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 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.)


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: 5244, “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” for the CSU–AAUP’s Colorado Conference, will speak on the urgent, fascinating, and troubling topic of “massive open online courses,” or MOOCs. Rees, a professor of history at Colorado State University, 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. He recommended last semester in Vanguard. 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 extend our deepest sympathy to the families of the children, educators, and families who carry on.

Conference and National AAUP 2013 Elections

Bills 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>, 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.
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 like to be asked and answered about your experiences, please contact me.

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

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 class time, and probably at most, there was no time off for Easter, whenever it fell. 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 the Snow Queen of the same world. The engine of learning was backfiring. Back Then the pre-winter 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 all the 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.

letters… 8

Let us know what’s going on in your school, and you can reach me at irene.mulvey@fairfield.edu.
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://csu.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 constraining. 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 new legislation and consultation updates, go to the CSU–AAUP website.—Ed.]

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.”

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 office. 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.

**Conference Chapter Service Program**

The Conference 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 2007 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 and 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 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.
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 finds Fox's paper. He shows it to the head of the Center for Research Opportunities for a Spiritual Society (CROSS), where he is the director for Value Economics (SA VE), whose slogan is "What would Jesus say?" 

Later that day, Fox searches his computer files for the paper, changes the file name, and uploads it to the Center's website. He tells his students that this is the paper he wrote for an econometrics course. He has a feeling that the paper is well down the road to perdition.

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

Reviewed by Joan C. Chrisler, Psychology, Connecticut College

Book Review... 8


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 has much more plucked 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 schatullah as anyone (e.g. Why did Professor A postpone a scheduled presentation to attend to a conference 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 stories about how much the students think I’m doing great work, but I heard that a student complained about the way you grade papers). And then we talk to speculate on how it might affect their own grade. (I think you are doing great work, but I heard that a student complained about the way you grade papers). One 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.” But 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 help her from ignoring the boundaries I am trying to maintain? Sign me Invaded in Ivoryton

Dear Invaded,

Would you 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: “Ugh, oh. My hand is tingling. I’m about 20 seconds away from giving you a dope slap.” Sometimes 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, quietly put them in your ears. Say “When you have finished talking about what I have asked you not to talk about, please knock.” 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 them 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. Keep her in the hallway and shut your door. If that does not work, the situation is hopeless.

I.V. Power

Dear Professor Power,

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

Winter 2013

5
CSU Conference Emphasizes “Common Ground”

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—CSU–AAUP Part-time Advisory Committee,” with Jane Hikel (English), David Johnson (Geography), Kevin Keen (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 malinowski@csu.edu.

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 Robins (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 and the fundamental human right to meet 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.

Whether on 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 afternoon with three panels for participants to choose from: “Academic Freedom and the Public Good” with speakers Beverly Gage (Yale University), Gregory Petsko (Brandeis University) and Charlene Kimball (TAA); “The University and the Surrounding Community” with speakers Jennifer Klein (Yale University), Jorge Perez (New Haven Board of Aldermen), and John DeBoo (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; We Are Together: Out of the Classroom, Into the Community. The conference ended with a plenary addressing the past few decades. By 2009—the latest year for which complete national data are available—75 percent of part-time 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 majorly 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 campus reputation, and 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). 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, full-time and part-time, 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
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 made, 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 common 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 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?
• Will 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 the campus be compromised by restrictions on visitors to Singapore?
• What risks to students, staff, and faculty with various sexual or orientational identities 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 guaranteed in AAUP’s Policy Documents and Reports that faculty have in New Haven?


AAUP List of Censored 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 the tenure is either endangered or lost but means that the college has not adhered to the principles endorsed by the AAUP. The list is updated regularly as investigations of alleged violations of academic freedom and tenure.

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 censure, 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

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 censure, in each issue of Vanguard.
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 mak-

ing a plan to advance faculty rights on their campuses. At the national level, the AAUP’s member-leaders and staff can do no less. We must consider the issues, discuss and formulate and disseminate recommended poli-

cies. But only AAUP members can effect change on their 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 Impera-

tive 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 School of Education in partnership with the Association of American Colleges and Universities. The full report can be downloaded at delphi-project.org. A number of reports 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 Project 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, profes-

sional, 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 consulta-

tion, and the Project has continued to add data and information that will 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 provide good faith 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 <aorganizing@aaup.org>

Petition address: <http://signon.org/sign/stop-the-arbitrary-firing?source=cm.ecep泽-

byu&email=88084tfVChपरीमच@gmail.com&auaapssg/eccmsmarganalytics.click_through/p_mail_

ed=E15649A7112561B1C4506%3E>

This petition is current. —Ed

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 College in the fifties and sixties with courses on audiocassette, videocassette, computer termi-

nals… And now we have MOOCs. You ignore the MOC, if you will play it safe, because they are being hyped with the same world-changing rhetoric and evangelical zeal as the fads that came before them. We should be aware that by the time you can change our educational system, huge amounts of change will be under way. This is the same. I can understand the appeal of an unimagi-

nably diverse discussion group with people from all over the world, but it’s hard to imagine an instruc-

tor 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 to find out 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 4

means that it’s actually possible to spend a day or two doing nothing, as what Emerson so beautifully called “the fields, architecture of the snow.” Progresses outside. Dolce far niente is a lovely state of being, at least in small doses.

Meanwhile, while the blanket of snow spring is working its way. Crocuses and snowdrops are thrusting the soil aside, and when the snow melts we begin to think about the days ahead. Crocuses also, too, soon for comfort, see the weeds emerge beside them.

And so that’s why sweet do-nothing can’t become a habi. As this issue of Vanguard illustrates, there’s a lot of work going on, snow or no snow. AAUP elec-

tions are being prepared (more detailed information on this with the special election e-Vanguard at the beginning of March); our State educational institu-

tions are 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 se-

mester’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. —RAK

Book Review... from 4

“shameless self-promoting as natural for academics as Teaching cars is for dogs.” (p. 41).

The aforementioned radical sociolo-

gist 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 colleagues 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 perma-

nent 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-pro-

voking 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.