that respond to workforce needs. The completion of Gateway’s four-story, LEED Gold-certified campus in downtown New Haven was accomplished through a collaboration of city, state, and private enterprise. In 2012, New Haven Living named Dr. Kendrick, “one of the region’s 50 Most Influential People” for her pioneering work in education and for spearheading the college’s move downtown. In 2013, the Connecticut NAACP named her to their list of the “100 Most Influential African Americans.” [Dr. Kendrick also received CSC–AAUP’s Brady Award for Service to Higher Education in the State in 2011. — Ed] Dr. Addy, who became president of Tunxis in 1993, has overseen extensive work on the campus with physical plant expansion, the acquisition of two adjacent pieces of property, and the construction of a new library and a technology classroom building. Dr. Addy also served as Interim President at Middlesex Community College from 2000–2001 and helped with the search process that brought President Wilfredo Nieves to the campus where he served until 2010, when he became president at Capital Community College. In addition to her work for Tunxis, she has served the Bristol community on a variety of boards of directors, including the Bristol Chamber of Commerce, Bristol Hospital, Wheeler Clinic, and the Women and Girls Fund of the Main Street Community Foundation. President Broadie joined Housatonic as president in 2015. He has over 26 years of higher-education experience providing leadership in academic and student affairs, continuing education, and multi-campus operations. President Lombella joined Asnuntuck in the Advanced Manufacturing Technology Center in 2009 as an adjunct instructor and went on to serve in administrative posts, including Chief Financial Officer and Dean of Administration. In 2014, a 2013 appointment as interim Asnuntuck president and chief executive officer was made permanent.

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Note From the Conference Executive Committee

Movement for Sanctuary Campuses

The National AAUP is calling for faculty support for Sanctuary Campuses (see page 10).

In the spirit of this initiative, the Executive Committee of the Connecticut Conference at its regular meeting on Thursday, February 16, 2017 unanimously passed this Resolution:

“CSC–AAUP supports the Movement for Sanctuary Campuses and calls upon academic institutions in the state to defend and protect the rights of undocumented members of their campus communities.”

Connecticut AAUP members will have the opportunity to endorse this Resolution at the CSC–AAUP Spring Meeting on Friday, May 17.

CSC–AAUP Members to present papers at AAUP Annual Conference on the Rights and Freedoms of Students

Connecticut Conference Vice President and Vanguard Media Features Editor David L. Stoloff (education, ECSU) will speak on “Evolving Student Evaluations: Authentic Assessments Illustrated by Electronic Portfolios.” Jane Hikel (English, CCSU), At-Large Member of the Executive Committee and Vanguard Book Review Editor, will speak with her CCSU colleague Kevin Kean on “Is Non-tenured Faculty Bad for Student Success? Fact vs. Fiction.”

Board of Regents Announces Gateway and Tunxis Interim Presidents

The Board of Regents for Higher Education has voted to appoint Dr. Paul Broddie II, President of Housatonic Community College in Bridgeport, the Interim President of Gateway Community College in New Haven; and James P. Lombella, President of Asnuntuck Community College in Enfield, the Interim President of Tunxis Community College in Farmington. Broadie will succeed President Dorsey Kendrick, and Lombella will succeed President Cathryn Addy following their retirements effective 1 July 2017. Broadie and Lombella will keep their day-to-day responsibilities at Housatonic and Asnuntuck while also assuming the role of interim presidents with no increase in salary. There are no immediate plans to begin searches for permanent replacements.

“Like Presidents Kendrick and Addy, Presidents Broadie and Lombella are deeply committed to meeting the needs of our students,” said Matt Fleury, Chairman of the Board of Regents for Higher Education. “They are both well prepared to support our community college system in this way, and we thank them for taking on these responsibilities. We also thank Presidents Addy and Kendrick for the tremendous and lasting contributions they have made to their institutions and the students they serve.”

“Both Dr. Addy and Dr. Kendrick have been great champions for their institutions leading expansions in programming and facilities to better serve students;” said CSCU President Mark Ojakian. “I am confident that Presidents Broadie and Lombella will continue building on their legacies to advance the important work of student success.”

Dr. Kendrick, who became Gateway president in 1999, has overseen development of innovative academic programs and the creation of industry partnerships that respond to workforce needs. The completion of Gateway’s four-story, LEED

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Save the Date…

CSC–AAUP Announces Plans for Spring 2017 Meeting

The Connecticut Conference’s Spring Meeting will take place on Friday, May 12, 2017, at the Graduate Club in New Haven. The meeting will focus on the multiple pernicious threats to academic freedom and to a learning environment where all members of the higher-education community can seek knowledge freely. Distinquished guest speaker Risa L. Lieberwitz, of Cornell University and General Counsel of AAUP since 1982, will address current encroachments on academic freedom. The title of her talk will be “Academic Freedom, Faculty Governance, and Collective Action: Law, Policy, and Politics.” Lieberwitz is a professor of labor and employment law in the Cornell University School of Industrial and Labor Relations, where she has been on the faculty since 1982. She is a member of the executive committee of the Worker Institute at Cornell and a co-director of the Cornell University Law and Society minor. From 1979 to 1982, she was an attorney for the National Labor Relations Board (NLRB) in the regional office in Atlanta, Georgia. Links to some of her publications can be found on the AAUP website.

Lieberwitz is an expert on academic freedom, with published articles on university–industry relations, free-speech rights in the university, the privatization and commercialization of the academy, and faculty identity and collective action. At Cornell she has been active in the Faculty Senate and has served on special committees on academic freedom, shared governance, and standards for university-industry relations. She served on the AAUP’s Committee A on Academic Freedom and Tenure from 2012 to 2014.

Mark your Spring calendar now; further information on the event and the talk will be available closer to the date on the CSC–AAUP website, where a flyer is also available for members’ use.

Risa L. Lieberwitz will speak at the annual CSC–AAUP Spring Meeting

was an attorney for the National Labor Relations Board (NLRB) in the regional office in Atlanta, Georgia. Links to some of her publications can be found on the AAUP website.

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Guest Editorial

Threats to Collective Bargaining: A Call to Action

Diana Rios, President; Michael Bailey, Executive Director; Christopher Henderson, Internal Organizer, UConn–AAUP

Shortly after the 2016 election, the AAUP warned that we could be facing the greatest threat to academic freedom since the McCarthy period. It now appears that such a warning was not misplaced. Extremists in the administration, Congress, and several state houses have created an atmosphere of what some are calling “alternative facts” reign supreme, and which encourages the introduction of legislation that threatens the core principles of our democracy.

—Rudy Fichtenbaum, President, National AAUP, and Hank Reichman, First Vice President, National AAUP

Connecticut is no exception. State and municipal employees are faced with a governor and a legislature seeking to pass state budgets by attacking their pay, pension, and health benefits and reducing services to the most needy. Wisconsin and Michigan were not able to stop the tidal wave. Ohio and New Hampshire were able to fight back and retain collective-bargaining rights. Will Connecticut’s collective-bargaining groups stem this tide?

In his legislative budget address (Feb. 8) Governor Dannel Malloy asked for $700 million in state employee concessions for 2017 and $800 million in 2018. This is an effort to close a $1.7 billion gap in 2017 and a $3.6 billion gap in the biennium budget. Informal discussions continue with SEBAC leaders to explore potential changes in the pension and health care benefits—benefits under contract through June 30, 2022. If an agreement is not reached for the $700 million, the governor has threatened 4200 state-employee layoffs.

The Governor also included a 7.2% cutback in appropriations and fringe benefit reimbursement for UConn, decreasing the funding level down to $360.6 million, or a total cut of $28 million. Over the past eight years, UConn has absorbed $87 million in cuts to state funding appropriations. President Herbst testified to the Appropriations Committee on February 15, 2017, and indicated those continuous cuts cannot be sustained: “the administration will have to analyze how damaging the proposed cuts will be to the university.” The Governor has made no attempt to reduce the onerous fringe-benefit rates attached to research-related employees.

On Wednesday, 15 February 2017, faculty from UConn and other higher education institutions responded by attending the General Assembly’s Appropriations Committee to voice their disapproval with the governor’s budget and to plead to restore cuts. We will see how the legislature responds when and if they pass a budget in the next few months.

Legislators in the Connecticut General Assembly have put forward over 100 bills to roll back rights and protections for state employees, including UConn faculty and staff. These bills include-making Connecticut a “right-to-work” state (eliminating union power), eliminating tuition waivers for university employees, requiring a Senate and House vote for every union contract, forcing all new employees to enroll in a 401k plan (thus excluding them from defined benefit pensions), increasing health care co-pays for all state employees, limiting wage increases through arbitration, and reclassifying faculty as managers to exclude them from collective-bargaining protections.

A particularly onerous proposed bill would reduce current retiree pensions by 30% if pensioners move outside of Connecticut. This is likely unconstitutional, but is indicative of badly considered proposed legislation.

Continuous vigilance on bills is necessary and is part of the price of retaining hard-won rights and benefits.

On Tuesday, February 21, 2017, labor made a strong response. State and municipal employees filled three overflows in the Legislative Office Building

Letter

Dear Colleague,

I’d like to let you know about the all-day conference on best practices in higher education hosted by The University of Scranton on 8 April 2017. This conference was the second in a series of annual conferences held in Northeast Pennsylvania that explores the relationship between best practices in higher education and the common good. The theme for this year’s conference was “Shared Governance and the Future of Higher Education.” It was sponsored by the Pennsylvania AAUP North Atlantic Chapter and co-hosted with the Pennsylvania Division of the American Association of University Professors. The conference includes the AAUP chapters at Misericordia University, Marywood University, Wilkes University, Lackawanna College, King’s College, Keystone College and The University of Scranton.

“...called-right-to-work legislation hurts working people, undercutting our ability to bargain together for better wages, benefits, and working conditions.” (New Hampshire Lecturers United-AAUP 14 March 2017)

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A Note from the President:

Some clippings from my notebook:

“...So-called right-to-work legislation hurts working people, undercutting our ability to bargain together for better wages, benefits, and working conditions.” (New Hampshire Lecturers United-AAUP 14 March 2017)

“...Initial budget proposal contains deep cuts that would severely damage scientific research, the arts and humanities, and access to higher education....The budget proposal includes a cut of nearly 20 percent to National Institutes of Health funding and deep cuts to research programs at the Department of Energy, Department of Education, and other government agencies...Cuts to student aid are also severe, and disproportionately affect students of color and working-class students. The proposal slashes work-study programs, grants for low-income college students, and programs that prepare disadvantaged students for college...”

The American Association of University Professors, 18 March 2017

“...The legislature’s Appropriations Committee will hear dozens of bills that aim to cut collective bargaining rights and strip union members of their benefits...” (CSU–AAUP Action Alert! 17 March 2017)

I’ve selected few of these precious from alarming national and state news to highlight the onerous battle facing AAUP and her members nationwide. Here in Connecticut, the challenges are equally operose: We are hearing about current legislative bills designed to: abstain binding arbitration awards and agreements

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Vanguard

A publication of the Connecticut State Conference of the American Association of University Professors, Inc., which is distributed to Conference members and others. It is not intended to reflect the position of National AAUP or another organization. Articles or letters for publication may be sent to the Conference office. The Editorial Committee reserves the right to edit submissions but will not make substantial changes without consultation with the author. Submissions are always welcome and may be addressed to the Conference office. Permission to reprint articles in not-for-profit publications is granted; however, Vanguard must be cited and a sample copy of the publication sent to the Conference office.
Emeritus Assembly

Campaign for New Members

You don’t have to be a demographer to understand why this was one of the topics of the January planning meeting—though it helps. Hint: We are the EMERITUS Assembly of the Connecticut chapter of the AAUP. Hint: The honorific of “emeritus” is bestowed only if someone has a faculty position at a college or university, usually in ripe middle age. The implication is that we need to enlist new retirees, and older ones as well. “Ag-ing society” workers as a functioning group. “Campaign” is probably too strong a term, but a subcommittee of those attending the January planning meeting will be looking into contacting retiring faculty at institutions around the state. If you know someone who should be contacted, or have an idea about how this effort should be organized, we’re all ears.

Spring Meeting

The current issue of the Emeritus Assembly newsletter may be viewed on our website. As usual, it is a nicely presented document with much information. Of particular interest is the description of our Spring Meeting, which was held at the New Britain Museum of American Art in New Britain.

University of Connecticut

Faculty members and students of the University of Connecticut, Connecticut State University, Connecticut Community Colleges, and AFT Connecticut-affiliated local unions assembled at the Capitol building in Hartford on January 26 for a “Day of Action for Public Higher Education.” Various activities were held throughout the day, including meetings with legislators, a student-led rally on the Capitol steps, and a special screening of Surviving the Beast, a new documentary examining the systematic defunding of our nation’s public higher-education institutions.

Fairfield University

The Fairfield AAUP chapter has been building a labor coalition called Fairfield University Workers United (FUDU). We began by supporting campus maintenance workers represented by IUOE Local 30 who were in negotiations in Spring 2015, and then in Fall 2015 we supported contracted custodial workers represented by SEU. This year we are getting bigger and more proactive, holding a panel event before a crisis has emerged in order to demonstrate our solidarity and also to attract new members to the coalition. We are holding a panel discussion entitled “Freedom and Solidarity at Work,” addressing the concerns that many on our campus have—students, faculty, and a variety of other workers—about their rights to organize and express themselves on campus in the current tense political climate in which repression is widespread.

We have also instituted a Community Solidarity Award for a campus worker, opening up nominations to any campus employee, and have received several nominations as well as thanks from the campus community for focusing on the positive that workers do on campus each day. We honored the winner of the first Gisela Gil–Egot Award at our event, which was held on March 22 in the Barone Campus Center on Fairfield’s Campus. The award is named in honor of a staunch labor advocate and professor of Communications who was tragically killed in a car accident in December 2015. We are proud that her legacy of activism will live on and be a celebrated part of campus worker unity.

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.

The Robert Bard Legal Defense Fund

The Robert Bard Legal Defense Fund was established by the Connecticut Conference of the AAUP in 1994 to support litigations in cases where AAUP principles of academic freedom, shared governance, or due process have been violated.

We have received generous contributions to the Bard Fund from an anonymous donor in memory of Mary Burgan, AAUP General Secretary 1994–2004, in gratitude for her spirited leadership.

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 or academic administrators.

We have received a generous contribution to the Tenzer Fund from an anonymous donor in memory of Nat Hendler, journalist, jazz critic, and civil libertarian.

The George E. Lang Award

The George E. Lang Award was established by the Connecticut Conference of the AAUP in 2007 to honor the memory of our colleague by recognizing a faculty member at Fairfield University who in the course of 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 Lang Fund from an anonymous donor.

Mary Beth Lang

The David R. Bedding Award

The David R. Bedding National Service Award for Exceptional Service to Chapter, Conference, National-AAUP was established by the Connecticut Conference of the AAUP in 2014 to honor the memory of our colleague by recognizing a faculty member whose work relates to the tradition of David Bedding’s of multi-level service to the principles and responsibilities of AAUP.

The Walter F. Brady Jr. Award

The Walter F. Brady Award for the Advancement of Higher Education in Connecticut was established in 2007 to honor the memory of our colleague by recognizing an individual in Connecticut whose work has signaled served to advance higher education in the state. To date, recipients have included members of the State government and administrators in higher education.

From 3/24 Appropriations Action Day

Donations to the Bard, Tenzer, and Lang funds, and to CSC–AAUP, are welcome and may be sent care of Flo Hatcher, Executive Director CSC–AAUP, P.O. Box 1397, New Milford, CT 06776. The Robert Bard, Tenzer, and Brady awards are funded by the conference; donations to CSU–AAUP can be designated for one of these if you so desire.

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

To apply for a grant from the Bard or Tenzer funds, or to request more information about them, contact Flo Hatcher at the Conference Office, who will be delighted to assist you. Bard Fund grants are made as the need arises. Tenzer Travel Fund applications will not be reviewed as they arrive but should be submitted at least six weeks before the date of the event.
Book Review...


Reviewed by Michael J. Krozel, English Literature and Composition (part-time), Central Connecticut State University; and Writing (part-time), University of Connecticut

On January 22, 2016, the New York Times printed an op-ed by Timothy Egan, "The Eight-Second Attention Span," in which he states ominously, "A survey of Canadian media consumption by Microsoft concluded that the average attention span had fallen to eight seconds, down from 12 in the year 2000. We now have a shorter attention span than goldfish, the study found." The ramifications for pedagogy of this alarming datum are not completely apparent, but they certainly offer reason for pause.

Thankfully, a recent, timely publication provides the community of higher education just such an opportunity for this vital pause. The Slow Professor, by Maggie Berg and Barbara K. Seeber, English professors and literary critics also based in Canada, offers fewer than 100 pages of content, suggesting that the authors, consistent with their position, are quite mindful of their target audience's paucity of time; yet despite its brevity, this book addresses weighty matters that matter. Berg and Seeber observe that time in short supply throughout the academy as this technological age insists upon what Steven Kotler and Ken Goffman call the "acceleration of acceleration" ("How the Future Is Arriving Far Faster Than Expected," Singularity U 7 Feb 2015), "commodification" (13-16), and "speed capitalism" (13). The authors have discovered that the "corporate and masculinized university dismisses turning inwards and disavows emotion in pursuit of hyper-rational and economic goals" (83) and that "collegiality is in danger of being distinctly uncongenial." (83). In short, they assert that the commodification of higher education sabotages the very product it markets.

What lies at the heart of the corporatization of college-level academic praxis? Berg and Seeber point to "guilt and self-reproach" (22). They charge that "much of time management advice seems to be contradictory: on the one hand, we are told that we need to exercise, eat well, pursue hobbies, and socialize so we can work at optimum levels, but the postulated hours of work preclude actually doing so." (19-20). Rising college tuition costs, combined with additional economic concerns and uncertainties, are resulting in decreased retention rates, so each professor is presured regularly to justify his or her worth by means of external, immediate production in the face of a haunting prolepsis. He or she must confute myriad tasks: "publish or perish," chair committees, attend to administrative and political concerns on the academic front, prepare lessons, assess student work, process special situations that arise all too commonly among their students, and, oh, yes, teach, and all at the speed of technology. Cultivating a balanced personal life along with professional duties might be recommended as ideal in theory, but it seems to have become suspect in practice.

While a Procrustean dynamic might not yet be at work in universities today, an increasing demand for conformity to micro-measurable externals is compromising the value of the college experience, both for professors and for students. Diversity, a foundational element of the university by its definition, requires space to be. Slow down is essential for depth and quality.

Indeed, Berg and Seeber model their ideas after the Slow movement that has revolutionized the food world: in fact, they boldly assert that "this is the first book to date which extends Slow principles to academia" (vii), contrast- ing such healthy practices with the toxicity of what Martin Parker and David Cary termed "the 'McUniversity'" (9). They promote what is, in effect, a form of sustainability for the classroom that derives from the professor's creative pedagogy, a philosophy that protects the classroom environment by resisting the impulse to hasty preparation so frequently unavoidable in today's corporatized world of academia. They offer a "Slow Professor Manifesto" and affirm that "the Slow Professor act with purpose, taking the time for reflection, to cultivate the creativity and critical thinking that they are trying to instill in our classes and desire the effects of reflection from students and from ourselves, but immediately, we feel guilty about devoting time to the process." (xii)

The authors view the unhappy corporatization of academia as utilitarianism undermining itself, compromising its own purported product, the result being the exploitation of an exhausted professoriate, an "externalization of the pressure directed at ourselves" (18). It validates the need for professors to think, to reflect, and to cultivate the creativity and critical thinking that they are trying to instill in their students. Against the tyranny of the clock that has grown out of the commodification of education, the authors call for "timelessness," where creativity, thinking, and effective introspection possess ample space to "involve and to think critically, to engage in meaningful dialogue at a high level, to effect change in this book. It is a coherent "Slow Professor Manifesto" (ix) that professors can plant against the flood of academic "corporatization" (x) when voicing their quest for true productivity rather than the appearance thereof in today's academy. The authors vigorously inveigh against the corporatization and commodification of academia because they observe that this path of cultural evolution is bypassing what has been of the richest value in academia: the space and freedom for professors and students to think critically, to engage in meaningful dialogue at a high level, to effect thorough research, to break new ground in inquiry and comprehension, to affirm independent, autonomous thought, and to enjoy the support and collegiality of peers in a healthy, creative environment, all without burnout. And these are the very tools that we need to keep ourselves from being swept along into the dangerous rapids of unthinking and unhinkable consequences.

No evidence exists that any one force is actively trying to subvert true learning. Still, only the kind of mindfulness evinced in this book—and indeed, the successful consequences from being swept along into the dangerous rapids of unthinking and unhinkable consequences.

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automated professor be far behind? Are we heading toward the bleak world of Thomson Reuters, where everything is reduced to mere facts? How often do we remind our students that effective critical thinking and creativity require time and careful attention, that these processes cannot be rushed, that this tool is a not a replacement for careful thinking, yet reflexive decision-making is the necessary time to think, not because the will is lacking, but because we fear that it might appear as if we are not really working when we do take time to reflect?

The loneliness and coldness that have metamorphosed out of today’s form of corporate-education calliope drowns out thought, and leaping off the turbulent island the “you can’t have it all” and “you have to do it over” have become obsolete in what passes for progress today. The academic merry-go-round revolves at increasing speed, the din of the corporate-education calliope drowns out thought, and the frantic, overtasked environment that the university wants to represent it in the out (80), but also to uninspired classrooms. A frantic, overtasked environment is not what the university wants to represent it in the market of higher learning. Berg and Seeber are correct: Speed is antithetical to the quality of thought and instruction that the university wants to represent it in the market of higher learning. Berg and Seeber are correct: Speed is antithetical to the quality of thought and instruction that the university wants to represent it in the market of higher learning. Berg and Seeber are correct: Speed is antithetical to the quality of thought and instruction that the university wants to represent it in the market of higher learning.

How long before we will not slow down becomes we cannot slow down? The laziness and coldness that have metamorphosed out of today’s form of corporatized, competitive collegiality are not only to teacher burn-out (80), but also to uninspired classrooms. A frantic, overtasked environment is not what the university wants to represent it in the market of higher learning.

I don’t mean we’re selling our souls to some administrative devil or anything more ethically and that both of their careers will be successful. Or maybe not. I have often thought that what the scandalous treatment of adjunct instructors needs is a good muckraking novel that will expose the dark side of the academy. Alex Kudera is a lecturer in the Department of English at Clemen- ton University. He has written that “in the decade of a decade of the teaching loads,” so, when I heard about his debut novel Fight for Your Long Day, I thought perhaps this is the novel I’ve been waiting for. Unfortunately, it is not. Not because it doesn’t expose the low pay, low status, and high stress of the life of the average adjunct; it does. What it doesn’t have is the quality of writing that could seize the public’s imagination. Furthermore, in the service of humor, it exaggerates the protagonist’s experience to the point where the whole situation seems implausible.

The protagonist is Cyrus Duffullan, known as Duffy, who “seems himself as a foot soldier on the front lines of America’s ‘knowledge-based economy’—the degree-granting, price-gouging four-year university” (7). Duffy teaches literature and writing at four institutions in Philadelphia, and on Thursdays (“his long day”) he teaches in the Writing Center of the Urban State University, Ivy Green University, Liberty Tech, and the University of America. The students at the various campuses are reportedly different by socioeconomic status, entitlement level, and preparedness, yet they all have to do course work that will work for a corporatized, commodified, faster, and shallower educational system?

Dear College of Arts & Sciences,

I am writing to apply for your posted position as an assistant professor of philosophy. I believe that my specific qualifications—my postgraduate teaching experience, publications, and professional activities—constitute a very good fit for this position. One might even say a really rad fit.

I wonder if you had the opportunity to accompany him as he worked his magic during a regular cycle. Of course, he also wants to solve the crime. It would make a great M.A. thesis, he thinks.

The protagonist of The Black Hour is Amelia Emmett, a professor of sociology at a university in Chicago. When we meet Amelia, she is struggling with her pain medications. She allows him to take physical risks on her behalf, and he turns up frequently to express concern about Amelia’s health. Unfortunately with her pain medications. She allows him to take physical risks on her behalf, and he turns up frequently to express concern about Amelia’s health.

I have read the pages of Vanguard. I’m still waiting for that muckraking novel. I don’t mean we’re selling our souls to some administrative devil or anything more ethically and that both of their careers will be successful. Or maybe not.

Have you heard about his debut novel Fight for Your Long Day, I thought perhaps this is the novel I’ve been waiting for. Unfortunately, it is not. Not because it doesn’t expose the low pay, low status, and high stress of the life of the average adjunct; it does. What it doesn’t have is the quality of writing that could seize the public’s imagination. Furthermore, in the service of humor, it exaggerates the protagonist’s experience to the point where the whole situation seems implausible.

On this particular long day, one of Duffy’s students from one campus shows up on another campus (where Duffy happens to be at the time) to carry out a terrorist attack, and Duffy ends up shocked, exhausted, and under inves- tigation by the Department of Homeland Security. And you think you’ve had a hard day! On his way home, he—what wonders what Marx would think of this pseudointellectual vagrancy known as adjunct teaching” (250). Duffy falls into a troubled sleep, dreaming about his students and their problems, and wakes up to start all over again, teaching from one campus to another. As a former academic gypsy myself, I understand the author’s and the protagonist’s life of (literally and figuratively, physically and psychologically) to return to work after a long convalescence. Amelia was badly injured when a student she had never even met shot her and then himself in the hallway outside her office. He died. She is left with a complete memory and pain, and the suspicion of her colleagues who are convinced she is a suspect herself. She and Amelia are both using canes and taking pain medications.

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I mean we’re compelled to practice our discipline within the grinding
Prolongomena...from 5

gears of a system that, strictly speaking, considers our work useless, or at least a
quarterly junior- or senior-level for substitutes, for creative capital, economic
intelligence, and other high notes of entrepreneurial promise.

In fact, we are part of the world of the project: we must court task forces and course-assessment protocols, and the consumerist logic of student evaluations of our teaching (although mine aren't bad, and I have reams of those suckers from four different institutions). We all get a bit ticked off by the cottage industries of big data that await us when we return from a Tuesday afternoon. And maybe we'd like to loathe this stuff because it comes at us like crows coming hither to molest the hummingbirds.

Second, if you're like me, you got into philosophy because you sensed it was a way to pay attention to things that mattered. Probably you had an experience where you changed your mind about some issue or belief, and so you wanted henceforth to be a little more careful in your thinking. You learned that confusion can be productive, and that contemporary culture—not philosophy—is mired in “abstractions.” You wanted to concentrate somehow, and yeah, you wanted to feel pretty good at it.

I want to give my students a shot at those same things. I want to help them get preoccupied about real stuff. I want to teach them my smart phone at a passing

flying train and read a book, write a decent paper, and learn to have a legal

conversation that isn’t splashed with hashtags. I want to liberate them from the

mediocrity of software upgrades, buffering, and Instagrammed identities. I want to help them feel terrible about—though not altogether responsible for— their astonishing degree of thoughtlessness. I want them to be able to write sentences they actually understand, that sound good, that literally make sense. And that brings me to my teaching philosophy: I want to help students learn to think like me, or at least like how I try to think. I know that sounds all

monological and overbearing, but I don’t mean I want them to hold the same

beliefs as me: I just want them to think well, to think on purpose, to think and live with all the rambunctious affections I’ve had the good fortune of practicing that very sort of thinking. We all want the same for our students, right?

And then there’s my alleged areas of expertise. Mind you, I am good here, but sometimes I hear myself start to say something like, “Well, on my reading of

Hegel…,” and then I’m not sure how to finish the sentence. I have terrible

handwriting. I don’t know how to use Excel or PowerPoint and I hate white-

boards. I can’t abide laptops or “pads” or “pods” or whatever in the classroom.

And then there’s my latest journal article, or turn to you to assure myself that I’m interesting. I’ll dig my classes. I’ll pepper my lectures with engaging Socratic discussions. My

may proceed to update you on my latest anxiety meds.

I wonder how smart phones might be used to enhance learning in the classroom. For this latter group, I would recommend taking a look at

MyFitnessPal, which estimates caloric expenditure and then calculates intake:

The user sets a daily caloric maximum; the challenge is to stay under the maximum. I find that I do stay under the maximum by exercising and recording the duration of the exercise in

MyFitnessPal, which estimates caloric expenditure and then calculates intake: expenditure for a daily net caloric intake.

To record my daily indoor and outdoor walking and running and outdoor biking, I make use of Charity Miles—downloadable

from https://www.myfitnesspal.com/.

Charity Miles is sponsored by “forward-thinking brands like Humana, Johnson & Johnson, and Chobani!” [sic] and has “earned over $1.7M for charity,” according to its web homepage. Distance traveled using Charity Miles is calculated by GPS. I was surprised how much walking I do just going to class. Charity Miles allocates $0.25 per mile to a charity one selects from their list of over 30 options. I estimate that I have “earned” over $500 for the Alzheimer’s Association in 2016 through evening walks and biking that I would have done even if I were not doing more good using Charity Miles.

Another way to do good for actions you would have taken in any case is to do your internet surfing using GoodSearch—http://www.goodsearch.com/. You may download GoodSearch to your smartphone, tablet, or laptop. Registered users make use of a search engine powered by Yahoo Search Engine, and earn S.01 for every search they make. So far, I have earned over $130—representing over 13,000 searches I would have made in any case—for the charity of my choice. In this case, I am contributing to Mazon, an international food bank. There is a choice of 11,000 local and national charities in GoodSearch’s list of options.

Please contact me at stoloffd@easternct.edu if you have any questions or comments on MyFitnessPal, Charity Miles, or GoodSearch. Besides the digital version of these ideas in Vanguard, this discussion is also available at https:// writingsdl.wordpress.com/smart-apps/.

Meanwhile, best wishes for good health and fun as the weather becomes more hospitable.
Learning Lessons the Hard Way: Injustice, Human Rights, and Adjunct Faculty

by Jack Longmate

The following is the text of a speech that was part of the Bremerton, Washington 2016 Juneteenth celebration. We at Vanguard feel its application goes far beyond the state of Washington and are gratified to be able to publish it here. —Ed.

In Washington State’s 34 community and technical colleges, faculty can be classified as either tenured or non-tenured. I’ll be speaking about the latter group: part-time or adjunct faculty. Martin Luther King said “Injustice anywhere is a threat to justice everywhere.” Which is why this subject is important for all.

The state’s community and technical college system, like its K-12 system, is funded by the state government. The state’s Supreme Court McCleary decision has indicated that the state must pay $8,400 in full-time faculty salaries for each student in grades 1 through 12. The state legislature has so far only paid $6,900 per student. So adjuncts are allowed to voluntarily teach courses in addition to their full-time assignments, thereby giving birth to the two-tiered faculty workforce. In a give-an-inch-and-take-a-foot society where full-time faculty now expect a salary increase (as tenured faculty do) for taking part in professional development activities. The reality is that many adjuncts have been lulled into accepting what Andrew Brooks terms “the most prevalent myth” about higher education (from a 2014 University Affairs article): that the current situation with respect to part-time and contract faculty is basically OK and nothing much needs to be done about it. It is not OK. Of two people with qualifications and experience of the same kind, if one has tenure and the other works on per-course contracts, the first is paid four times as much as the second (or more) and has job security for life.

The other, in addition to awful pay, has no job security and usually no benefits (including no pension plan).

Olympic College certainly has demonstrated its acceptance of this myth that “nothing much needs to be done” about adjunct faculty:

• It recently completed a multi-year effort at developing a strategic plan. That plan did not involve reform for the working conditions of adjuncts.
• Olympic College now has an office of Equity and Inclusion that does not cover all about equality for its adjunct instructors.

During the Olympic College faculty retreat in April 2016, I happened to be at the same dinner table as the presenter, who was curious about the college’s support for faculty development activities for adjuncts. I criticized the college, explaining that while adjuncts got a stipend for taking part in the retreat, adjuncts do not accrue credits towards a salary increase (as tenured faculty do) for taking part in professional development activities. Also at the table was a tenured faculty member whose perspective represents a mainstream attitude, since he is a former faculty union president and also served on the state’s 2005 Part-time Faculty Employment Best Practices Task Force commissioned by the legislature. He countered my criticism of the college’s treatment of adjuncts, characterizing part-time instruction as a “great part-time job.”

If this is the predominant mindset of union leaders, of college administration, of policy-makers like legislators or trustees—that adjuncts are mere part-timers or may be paraprofessionals as opposed to full-blooded professionals who happen to teach part-time—then there is a very serious lack of improvements to the standard working conditions, much less equality.

But just as our state is paying the price for neglecting to properly fund K-12 education, we may have a fiscal if not a moral price to pay if we continue to deny equal treatment to our state’s adjunct faculty.

"In a two-tiered workplace where full-time workers are paid a higher pay rate than part-timers, one might imagine that full-timers would naturally urge that part-timers be paid at the same rate to avoid having their jobs undermined by cheaper part-timer workers. But in the case of tenured faculty, there’s no such fear, since tenured faculty are contractually guaranteed a full-time load."

The United Nations’ 1948 Universal Declaration of Human Rights is often used to identify human rights abuses.

Article 23, item (1) reads: “Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.”

Adjuncts are laid off at the end of every quarter and therefore are offered no protection from unemployment. Of course, nothing stops adjuncts from holding another job to augment the income; but the state doesn’t withhold full-time employment from other qualified professionals like engineers or K-12 teachers or ferryboat captains whom it hires to perform essential services, expecting them to find other means to earn a livable wage while working part-time for the state.

Article 23 item (2) reads: “Everyone, without any discrimination, has the right to equal pay for equal work.” Adjuncts certainly do not receive equal pay for equal work. State-wide, adjuncts are paid 62 cents on the dollar. Some may argue that adjuncts do not deserve equal pay because they are, after all, non-union. One could argue that they are non-union because they are largely non-union, since they are not responsible for the full range of services that tenured faculty are supposed to do, like holding office hours and serving on committees. The reality is that many adjuncts now do far more than they are supposed to do because of their low status; most would be delighted to do more, like holding office hours to work with students.

Vanguard...Spring. 2017
Washington, D.C., 11 March 2017. I met Mary in 1994 when she interviewed for the position of General Secretary of the American Association of University Professors. She described herself as the gentlest of lambs, but, not persuaded, I voted for her. Although I saw her at AAUP Council meetings over the next several years, I didn’t really get to know her well until I was elected president in the spring of 2000.

In April of that year Elizabeth Coleman, the president of Bennington College, fired Carlin Romano, the college’s only philosophy professor, in the middle of the semester. Romano, who was not accorded a hearing before a faculty body, claimed that the reason for his firing was his open criticism of Coleman. Bennington, a tiny private liberal arts school in Vermont, had been on our list of censured administrations since 1995, following President Coleman’s arbitrary dismissal of a third of its faculty and the abolition of presumptive tenure. Consequently, imposing censure was not an option. Instead, Mary organized a 1960s-style demonstration and teach-in to be held on May the fifth.

Mary and AAUP Senior Labor Adviser Mike Mauer flew into Manchester, New Hampshire, from DC, and I flew in from Philadelphia. We rented a car, and Mary assigned me the task of navigating, a challenge undoubtedly compounded by the fact that Mike drove. At some point in the two-and-a-half hour drive to the campus, I said that it appeared to be impossible to get there using the directions we had been given. Mary responded that her wonderful new assistant never made mistakes and that, if the directions were wrong, it meant that there was another Manchester. She was right. There is a Manchester, Vermont. (When I wrote to Mike to ask about his memory of the trip, he replied that he is currently in Viet Nam and is sorry that it didn’t work out to hold off on scheduling the service for Mary until after he returns, but that he’d be there in spirit. She was a force of nature, he said.)

Mary was only the second woman to serve the AAUP as General Secretary, and her decade-long tenure was exceeded by only one other. She served at a time that included the intensification of corporate-style academic administration, the explosive use and abuse of contingent faculty, political assaults on academic freedom and shared governance, and the horror of 9/11. Mary’s creativity, courage, and lyrical writing style were all employed to great effect in the constant battle to counter those malevolent forces. She traveled tirelessly, meeting with beleaguered faculty members across the country and speaking with passion and conviction at numerous international conferences across three continents. Under her leadership the AAUP solidified relations with our counterparts in Europe, Australia, New Zealand, and Canada. Our ties with the Canadian Association of University Teachers are especially robust. As AAUP president I attended meetings of the CAUT executive committee, and the former CAUT Executive Director continues to serve as a consultant to AAUP’s Committee A on Academic Freedom.

But it wasn’t all unremitting labor. Mary and her devoted husband Bill opened their home to friends and AAUP leaders and staff in a series of warm and delightful parties that continued after retirement and ended only when her health no longer permitted. It has been almost thirteen years since Mary retired, but she and Bill remained treasured friends. She was indeed a force of nature, and I am so fortunate to have known and loved her.

Mary Burgan, Former AAUP General Secretary, Dies at 81

AAUP press release. Mary Burgan, who served as the general secretary of the Association from 1994 until her retirement in 2004, died in Washington, DC, on January 12 at the age of 81. Her years heading the AAUP’s national office—a position now filled by an executive director—followed a decades-long career as a professor of English at Indiana University.

Burgan served Indiana University with distinction as a teacher, scholar, and academic administrator, acting as chair of the Department of English and as an associate dean in the College of Arts and Science. She is the author of Finney, Gender, and Writing: The Case of Katherine Manfield (1994) and What Ever Happened to the Faculty? Drift and Decision in Higher Education (2006). In a review of the latter in Academe, Rob Moore noted that Burgan called for “a renewed effort to invigorate shared governance structures, a move away from the ‘winner-take-all’ mentality in the competition for academic superstars, and a heightened concern about the dangers of commercial exploitation of the research capacities of our colleges and universities.” AAUP executive director Julie Schmid said “Mary Burgan led the AAUP at a time of great change in the profession … [She] brought her keen intellect to bear on the myriad challenges facing the Association and higher education as a whole and pushed the AAUP to be more engaged and responsive on such issues as contingency in the profession, work/family balance in higher education, and the corporatization of the academy. Her commitment to reinvigorating shared governance through a call to academic citizenship still shapes the work we do here today.”
After decades of effort, for quite a while as GLSA and more lately as Local 33-UNITE HERE, graduate students at Yale University have won the right to unionize, and through an innovative voting approach won the vote in favor of unionization on 24 February 2017. As reported in Vanguard (Winter 2016), “In August of this year the National Labor Relations Board handed down a ruling that extended the federal right to organize to graduate students, a right already recognized for public institutions in some states. The New York Times article reporting on that ruling also refers to research done at universities where graduate students are already organized for collective bargaining; the findings are of particular interest as they address the common administration argument that collective bargaining alters negatively the relationship between faculty and students: “the board cited research that examined the impact of graduate student unions in public universities and generally concluded that the unions either had no effect on academic freedom and the relationship between students and faculty, or actually brought improvement. “We don’t observe bad effects on academic freedom, bad effects on faculty-student relationships,” said Paula B. Voss, a professor at Rutgers University who was a co-author of one of the studies cited. Professor Voss’s study…found that on balance the unions at the universities investigated reported having better personal relationships and ‘professional support relationships’ with their main faculty advisors.”

Organizing Strategy and Contract Development
Graduate students at Yale decided to seek union recognition by a vote in those academic departments that employed larger numbers of graduate students in teaching roles, rather than seek a vote from all graduate students. They made their case for this approach by focusing their organizing efforts accordingly throughout the fall semester. As Adam Harris explained in the Chronicle of Higher Education of 24 February 2017, “At Yale, we felt that concentrating organizing efforts in departments where campuswide support for it does not exist.” (The positive votes of two additional departments came in after this article was written, bringing to total 8 of the 9 departments voting.) With NLRB approval of their vote structure, the vote went forward, administered by the NLRB.

The future at Yale and in the Nation
In the Yale Daily News of 27 February (“Onward Together”), Local 33 Chair and political scientist J. Glanvill explained how the union vote will lead to collective representation: “While these elections mark a milestone for so many of us, a milestone is not a finish line….we haven’t been organizing so that we could say we won. We’ve been organizing for economic security, better health care, institutional respect and equal treatment.” The hypothesis of Local 33 is that it is through workplace solidarity — among ourselves and with other working people at Yale and in New Haven — that we have our best shot at creating the university we all want and deserve….The union we’ve worked for has now to grow and change….Graduate teachers in each of our departments have different priorities and concerns. Forming a union creates a pathway for working together toward solutions on the issues we face.”

Developing proposals and then setting up negotiations for a contract will be based on that outreach and combined effort. Political science graduate student Mie Inouye, writing in the Yale Daily News on the eve of the vote, expressed the same philosophy: “When I go to vote, I’ll think about the community we’ve built over years of conversation and that we’ll continue to build for years to come. I’ll think about the union and community members organizing for good jobs all over New Haven. I’ll think about my mother, who has worked as an adjunct for two decades, and whose union has given her the security and recognition that her work deserves. And I’ll think about the future I want for myself. To me, forming a union is about choosing to look out for one another. In a moment when so many people are divided, I’m voting ‘yes’ for a community that sticks together.” The Associated Press’s “The Big Story” provides something of the view of the administration: “Yale Graduate School Dean Lynn Cooley said the results reflect division among graduate students….The slimmer margins of victory and very low vote counts in many departments only underscore the concerns many have voiced that a small number of students could be in the position to decide such an important question for everyone,” she said.

As Inside Higher Ed’s Colleen Flaherty observed on the day of the vote, “Yale is the third campus to have its part-time faculty organize for collective bargaining.” 

The Big Story
Joseph Glanvill coined the term “scholarly 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.

Conference Offered by CCSU Adjunct Creative Pedagogy Committee

Kelly Jarvis, English, CCSU

The CCSU Adjunct Creative Pedagogy Committee is sponsoring an academic conference on Teaching Transfer at CCCU on Friday, April 21, 2017, 9:00 a.m. – 12:00 p.m. This is a conference for, by, and about adjunct teaching. The goal is to celebrate the unique contributions of part-timers; the theme for this year is Teaching Transfer. Since many adjuncts have professional experience beyond the classroom or teach at multiple institutions, we believe adjuncts are masters at the transfer of knowledge and teaching techniques. We hope the conference will highlight the importance of an adjunct presence on campus and encourage part-timers to come together to create our unique contributions to the University.

Full information, including names of presenters and titles of presentations, will be available on campus soon.

Part-time Faculty Unionize at the University of Hartford

On December 23 part-time faculty at the University of Hartford voted to unionize with the 4Cs, an affiliate of the Service Employees International Union (SEIU). According to the Hartford Courant of that date, “The university said it would recognize the union and negotiate with it.” Robert Kagan, a leader in the unionization effort and part-time faculty member at the university, said the new union would develop bargaining priorities in close consultation with faculty members, approximately 60% of whom voted in the 278-230 certification election: “I suspect we’ll be looking at increased wages, some type of job seniority system and possibly benefits.”

According to Kagan, the University of Hartford is the 19th college to have its part-time faculty organization this year. The Courant notes that according to the university’s website, “Part-time instructors account for almost 60 percent of UHart’s faculty,” partly because a number are involved in individual instruction in their fields.

The Courant reports that the Congress of Connecticut Community Colleges, or 4Cs, will represent the University of Hartford adjuncts; this SEIU affiliate represents full-time faculty at Connecticut’s community colleges, as its name implies. SEIU’s Faculty Forward news site and Facebook page report regularly on the activities of its Connecticut members.

Full- and part-time faculty at the University of Connecticut and the Connecticut State universities are represented for collective bargaining by the American Association of University Professors, which also has an advocacy presence on many of Connecticut’s private college and university campuses including the University of Hartford.

AAUP Publishes Report on Case of Dismissed Adjunct Faculty Member

Nicholas Fleisher, Chair, Investigating Committee

70.4%.

That’s the latest AAUP data on the percentage of faculty jobs that are contingent. It’s a percentage the past forty years has only gone in one direction: up.

Related to contingency is a host of issues— a lack of due process that protects academic freedom, exploitative pay practices, and, frequently, no provisions for participation in the governance of institutions of higher education.

During the last week of December, the AAUP released a report on the investigation of the case...
April 22 is Earth Day. Join AAUP and other concerned organizations and individuals in showing your support for the study and application of science.

Click this link to reserve transportation to D.C. for the main march. Response is necessary to reserve buses and possibly to add pickup locations.

Click for information on plans for a march in Hartford on the same day. Response is necessary to facilitate planning.

Learning Lessons…from 7

Article 23 item (3) reads: “Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity…”

When adjuncts are provided a discounted secondary pay scale and face a workload limit that prevents them from working full-time, they are deprived of “just and favourable remuneration.”

Washington State should have learned its lesson 15 years ago. A class action lawsuit, Mader v. State, found that every single college in the state was under-reporting adjunct hours, which deprived several thousand adjuncts of health care and retirement benefits. The lawsuits were settled in 2002 and 2003 at a cost of $25 million, and now, thanks to those class-action lawsuits and subsequent legislation, all adjuncts who work at 50 percent of a full-time load are eligible for those benefits.

But we shouldn’t have to learn our lessons the hard way. We should do right because it’s the right thing to do.

Fellow activist—and the namesake of Bremerton’s newest park—Lillian Walker said in the wonderful document posted at the Washington State Secretary of State’s Legacy Washington website:

“If you’ve got something to complain about, well, work at it and make it better. And, treat everybody right. You don’t care who or what they are, treat them right. You don’t have the authority to mistreat anybody, because that’s why we are here—to help each other. If you can help somebody, help them.”

Jack Longmate has been an adjunct English instructor at Olympic College since 1992. He is a proponent of the “Vancouver Model,” where nontenured faculty are provided the means to secure permanent employment with equal pay for equal work. With Frank Cosco of Vancouver Community College of Vancouver, British Columbia, he co-authored the Program for Change, a strategic plan on how the two-tier faculty labor system can be converted into a single tier, and has published several dozen essays and op-eds on adjunct-faculty issues. He has chaired the Employment Issues Committee and the Caucus of Part-time Employment Concerns of Teachers of English to Speakers of Other Languages (TESOL) and has served two terms as a union officer with his NEA-affiliated union. He was a founding member of the New Faculty Majority, and actively participates in the Washington Part-time Faculty Association. He has been involved in legislative issues in Washington state for the last 15 years.

AAUP Joins AFT and Other Faculty Groups in Campus Sanctuary Movement

On January 19, the AAUP joined allies, including the American Federation of Teachers, Cosecha, and the Alliance to Reclaim Our Schools, in a day of action aimed at creating more sanctuary campuses and elevating the issue in the national higher-education discourse.

The sanctuary campus movement calling on campuses to provide a safe space for undocumented students has been growing quickly since the 2016 election and the subsequent increase in incidences of hate crimes. In November the AAUP issued a statement saying the following about sanctuary campuses: “Of special importance is the status of those among our students who are undocumented, many of whom have been in this country since early childhood. Concern for the welfare of these students has already prompted a rash of petitions calling on colleges and universities to become ‘sanctuary campuses.’ We support the movement for sanctuary campuses.” Read the full statement, The Atmosphere on Campus in the Wake of the Election, here.

The AAUP will continue to provide information, action opportunities, and updates through the coming months. Check out our current resources and updates and sign up for updates on the sanctuary campus movement.

President…from 2

• eradicate retirement security for public employees
• force state employees to pay higher health insurance co-pay
• annihilate retirement and healthcare benefit negotiations for all public employees.

I don’t mean to scare you with dreadful news, but rather to shake us all to attention: encourage us to become more vigilant, active in organizing and advocating for our rights to teach, research, and serve higher education in the best sense, offering our students continuing access to and opportunity in the fine higher education that Connecticut residents have come to expect.

In my premiere President’s Message in the last issue of Vanguard, I emphasized the importance of faculty mentoring. As much as tenured faculty members have the responsibility to serve (appointed or elected) on departmental, school/college, and university committees, they are expected to voice their opinions, with every tool available including writing and testifying at state and national legislative hearings, against these devastating changes in higher education. Mentoring new and younger faculty members is as essential as any of these other services.

Given the imminent assault on higher education, we need to go beyond merely mentoring our younger colleagues. Those of us who manage terminal-degree programs (Ph.D., Ed.D., etc.) need to find ways of formally preparing these doctoral students—potential faculty—in ways of becoming successful in their teaching and research careers. Such preparation includes awareness and knowledge of the sound academic governance principles enshrined in the Redbook. We need to start early, while these future colleagues are in our graduate-school classrooms.

There’s no need to wait and watch these emerging colleagues struggle as teaching or research assistants in major universities: Introduce them to AAUP early. There’s no need to wait until they are in graduate or research assistant positions in major universities: Introduce them to AAUP early.

Let’s prepare our younger colleagues by sharing avenues for success in their academic careers. If you’ve been to AAUP meetings and conferences, you’ll notice that our younger colleagues are conspicuously absent. We need to bring them along. Together we can fight these battles and defend higher-education principles fundamental to a functioning democracy.

Thanks to all the colleagues local and national who shared personal photographs with us for this issue!
2017 ASC Nominations Announced

The ASC Nominating Committee—Jim Klein, Chair, Del Mar College; Sally Dear-Healey, SUNY Cortland; and Nancy McKenney, Eastern Kentucky University—worked collaboratively to recruit and review candidates for the 2017 ASC election. Electronic notices were sent to all members in states with active conferences on December 5 of 2016. In addition, multiple call-for-nominations emails were sent to various national and state leadership bodies of the AAUP, and complete information was posted on the AAUP website and social media sites.

In 2017, the ASC membership will elect one ASC Executive Committee member: one of the Member At-Large positions. This seat will be elected by delegates to the June 16 ASC meeting in Washington, DC. The Nominating Committee sought to find at least two candidates for this position. The process resulted in six candidates completing the requirements to be placed on the ballot.

Michael Behrent, Appalachian State Frederick Brodzinski, Rider University
Joe Chestnut, Rutgers University Dan Murphy, Hanover College Gregory Machacek, Marist College Scott Sheidlower, CUNY

Nominations for Member At-Large may also be made from the floor of the June ASC meeting, providing that nominees receive written endorsement from no fewer than three authorized delegates to the Assembly.

Election of ASC Officers

The election will take place at the ASC annual meeting on June 16. The Member At-Large position shall be elected by a majority vote of delegates present and voting at the time of the casting of ballots. If there is no majority for an office after an initial balloting, the voting shall take place immediately again.

"Right To Work" Bill Defeated in New Hampshire

Sarah Hirsch, President, UNH Lecturers United-AAUP

New Hampshire is still a place where faculty, labor unions, and working people live free.

Last month, two unionized AAUP chapters in New Hampshire worked with other unions, organizations, and community members to defeat a “right-to-work” bill that the governor had promised to sign. Together, we protected the right of faculty and other working people across the state to negotiate collectively.

It was an invigorating fight, making us proud to be members of the AAUP and aligned with all the other organizations that made this a priority.

So-called right-to-work legislation is designed to weaken unions, undercutting our ability to bargain together for better wages, benefits, and working conditions—which, in the case of faculty, include issues such as academic freedom protections and shared governance rights.

As we faced the prospect of right-to-work in our state, the University of New Hampshire chapters of the AAUP formed a One Faculty committee to fight the legislation.

We reached out to faculty across the state, conducted teach-ins, and sent members to open committee hearings, and full votes by the legislature. We worked with other unions and community members to ensure that all legislators heard our message loud and clear: working people must be protected and this legislation must be defeated.

We created an “Honor Roll” of Republican legislators who resisted the strong-armed efforts of our new governor and stood up against the legislation. Then we asked members and supporters to call or write to thank both them and the determined Democrats who defied a snowstorm to be in their seats the date of the vote. And it paid off—the bill was defeated in the New Hampshire State House by a bipartisan coalition of legislators, 200 to 177.

Right-to-work isn’t the only legislative threat facing faculty across the country. In Iowa and North Carolina, legislators have introduced bills that would impose an ideological litmus test for new faculty hires. Legislation in Missouri and Iowa seeks to end tenure. All such laws, if enacted, would constrain faculty rights and limit academic freedom.

We must continue to work together united to protect the rights and freedoms of faculty across the country. Join the AAUP and fight for the future of higher education.

I am so heartened by this victory and the incredible solidarity I have seen amongst faculty here.

Onward.

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

ATTACK ON ACADEMIC FREEDOM IN HUNGARY?

“Academic freedom is a threat to authoritarian regimes everywhere,” writes Michael Ignatieff, rector and president of the private Central European University, in the 2 April New York Times. In what he characterizes as “the latest threat to academic freedom,” he reports on a bill introduced in the Hungarian Parliament “that would effectively abolish the freedom [of an American–Hungarian graduate institution] that has been a vital part of Hungarian higher education.” In effect, the bill imposes government control on curriculum and faculty, “the first time that a member of the European Union dared to legislate an attack on the academic freedom of a university.” Read more here.

SAVE THE DATES

June 14–18, 2017
The 103rd Annual Meeting of the American Association of University Professors at the Mayflower Hotel, 1127 Connecticut Avenue, NW., Washington, D.C.

The 2017 AAUP Annual Conference includes presentations, awards, a lobbying day, and business meetings.

The subject of the Conference is “The Rights and Freedoms of Students,” inspired by a Joint Statement on Rights and Freedoms of Students issued by the AAUP and four other groups fifty years ago at a time of immense student protest. Registration for the Meeting includes all organizational activities and access to all Conference presentations.

The Friday Plenary Luncheon speaker will be Bram X. Kendi, assistant professor of African American history at the University of Florida and winner of the 2016 National Book award for Nonfiction for Stamped from the Beginning: A Definitive History of Racist Ideas in America.

The AAUP website will be updated regularly as further information becomes available.

July 27–30, 2017
The 2017 Summer Institute at the University of Cincinnati, Cincinnati, Ohio.

The 2017 AAUP/AAUP-CBC Summer Institute features organizers, data analysts, seasoned campaigners, and issue experts to build the skills of faculty members as advocates for AAUP principles, collective bargaining, and higher education.

The AAUP website will be updated regularly as further information becomes available.
of Nathaniel Bork, an adjunct faculty member dismissed from the Community College of Aurora (CCA) in the fall semester of 2016. Bork’s case offers unvarnished insight into the conditions faced by adjuncts, which was summarily dismissed after six years of teaching philosophy and related courses—with positive reviews. The administration alleged that he was dismissed because the college had implemented a curriculum redesign mandated by CCA. But Bork, an active advocate for adjunct rights, alleged the AAUP, because he believed his dismissal was in fact an effort to selectively implement a national policy document.” The report further noted that at CCA, the academic freedom of adjunct faculty members “is not universally guaranteed as a matter of institutional policy but selectively bestowed as a function of administrative benevolence.”

The result? The loss of true academic freedom: As the proportion of the faculty employed in adjunct and other non-tenure track positions grows, protections for academic freedom dwindle. Through our chapters and our national organization, the AAUP will continue to advocate for rights and protections that should be afforded to all faculty, tenured or not.

Read the report here.

Report Ranking UConn High in Adjunct Working Conditions Met with Disagreement
By Claire Galvin, Senior Staff Writer, The Daily Campus (UConn student news publication; used with permission)

UConn was recently ranked in the top 20th percentile for adjunct professor working conditions, according to a new report. The report by GoodCall, a financial data information website, accounted for average monthly pay, comparative salary to tenured and tenure-track faculty, the number of credits a professor teaches to student graduation rates, as well as the affordability of living in the university area. UConn ranked #8 out of 292 schools nationwide.

The report found that an adjunct’s average monthly salary is $8,352, their comparative salary is 50 percent, their cost of living as a percent of the national average is 117, the student-teacher ratio is 17:1 and the school’s graduation rate is 83 percent.

Yael Schacher, an adjunct faculty in American studies, English and history at the Hartford campus, criticized the study because it lumped adjunct faculty and full-time non-tenure track faculty together. “I can guarantee to you that no adjunct at UConn gets paid $8,000 a month,” Schacher said.

The American Association of University Professors Internal Organizer Christopher Henderson also found the $8,352 monthly average salary high, and a bonus that affects both full-time and non-tenure track faculty into consideration.

“That’s overly generous,” Henderson said. “Based on the information we have, the minimum average credit course pay is $4,668 per month. Because of the eight credit cap per semester, many adjuncts teach only six credits. They then teach at Eastern and Central Universities to make a living wage.”

If UConn adjuncts are teaching six credits per semester, about $9,400 per semester, their monthly average of $666 per course is $4,668 per month. Schacher estimates an average academic year salary would be around $20,000 for an adjunct. Schacher also works on a part-time research project and a dissertation. As an incoming graduate student and postdoc to supplement her teaching salary.

Schacher recently published an op-ed in CT Viewpoints regarding her life as an adjunct faculty member.

“From an equity standpoint, conditions of employment are unfair for adjuncts and their students and education is suffering,” she writes in the op-ed. “The number of adjuncts at UConn has been rising over the past decade and, at the regional campuses, almost all courses are taught by adjunct faculty. Higher tuition has not meant higher pay for these faculty members.”

Yael Schacher has a Ph.D. in American Studies, wrote how most adjuncts have the same qualifications as tenure-track professors, but have salaries an average of three times less, and are without health benefits, research funding and job security. “Pay is only part of a person’s life,” Henderson said. “The report doesn’t cover the fringe benefits that teachers need. Even a tenure track professor would accept a lower salary if it meant having better benefits.”

The AAUP is working to advance working conditions for adjunct professors specifically, in addition to their collective bargaining agreement for professors in general.

The AAUP started the ad-hoc adjunct committee about six months ago. The committee has reached out to departments to see how they are including adjunct faculty in their decision making. Action committees would be a way to involve all campuses to advocate for better benefits and a better pay.

Henderson said the national American Association of University Professors and Treasurer Oskar Harmon waited hours to testify against the bill that would make faculty managers and therefore exempt from collective bargaining.

All our collective voices are needed. State employees, and professors in particular, are not viewed favorably by the general public and, by extension, many members of the state legislature. They do not want to understand the important work faculty do for the state’s social, intellectual, and economic future. We want everyone to understand your profound positive impact and that it should not be the targets of any policy changes.

What can you do? We advocate writing op-eds and letters to the editor, providing testimony for the legislature, and participating in “in district meeting” with your legislator. We can help you with information you need to take next steps. If you are caring for family and cannot go to the Legislative Office Building in Hartford for particular AAUP actions/events, take other actions to help maintain and protect higher education in the state. Attend town and city meetings, and perhaps run for elected office. If faculty and staff make themselves more visible in the community, are more vocal at the capital, and vote in every election for pro-faculty candidates, we may be able to turn those negative narratives that plague the Comments sections in various news outlets. We will continue to engage the legislature, but our voices and your impact will make the biggest difference.

Remember that faculty working conditions are student learning conditions. As teachers, scholars, and specifiers of the many worlds, we create new knowledge. We help students reach for their dreams — for the benefit of the state of Connecticut. We are the ones who lead the way. It’s time to transcend the mountain.

We can only do this together.

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were happy to be hosting, among our speakers Irene Mulvey, of the Connecticut Conference and the national AAUP Council, speaking on “Academic Freedom in 2017 & Beyond: The Power of Organized Resistance.”

This conference series is about how we establish what we determine to be the best practices for institutions of higher learning. These are practices that colleges and universities are rational, humane and beneficial. As guardians of higher education our duty is to fight back, for the sake of the common good and our common future. You can help that by speaking up and speaking out at every opportunity on how faculty can shape the governance, and thus shape the future, of higher education. Seize chances to meet new colleagues and share ideas. It’s about fighting for the independent integrity of academic research so that we, as a free people, can responsibly and effectively address climate change, hunger, poverty and social and economic injustice. It’s about fighting for the meaning of rational discourse so that unjustified beliefs are exposed for what they are and clearly distinguished from false and unificationary. These are rational, humane and beneficial. As guardians of higher education our duty is to fight back, for the sake of the common good and our common future. It’s about fighting for the meaning of rational discourse so that unjustified beliefs are exposed for what they are and clearly distinguished from false and unificationary. These are rational, humane and beneficial. As guardians of higher education our duty is to fight back, for the sake of the common good and our common future. It’s about fighting for the meaning of rational discourse so that unjustified beliefs are exposed for what they are and clearly distinguished from false and unificationary. These are rational, humane and beneficial. As guardians of higher education our duty is to fight back, for the sake of the common good and our common future. It’s about fighting for the meaning of rational discourse so that unjustified beliefs are exposed for what they are and clearly distinguished from false and unificationary. These are rational, humane and beneficial. As guardians of higher education our duty is to fight back, for the sake of the common good and our common future. It’s about fighting for the meaning of rational discourse so that unjustified beliefs are exposed for what they are and clearly distinguished from false and unificationary. These are rational, humane and beneficial. As guardians of higher education our duty is to fight back, for the sake of the common good and our common future. It’s about fighting for the meaning of rational discourse so that unjustified beliefs are exposed for what they are and clearly distinguished from false and unificationary. These are rational, humane and beneficial. As guardians of higher education our duty is to fight back, for the sake of the common good and our common future. It’s about fighting for the meaning of rational discourse so that unjustified beliefs are exposed for what they are and clearly distinguished from false and unificationary. These are rational, humane and beneficial. As guardians of higher education our duty is to fight back, for the sake of the common good and our common future. It’s about fighting for the meaning of rational discourse so that unjustified beliefs are exposed for what they are and clearly distinguished from false and unificationary. These are rational, humane and beneficial. As guardians of higher education our duty is to fight back, for the sake of the common good and our common future.

State College and University Contract Negotiations Update
Faculties of Connecticut’s two university systems have been involved in contract negotiations for more than a year. Many aspects of the negotiations will be affected by the state budgetary decisions made by the Connecticut legislature in the months following. Particularly on the legislature’s budget-reduction announcement scheduled for 24 April and how that is reconciled with Governor Malloy’s budget. Kathleen Murphy, began reporting in the Daily Campus that, according to the president of the Connecticut State Colleges and Universities System, “significant structural changes” will be made to close significant budget gaps this year and next. Whatever the legislature’s decision, AAUP negotiating teams for both the University of Connecticut and the Connecticut State University System have signed contracts within the next few months, according to Jackson Haigis in UConn’s student newspaper The Daily Campus. Stay tuned.