adrianna Kezar, *Higher Education*, USC. It is an attempt to examine the economic, academic, and legal consequences of the huge shift of faculty work to part-time and other non-tenure-track faculty. It is also an attempt to redesign academic and institutional relationships to address these issues: "poor working conditions and a lack of support diminish [contingent faculty members'] capacity to provide a high-quality learning environment and experience for students," Kezar says. The report also details the financial, professional, and institutional inequities that characterize contingent-faculty employment, and examines a number of lawsuits filed by contingent faculty over possible violations of a wide range of employment and civil-rights laws.

The report was published in August of 2012 after a year of study and consultation, and the Project has continued to add information and materials to enable faculties and universities to undertake reform efforts.

The Project website is <<http://imperative.thechangingfaculty.org>>.



## Letters... from 2

one-year contracts." However, the truth is that the administration has given department chairs and directors a list of faculty whose contracts expire this year and told them to identify faculty for cuts.

Below is a link for a petition calling on the BGSU administration to stop these arbitrary firings. Please sign this petition to show solidarity with our fellow faculty members at BGSU.

In solidarity,

Howard Bunsis, Chair, AAUP-CBC  
Rudy Fichtenbaum, President, AAUP  
via <[aauporganizing@aaup.org](mailto:aauporganizing@aaup.org)>

**Petition address:** <[http://signon.org/sign/stop-the-arbitrary-firing?source=c.em.cp&r\\_by=6880840%3Chttps://online.aaup.org/aaupssa/ecmssamsanalytics.click\\_through?p\\_mail\\_id=E15649A7111526B1C4506%3E](http://signon.org/sign/stop-the-arbitrary-firing?source=c.em.cp&r_by=6880840%3Chttps://online.aaup.org/aaupssa/ecmssamsanalytics.click_through?p_mail_id=E15649A7111526B1C4506%3E)>

*This petition is current. —Ed.*



# CSC-AAUP On the Road

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

**November 17, 2012, Middletown:** Al Buatti joined students from Middlesex Community College and Wesleyan University at an *Enquantro*, a peace demonstration at Wesleyan. The following day Al joined students who were assisting at a local church soup kitchen.

**December 2012, West Hartford:** Ira Braus returned to Connecticut and to the Hartt School after a sabbatical semester as Visiting Scholar at the Center for Interdisciplinary Research in Media and Music Technology at McGill University, Montreal, Quebec, Canada.

**Jan 29, 2013, Fairfield:** John Curtis, national Director, AAUP Department of Research & Public Policy, traveled to Connecticut to serve as Consultant to Irene Mulvey and the members of the Faculty Salary Committee, in negotiations with the Fairfield University Administration Team and the administration's consultants.

**February 14, Fairfield:** Irene Mulvey, David Bedding, Susan Reinhart, Ruth Anne Baumgartner, Al Buatti, Ira Braus, Charles Ross, Flo Hatcher, and Peter Nguyen met at Fairfield University for an Executive Committee meeting. A major topic was planning for the May 17 CSC-AAUP Spring Meeting at the Graduate Club in New Haven. History Professor Jonathan Rees, Colorado State University-Pueblo, has been invited to speak on the timely topic MOOCs. He is the author of the blog *More or Less Bunk*.

**Feb 14, Hartford:** Vijay Nair is President of CSU-AAUP, Carol Polifroni is President of UConn-AAUP, and Peter Nguyen is Director of UConn-AAUP and all are liaisons to the CSC-AAUP. Their regular duties require a significant amount of in-state and out-of-state travel. On Valentine's Day, Vijay and Carol traveled to the Legislative Office Building to participate in a public hearing by the Higher Education and Employment Advancement Committee concerning current legislative education proposals. Recently, Peter joined with members of the University of Connecticut administration in a number of meetings with Connecticut Governor Malloy.

**Feb 23, NYC:** Irene Mulvey will attend the day-long AAUP Collective Bargaining Congress (CBC) East Coast Regional Meeting, at the City University of New York. Faculty colleagues from the region will participate in workshops and seminars.

**Feb 23, Fairfield:** CSC-AAUP members will join colleagues at the Ulla Surland Gallery at the opening reception celebrating Susan Reinhart's exhibition *Spirit Figures*.

**Feb 28, Cromwell:** Irene Mulvey, Al Buatti, Andy Fish, Flo Hatcher, several members of the CT Emeritus Assembly, and colleagues from across the state will participate in an event for national AAUP President Rudy Fichtenbaum. The presentation is sponsored by the UConn-AAUP Chapter. The chapter recently invited Howard Bunsis (*Accounting and Finance*, Eastern Michigan University). Chair of the CBC, and Angela Hewett, Director of the national AAUP Department of Organizing Services, to serve as consultants in meetings with the University of Connecticut Health Center-AAUP Chapter.

**March 1, New Britain:** Irene Mulvey, Flo Hatcher, and Peter Nguyen will join Vijay Nair, and full- and part-time faculty at the CSU-AAUP Part-Time Faculty Conference, held at Central Connecticut State University. The event, *Lessons Learned & Paths to Our Future: Our Common Experience, Common Ground, Common Future*, is sponsored by the CSU-AAUP for the benefit of their members.

## President... from 2

really difficult idea—something you could never, ever understand on your own.

Now, I realize that my experience was just the fad of that particular decade. There were earlier fads involving televised classes and later fads with courses on audiotape, videotape, computer terminals.... And now we have MOOCs. You ignore the MOOC at your own peril, because they are being hyped with the same world-changing rhetoric and evangelical zeal as the fads that came before them. We hear that they have the potential to completely change higher education. Things will never be the same. I can understand the appeal of an unimaginably diverse discussion group with people from all over the world, but it's hard to imagine an instructor keeping up with all those students and all those discussion groups. And once the learning is turned over to some kind of students-teaching-students model, I become skeptical. Still, it is the latest fad, and it really is hard to figure out where this fad is going. So, we watch with an open mind. Learn more about them. And we step into the classroom each day hoping to produce one of those incredible moments of deep understanding. —I.M.

## Editorial... from 2

means that it's actually possible to spend a day or two doing nothing, as what Emerson so beautifully called "the frolic architecture of the snow" progresses outside. *Dolce far niente* is a lovely state of being, at least in small doses.

Meanwhile, under the blanket of snow spring is working its way. Crocuses and snowdrops are thrusting the soil aside, and when the snow melts we will begin to see their hopeful shoots. We will also, too soon for comfort, see the weeds emerge beside them.

And that's why sweet do-nothing can't become a habit. As this issue of *Vanguard* illustrates, there's a lot of work going on, snow or no snow. AAUP elections are being prepared (more detailed information on this with the special e-lection *e-Vanguard* at the beginning of March); our State educational institutions are being reworked in part, with and without faculty input; and teaching methods and materials are changing faster than we can keep track (see the President's Message on page 2 and the Notes from the Executive Committee on page 1 for more on this).

Good luck to us all as we work to bring the semester's work under control despite Mother Nature's other ideas, and blessings on us all when we can snatch a bit of *dolce far niente* here and there. But a warning, too, that the price of academic freedom, like the price of national freedom and the price of a manageable garden, is eternal vigilance. —RAB

## Book Review... from 4

"shameless self-promotion being as natural for academics as chasing cars is for dogs." (p. 41).

The aforementioned radical sociologist is tipped off about Fox's interview on a conservative talk-radio show, and he vows to ruin Fox's chances of a regular appointment at Kester. Fox discovers the error in his analyses just as he begins to attract the interest of colleges and universities with tenure-track job openings. Should he correct his mistake, or should he pretend he doesn't know about it and continue to surf the wave of public interest in his work? Will Fox publish *and* perish?

I won't spoil it for you, but suffice it to say that Fox does get an interview for a permanent position at Kester. The sociologist and his students attend the job talk, ready to disrupt it and accuse Fox of all manner of perfidy. His thoughts as he prepares to begin the talk, and the way he fields the hostile questions from his antagonists, make entertaining and thought-provoking reading. *Something for Nothing* is part satire, part morality play, and part commentary on the uneasy relationship between scholars and politicians in contemporary society. If you like academic novels, you'll enjoy this one.