



Kennedy & Meotti Resign from Board of Regents—Former UConn President Austin Named Interim President

CSU-AAUP Union News 3.21: 18 Oct 2012

Following a week of intense media scrutiny, Dr. Robert Kennedy, President of the Board of Regents for Higher Education, and Mr. Michael Meotti, Executive Vice President for the BOR, resigned on Friday, October 12.

Kennedy and Meotti first came under fire after allegedly offering the twelve community college presidents an expedited departure from their contracts without the knowledge of the Board.

Soon after, it was revealed that Kennedy had approved more than \$250,000 in raises, most of which was awarded to senior staff members, including an almost \$50,000 increase for Meotti. These raises were approved by Kennedy without the knowledge or consent of the Board, as required by state law.

Finally, it was revealed that Kennedy had spent six weeks during the summer of 2012 working remotely from a home in Minnesota under the “professional development” clause in his contract.

Support for Kennedy and Meotti waned during the week, and by October 11, a bipartisan group of legislators from the Higher Education Committee had asked for Kennedy’s resignation. Kennedy submitted his resignation prior to a special Board of Regents meeting on October 11. At that meeting, a Special Committee on Administration was appointed “to gather information to formulate the policies and procedures necessary to govern the Board’s decision-making process regarding compensation—including the salary adjustments—and other administrative matters,” according to a Board of Regents statement.

Board of Regents Appoints Interim President

CSU-AAUP Union News 3.21: 1 Nov 2012

The BOR voted to recommend Dr. Philip Austin to Governor Dannel P. Malloy as Interim President of the Board. The Governor accepted the Board’s recommendation and appointed Austin, and on October 25 the Board approved Austin’s contract. According to a BOR press release, “Austin previously served as the president of the University of Connecticut from 1996 through 2007, and again as interim president in 2010 and 2011. Austin will serve as interim president until a permanent president is selected.”

Chairman of the Board of Regents Lewis J. Robinson said in the Board’s press release, “I’m so pleased that Phil Austin has agreed to return, once again, to Connecticut’s higher education community to help lead our organization and move forward a change agenda that focuses on meeting the needs of every student in Connecticut by providing an accessible and affordable higher education opportunity to them all. His experience as a faculty member and administrator, both on a campus and in a system office, make him an ideal choice. He has a reputation as a well-known and well-respected member of Connecticut’s higher education community and I know the board is looking forward to working with him on these critical issues.” Said Austin in the same press release, “The work ahead isn’t going to be easy—change never is—but it’s critically important that we move forward on the issues of college preparedness, career training and workforce development, to support Connecticut’s economy and our state’s residents. I look forward to working with Chairman Robinson, the Board of Regents, the presidents, faculty and staff on the campuses and central office, and our great students.”

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Notes from the Conference Executive Committee:

CSC-AAUP Issues Call for Nominations

The Connecticut State Conference-AAUP Nominating Committee hereby announces a call for 2013–2015 CSC-AAUP officer nominations.

Nominations are being solicited for Connecticut State Conference President, Vice President, Secretary, Treasurer, and four At-large Members.

For information about the terms, duties of each office, and the election timetable please refer to the [CSC-AAUP Constitution and Bylaws](#).

If you wish to make a nomination (or nominate yourself), send the candidate’s name, discipline, and institutional affiliation to the CSC-AAUP Nominating Committee c/o Conference Office (P.O. Box 1597, New Milford, CT 06776). Nominees must be AAUP members in good standing.

January 31, 2013, is the deadline for receipt of nominations to the CSC-AAUP Nominating Committee. Nominees shall indicate in writing their willingness to stand for office and shall supply contact information and a biographical statement for use by the CSC-AAUP.

The Nominating Committee shall send candidate names and credentials to the national AAUP office no later than February 1, 2013, to be included in the national election ballot. Instructions for voting by secret ballot are sent to all members by the national AAUP.

Members of the 2013–2015 Nominating Committee are Charles Ross (Chair), *English*, University of Hartford, Immediate Past President CSC-AAUP; E. Carol Polifroni, *Nursing*, University of Connecticut, President UConn-AAUP; and Vijay Nair, *Library*, Western Connecticut State University, President CSU-AAUP.

Electronic Conference Elections

The State Conference shifted to electronic voting May 6, 2010. The necessary constitutional and bylaws amendments were passed at the 2010 CSC-AAUP Spring Meeting. Election of Conference officers and representatives for the coming term will be via electronic voting, in the same balloting process as for National AAUP officers and Council members. See the Conference website for details.

National AAUP Issues Call for Nominations (Connecticut is District IX)

The Nominating Committee for national AAUP’s 2013 Council elections is in the process of seeking candidates. An ad inviting nominations of candidates was published in the 2012 *Bulletin* this summer and in the September/October issue of *Academe*. The text of this ad may be found on the [AAUP website](#).

In 2013, there are elections in Districts II, III, V, VI, VIII, and IX and for three at-large seats. The Committee needs at least two candidates for each contested Council seat.

Those wishing to nominate candidates (or themselves) should turn in nomination materials well before the December 14, 2012, deadline.

AAUP State Conference Officers 2011–2013

President—Irene T. Mulvey, *Mathematics*, Fairfield University. Delegate to National Meeting.

Vice President/Treasurer—David Bedding, *Physics*, University of Connecticut–Waterbury. Delegate to National Meeting.

Secretary—Susan Reinhart, *Art*, Gateway Community College

Executive Director—Flo Hatcher, *Art*, formerly p-t, Southern Connecticut State University

Executive Committee 2011–2013

Ruth Anne Baumgartner—Chair, Editorial Committee; First At-Large. *English*, Fairfield and Central Connecticut State universities.

Albert Buatti—Chair, Committee on Community Colleges. Third At-Large. *Information Systems*, Middlesex Community College.

Ira Braus—Fourth At-Large. *Music History*, University of Hartford.

Joan Chrisler—Past President. *Psychology*, Connecticut College.

Andrew Fish, Jr.—Second At-Large. *Electrical & Computer Engineering*, University of New Haven.

Vijay Nair—CSU–AAUP Liaison. *Library*, Western Connecticut State. (Past President.)

Charles Ross—Committee A Chair; Chapter Service Program Director. Immediate Past President. *English*, University of Hartford.

Morton Tenzer—Chair, Committee on Government Relations. *Political Science* (ret.), University of Connecticut.

Campus and Organizational Liaisons

Albertus Magnus College—**Jerome Nevins**, *Art*. CCSU–AAUP—**Ellen Benson**, *Communications Associate*.

Connecticut College—**Joan C. Chrisler**, *Psychology*.

ECSU–AAUP—**Karen Patterson**, *Chapter Staff*.

Emeritus Assembly—**Mort Tenzer**, *Political Science* (ret.), University of Connecticut; **May-Wo Giger**, *Psychology* (ret.), CCSU, webmaster.

Fairfield University—**Irene T. Mulvey**, *Mathematics & Computer Science*.

Middlesex Community College—**Stephen Krevisky**, *Mathematics*.

Paier College of Art—**Jack O'Hara**, *Mathematics & Computer Science*.

Sacred Heart University—**Larry Weinstein**, *Management*.

St. Joseph University—**Marylouise Welch**, *Nursing*.

SCSU–AAUP—**Linda Cunningham**, *Member Services Coordinator*.

Trinity College—**Diane Zannoni**, *Economics*.

UConn–AAUP—**Peter Q. Nguyen**, *Director*.

UConn–AAUP—**E. Carol Polifroni**, *Nursing*; *President*, UConn–AAUP.

UConn Health Center—**Donald Kreutzer**, *Pathology*.

UConn Law School—**Lewis Kurlantzick**, *International Law*.

University of Hartford—**Charles Ross**, *English*.

University of New Haven—**Andrew Fish, Jr.**, *Electrical & Computer Engineering*.

Wesleyan University—*vacant*.

WCSU–AAUP—**Elise Silkowski**, *Chapter Staff*.

Yale University—**John Treat**, *East Asian Languages & Literature*.

Editorial Committee

Ruth Anne Baumgartner—Editor. *English*, Fairfield University and CCSU.

Joan Chrisler—*Psychology*, Connecticut College.

Karen Engwall—Book Review Co-editor. *Counseling & Wellness Center*, CCSU.

Al Kulcsar—Production Assistant.

Charles Ross—*English*, University of Hartford.

David Stoloff—Media Features Editor. *Education*, ECSU.

Kenneth Weiss—Book Review Co-editor. *Reading & Language Arts*, CCSU.

Website Design and Maintenance

Vijay Nair—*Library*, WCSU; **Ellen Benson**, CSU–AAUP *Communications Associate*

Editorial: A gentleman and a scholar

This phrase comes to us from many pens, and can be uttered in as much variety of tone as its scribes have imbued it with. William Wordsworth’s phrase “scholars and gentlemen” adduces gifts of intellect and birth, and Robert Burns’ “gentleman an’ scholar”—from his poem “The Twa Dogs,” where he describes a Newfoundland dog named Caesar whose “locked, letter’d, braw brass collar /Shew’d him the gentleman and scholar”—does the same for canines, with quite an ironic spin. If Google is any indication, there are a lot of people out there who think the phrase “a gentleman and a scholar” was coined by J.D. Salinger in *The Catcher in the Rye* (sure proof of the existence of individuals who believe the world came into being roughly simultaneously with themselves). Without rereading, I will hazard a guess that Holden Caulfield doesn’t invoke the phrase with reverence.

The critic Q.D. Levis, in “The Discipline of Letters” (1943), uses “scholar and gentleman” to damn the “club” of academe, and particularly English departments, for clinging to a shallow notion of the Classics and resisting modernity, valuing form over substance, and closing departmental doors against the life of the mind: “The claims are ultimately made in the name of the Classical tradition, that your genuine humanist is the familiar Classic scholar and gentleman that the academic could once claim to be.... But ... it has long been untrue to imply that the personnel of the academic English club is made up of such legendary people. The caste privileges of the Classic scholar and gentleman are now claimed, and the prejudices propagated, by those who are rarely the first, often have no real title to the second—and as for the third, perhaps that need not be discussed.” Such types, she contends, are examples of “what happens to ability when it is exposed to the atmosphere of Classical studies pursued without any standards other than those of scholarship and of social snobbishness.” Whatever sincere admiration may have resided in the phrase “a gentleman and a scholar” back in the mists of time, it has over the years gathered a thicker and thicker coat of irony, even of contempt.

AND YET, if we can set aside the definition of “hereditary aristocracy,” “gentleman” (or “gentleperson,” please!) can describe an individual of grace, courtesy, dignity, kindness, consideration, genuineness. And if we remove the image of the desiccated and dusty fellow brooding over the fine points of obscure texts and construing even more obscure meanings, “scholar” can still mean a lover of learning, a seeker of wisdom, someone fascinated by others’ minds and interested in the work of the past primarily to appreciate it, share it, and integrate it into the present and future. I know some people, myself included, who use it as a term of praise.

I had occasion to use the phrase when speaking with Nick Welchman’s family at his memorial service. For me, if ever I knew a true gentleman and scholar, it was Nick. The first time I saw him, he was walking into the UB–AAUP strike headquarters with several other people from the State Conference, come to join our picket line for the day and lend us some desperately-needed cheer and solidarity. (With him were, I believe, Jim Newman, David Bedding, Mort Tenzer, perhaps Bob Bard, perhaps Charles Ross?... I got to know all these people over the years, but I’m no longer sure whom all I met on that first occasion.) Managing to look cool and elegant in casual clothes, meeting our rumpled band with open concern and delight, Nick made me remember why I was so proud to belong to this profession. In the aftermath of the strike I became active in the Conference. Nick I never did get to know very well, because he was all the way out there at ECSU; but every time I saw him, at meetings usually, he was reliably that same self: serious about the profession and the people in it; gracious to everyone; intellectually precise; ready to take or make pleasure. When I heard his family and colleagues speak at his memorial service, I learned much more about his rich sense of humor, his adventurous spirit, his principled vigor—and I felt all the more that I had had the great good fortune to know a gentleman and a scholar.

You will also see a brief memorial for the formidable Steve Street in J. Glanvill’s column, on page 6. I never met Steve, but I benefited from his many postings on the Adjunct List and from his tireless efforts to win equity and dignity for contingent faculty everywhere, and I suspect he may have been another such. Maria Maisto, quoted in the article, refers to his “unerring moral compass” and also speaks of his warmth, his wit.

What is the biggest thing we can do in life? I think it’s to participate in try-

Editorial...6

A Note from the President:



Irene T. Mulvey, Mathematics, Fairfield University

Happy Fall to all my Connecticut AAUP friends!

Members reading this column will know that the best advocates for promoting higher education as a common good—defending true academic freedom and insisting upon genuine shared governance—are faculty members educated in the fundamental principles articulated by the American Association of University Professors since its founding in 1915. And so, the conference has decided to make chapter development—educating our fellow faculty members and helping them to organize themselves—a priority for this year.

Your elected faculty colleagues on the CT State Conference were working over the summer and have continued to work this Fall. As you may know, the CSC–AAUP Executive Committee meets monthly to conduct business on behalf of the state conference, an umbrella organization serving all the AAUP members and chapters in the state. At our first Executive Committee meeting in September, we outlined ambitious plans for the year ahead. In this column, I’d like to share our chapter development plans with members, and I invite you to send me feedback to share with the Executive Committee. In addition, I invite you to join us in these or any of our activities. There is always a lot of work to be done and our conference is a strong one; do contact me if you would like to get involved.

We have several very big and very strong chapters in our state, and we have some small and struggling chapters. We also have quite a few institutions with AAUP members but no formal chapter. And we have two

President...6

VANGUARD

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Chapter News

Yale faculty members to revive AAUP chapter

An October 12 *Yale Daily News* article by Sophie Gould reports the plans of a group of Yale professors to reinstate the dormant AAUP chapter there. Gould reports that “at a September 26 organizational meeting on campus, roughly a dozen faculty members appointed officers—including East Asian Languages & Literatures professor John Treat as president—and approved bylaws for the new chapter.” Also in attendance at the meeting were representatives of the Connecticut State Conference of AAUP: president Irene Mulvey, Mort Tenzer of the committee on government relations, and Flo Hatcher, executive director of the Conference.

According to Gould, faculty members involved hope that the chapter could “provide a forum for discussion on issues such as Yale’s partnership with the National University of Singapore in the creation of a liberal arts college” and on Yale’s coming presidential search, and “nationally sanctioned lobbying group within the University.” She quotes English and American Studies professor Wai Chee Dimock’s expectation that over time the chapter could “foster a participatory culture and strengthen faculty input into the decision-making process.” Principles of shared governance and other fundamental principles promulgated by AAUP are of particular interest, as well as enhanced awareness of how faculty at other institutions are approaching current issues in higher education and institutional management.

Comments by CSU-AAUP President

Asked by Gould to comment on the Yale initiative, Mulvey sent this reply:

“The American Association of University Professors is a national organization whose purpose is “to advance academic freedom and shared governance, to define fundamental professional values and standards for higher education, and to ensure higher education’s contribution to the common good.” Individual faculty members may join the AAUP and, if there are enough members at an institution, they can decide to form an AAUP chapter at their institution. A state conference is an umbrella organization serving all the AAUP members and AAUP chapters in a given state. The CSC-AAUP works with faculty members all over the state all year long (whether or not they are members of the AAUP) in a wide variety of capacities. Chapter Development is an ongoing issue for the state conference, and we stand ready to assist faculty anywhere in the state who are interested in considering the possibility and learning more about the AAUP and the benefits of having an AAUP chapter on a campus.

“I think any institution of higher learning would benefit from an AAUP chapter. Having an AAUP chapter connects the faculty at an institution to national AAUP, which has been articulating widely-accepted standards for higher education for nearly 100 years. Faculty at an institution have a fundamental responsibility to take part in the governance of their institution. This responsibility is carried out through the particular governance procedures in place at an institution but is significantly strengthened with the addition of an AAUP chapter. A chapter connects the faculty at an institution with national AAUP and faculty leaders at other institutions and allows the faculty to address fundamental concerns at their institution with a legitimate faculty voice.”

Read the full *Yale Daily News* article [here](#). —Ed.



In memoriam: Nick Welchman

In June the AAUP lost another good man. His service to the ECSU-AAUP, Connecticut Conference, and National AAUP was committed, vigorous, varied, and of long standing.



The next print Vanguard, in the works for publication soon, will carry the text of some of the warm and moving testimonials colleagues, friends, and family offered at the July 28 memorial service held at ECSU.

From his obituary: J. Nicholas Welchman was born in 1938 in Cambridge, England, and moved with his family to the Boston, Massachusetts, area in the late 1940s. He attended Shady Hill School, Phillips Exeter Academy, Marlborough College in England, and Tufts University—where he met and married Linda Van Demark. He graduated from Tufts with a B.A. in English and went on to earn an M.A. in Classics from Trinity College and an M.L.S. from the University of Rhode Island. He became an American citizen in 1973.

After teaching Latin and English for 12 years at Windsor Mountain and Pomfret Schools, he was employed by Eastern Connecticut State University, where he was a University Librarian for 27 years. While at Eastern, he was active in the faculty senate, holding several offices, and with the AAUP. Over the years he served as AAUP Chapter President at Eastern and in various capacities with the AAUP State Conference Executive Board.

In retirement, Nick served as a docent for the Lyman Allen Museum in New London, was a Big Brother, and was a Patient Ombudsman and volunteer at Bridebrook Health & Rehabilitation Center. A lover of dixieland jazz, classical music, and foreign film, he was also an avid reader and traveler. He is survived by his wife of 53 years, two children, two grandchildren, and two sisters.

Memorial contributions may be made to the Haitian Health Foundation, Norwich, CT.

The Robert Bard Legal Defense Fund

The Robert Bard Legal Defense Fund was established by the Connecticut Conference of the AAUP in 1998 to support litigation in cases or situations where AAUP principles of academic freedom, shared governance, or due process have been violated.

The Mort Tenzer Travel Fund

The Mort Tenzer Travel Fund was established by the Connecticut Conference of the AAUP in 2005 to assist chapters or academic departments in hosting guest speakers in the interests of advancing AAUP principles of academic freedom and the common good. In 2009 the Executive Committee voted to extend the terms of the grant to support travel by full- or part-time faculty for academic purposes.

The George Lang Award

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

Donations to these funds are welcome and may be sent care of Flo Hatcher, Executive Director CSC-AAUP, P.O. Box 1597, New Milford, CT 06776.

CSC-AAUP is an organization exempt from federal taxes. Contributions to CSC-AAUP are tax-deductible.

To apply for a grant from the Bard or Tenzer fund, or to request more information about them, contact Flo Hatcher at the Conference Office, who will be delighted to assist you. Bard Fund grants are made as the need arises. Tenzer Travel Fund applications are reviewed as they arrive but should be submitted at least six weeks before the date of the event. Tenzer Grants are made on a rolling basis.

Safe after Sandy? Help your neighbors and the organizations that help us all in emergencies. To help those beyond your personal reach, you might want to consider a contribution to an organization such as [AmeriCares](#) or the [American Red Cross](#). —Ed.

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.

Connecticut Conference Spring Meeting

In honor of our late friend and colleague Robert Bard—an outspoken champion of academic freedom and due process, tireless in his advocacy for members deprived of basic professional rights embodied in AAUP tenets and unstinting with his counsel and considerable expertise—the Conference’s 2012 Annual Spring Meeting focused on the principles of academic freedom, tenure, and due process in higher education. The featured speaker was leading American legal scholar and author Robert C. Post, Sol and Lillian Goldman Professor of Law and Dean of the Yale Law School. Of Post’s distinguished service as a long-time member of the national AAUP Committee on Academic Freedom and Tenure, AAUP past president Cary Nelson has said: “Those of us who have been lucky enough to have worked with Robert...know how many of our fundamental documents and policy statements have benefited from the refining fire of his extraordinary intelligence. They also know that his uncompromising intellect is combined with matchless civility and good will. While we are now jealous that Yale has more of his time, we also know that faculty all over the country benefit daily from the work he has done for the profession as a whole.”

Post spoke to a full house on issues developed in his new book *Democracy, Expertise, Academic Freedom: A First Amendment Jurisprudence for the Modern State*. The book offers “a new and useful account of constitutional doctrines of academic freedom. These doctrines depend both upon free expression and the necessity of the kinds of professional judgment that universities exercise when they grant or deny tenure or that professional journals exercise when they accept or reject submissions.” Professor Stephen Utz, University of Connecticut



Robert C. Post, Professor of Law and Dean of the Yale Law School, featured speaker at the Spring Meeting, makes a point.

School of Law, has called Post “the main theorist of academic speech today and a beacon of light.” Post’s stimulating talk was followed by a lively question-and-answer session moderated by David Bedding.

Timothy Killeen, President of the Connecticut Emeritus Assembly, offered a remembrance of late colleague Professor Cecilia Welna.

Irene Mulvey, CSC-AAUP president, introduced Jocelyn Boryczka, President of the Fairfield chapter, who presented the annual George E. Lang, Jr. Award. This award was established by the Conference in honor and remembrance of George Lang, Professor of Mathematics at Fairfield University and inspirational participant in AAUP activities at the campus, state, and national levels. Because Lang believed strongly in engaging younger faculty in the work of AAUP, and in developing the AAUP chapter at Fairfield University, the award is given each year to a younger member of the Fairfield University faculty who, in the opinion of the Fairfield Chapter, has shown commitment to AAUP principles and service. The 2012 Lang Award was presented to Dave Crawford of the Department of Sociology and Anthropology. Members of George’s family attended the Spring Meeting and congratulated Crawford.



Dave Crawford receives the Lang Award—plaque, Redbook, and a year's AAUP dues—from Fairfield University's Faculty Welfare Committee/AAUP President Jocelyn Boryczka (Politics) and recipient of the very first Lang Award!



Media Matters

This column is exclusive to the electronic issues of Vanguard. We review significant films, databases, programs, and other nonprint materials of interest to academicians. Those wishing to contribute to "Media Matters" should contact David L Stoloff, this column's editor, through the Conference office.

Blogging the University

Guest contributor: Ruth Anne Baumgartner, *English* (part-time), Fairfield and Central Connecticut State universities

Anyone venturing into the world of blogs is entering a chamber resonant with an amazing clamor of voices on every topic imaginable, and then some. Some blogs are bizarre and self-indulgent; some are tossed-off musings; some are works of art; some are well-considered and engrossing investigations of important subjects. On the subject of higher education, the amount of time one can spend reading thoughtful, insightful discussions on a wide range of subjects from a wide range of viewpoints is surpassed only by the staggering amount of time spent by all these writers, generously sharing what they know, what they believe, what matters. Herewith, a short list of some of the blogs I read, in no particular order. And even though I already spend far too much time on the computer, I would be happy to hear from readers about blogs they follow and enjoy: please send a message to the Editor, *Vanguard*.

<https://moreorlessbunk.wordpress.com>

History professor (Colorado State University–Pueblo) and Vice President of the Colorado Conference of AAUP Jonathan Rees blogs about history, contingent-faculty rights and realities, and online education—most recently, MOOCs:

he is taking a course and discussing various aspects of the experience. He is a strong voice for quality in education and faculty responsibility in curricular and institutional matters.

<http://chronicle.com/blogs/profhacker/author/jjones>

English professor (Central Connecticut State University) and President of CCSU-AAUP Jason B. Jones writes the ProfHacker blog for the *Chronicle of Higher Education*. The blog delivers tips, tutorials, and commentary on pedagogy, productivity, and technology in higher education

<http://academeblog.org>

The blog of *Academe* magazine. Edited by Gwendolyn Bradley and John K. Wilson. Multiple contributors, multiple topics.

<http://howtheuniversityworks.com/wordpress>

A weblog with video by Marc Bosquet, a tenured associate professor at Santa Clara University, where he teaches courses in radical U.S. culture, internet studies, and writing with new media. His book *How the University Works: Higher Education and the Low-Wage Nation* was released in 2008 by NYU Press with a foreword by Cary Nelson. Among numerous interesting and important discussions on the site, there’s a terrific interview with Nelson about the relationship between job security and academic freedom, and what students lose when the two are not coupled.

<http://thenewfacultymajority.blogspot.com>

In its own words, “This blog supports the New Faculty Majority mission and promotes an open exchange of ideas and information about higher education and professional issues, especially concerning adjunct and contingent faculty.”

And for a little humor, <http://youknewwhatimeant.wordpress.com>

The subtitle is “Errors and Intentions.” Presenting astonishing sentences committed by students in English classes over the years, “The intention of this blog is to examine the shadow—not only the shadow that comes between the writer’s intention and the actual utterance, but also the distracting shadow-pictures that dance between the mind of the reader and the text.” Full disclosure: this is the blog, now nearly fifteen months old, of the editor of *Vanguard*.

NATIONAL CONTINGENT- FACULTY NEWS

J. GLANVILL

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

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

A report on COCAL X Mexico City, August 8-13, 2012:

“Justicia laboral y educación con calidad”

Alice Emery, World Languages and Literatures (part-time), Southern CT State University

Activists and part-time academics from Canada, the U.S., and Mexico met this year in Mexico City to discuss contingent academic labor’s work conditions in the three countries. From August 8 to 13, the Coalition of Contingent Academic Laborers’ 10th Conference convened at the National Autonomous University of Mexico (UNAM).

Participants found many similarities in labor conditions for contingent faculty across North America. Fair compensation, dignity of working conditions, and job security remain elusive; however, we learned of experiences that give cause for hope and provide blueprints for change.

The pre-conference sessions started off with a presentation of the book *Magister Changarización*, by Maria Teresa Lechuga and Arturo Ramos of the UNAM. The title could be translated loosely as “The MacDonaldization of the Professoriate,” and the book consists of essays about the corporatization of universities and the resulting marginalization and exploitation of professors.

Student activism

The next morning, student activists from Quebec, New York City (the Occupy movement), and Puerto Rico chronicled the experiences of their movements for educational and social change. They provided welcome and important voices at the Conference. In Puerto Rico last year, students closed down all the university campuses on the island to protest increased fees, amid violent repression by the police. Representing the student movement in Mexico, a professor from #YoSoy132 Académicos spoke, explaining how faculty members supported the #YoSoy132 movement in Mexico. This movement started last spring when students, outraged by positions taken by the then-candidate and now President-elect Enrique Peña Nieto and by the biases in the mass media, created a movement from a Twitter feed. The movement sparked protests in all the major Mexican cities, and the participants continue to question the legitimacy of the President-elect. The students from Quebec explained the process and the positions they took to build their movement.

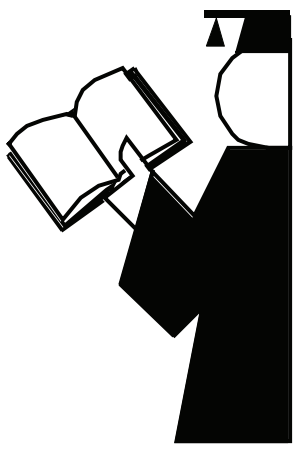
With news of the Quebec student movement’s victory in stopping tuition increases this fall, it is also worth remembering the 1999 student strike at the UNAM (its most recent) which shut down the university for nine months. As in Quebec, the UNAM students’ primary achievement was to block a proposed rise in tuition. The strike also paved the way for greater representation and dialogue among all members of the university community. (Since then, the UNAM has only risen higher in stature nationally and worldwide. It is currently among the top 100 universities in the world, and in the past ten years has placed either first or second—depending on the year—in the international ratings for Latin American universities.)

Organizing against normalization of part-time labor

In the first plenary session of the Conference, Michael Fabricant discussed the “sustained, unrelenting attack on all things public” and “austerity as a naturalized landscape.” He outlined how the corporatization of public universities (and public services in general) pushes part-time labor through three stages. In the first stage, small numbers of adjuncts are hired for their specialized expertise. The second stage consists of a growing fiscal crisis that results in an explosion of part-time labor and corresponding increases in tuition. In the last stage, adjunct labor becomes the norm and is increasingly deployed into profit-making sites such as online courses. As a case in point, the fully-online University of Phoenix is now the second largest university in the U.S.

For organizing responses to this crisis, Fabricant commented that

- part-time and full-time faculty, along with students, must work together to defend their shared interests in quality education.
- there are huge hurdles for part-time faculty to organize, as “they hurtle



[pun intended?] through space” from one job to the next. Part-time faculty face scarcity of both time and space to work together.

- university faculty must build alliances outside of the university to work for the equitable redistribution of

wealth and societal resources, such as health and education. We must broaden our social campaigns.

Fabricant ended by reminding us that we must move back and forth between larger economic issues and the particular ones that affect us, and that “to aspire to anything less is to betray ourselves and those who come after us.”

Sylvain Marois spoke about the student and social movement in Quebec. He talked about the relation of the student movement to human rights, and the protests about rises in the cost of living in Quebec. Marois discussed the negative effect of the precarious state of the adjunct professor’s work on the student-teacher relationship.

Online teaching and learning

In the panel on online teaching and learning, Eileen Kennedy from City University of New York talked about growth of online learning and some of the opportunities and challenges it presents for faculty. At CUNY, part-time faculty receive the same pay as full-time for teaching online courses. She made a number of important points:

- When a faculty member designs a course, she or he has intellectual property rights over it, not the university. Universities violate copyright law when they take possession of an online course.
- Workload and training should be taken into account when negotiating pay for online courses. The workload is often much higher than in a face-to-face course. Unions need to play a role in shaping policy and protecting faculty rights in online teaching.
- There should be a cap on the number of students in an online course.
- Observation times and policies in an online course should be determined as they would be in a face-to-face course.
- In order to preserve the quality of learning and instruction in online courses, faculty and unions need to shape policy concerning those courses. Currently less than a third of faculty have faith in online courses.

José Luis Sandoval Dávila, Michel Sarra-Bournet, and Gerardo Reyes Hernández spoke of similar problems in Mexico and Canada. On the other hand, another group of academics from the UNAM found reason to look at online teaching as a promising alternative. This reflects my own experience as a professor in the UNAM. I taught there from 1996 to 2006 (gaining tenure in 2000). My experience designing and teaching online courses, alongside

my face-to-face courses, was positive for a number of reasons. First, unlike the corporate, factory model used in the U.S., online teaching was quickly recognized at the Center for Foreign Language Teaching, where I worked, as highly labor-intensive. Academic creativity and freedom were encouraged. Since the UNAM’s policy is to use only open-source software, online teaching required hiring additional programmers and graphic designers, who worked closely with us to modify the existing software to fit our pedagogical models and needs. The net result was increased access to courses by remote learners, increased hiring of technical help, increased professional development of academic faculty, increased hours for adjunct professors, and, via negotiations with the administration, adequate compensation for the additional work online teaching required. Using open-source software meant our academic program wasn’t handcuffed to extremely expensive commercial software that we couldn’t adapt to our needs, with little or no in-house technical support—which is what happens in the U.S.

Unions, associations, and networks

In the panel focusing on forming and building unions, associations, and networks, Joe Berry spoke about organizing faculty in for-profit higher education. David Hatchett gave a practical and informative talk on how adjuncts organized at CUNY. Judy Olson spoke about her experience organizing contingent faculty in the NEA and getting recognition from the organization as a whole. Ernesto Ortiz and César Alejandro López spoke about the challenges unions face in Mexico as they are confronted by increasing trends of neoliberalism.

Higher education in Mexico suffers from many of the same ills that U.S. universities do, such as excessively high rates of contingent faculty (71% at the UNAM) who are paid on a different, far lower pay scale than full-time faculty. Like their colleagues in the U.S., many part-time professors in Mexico commute huge distances among jobs in order to pay their bills, barely keeping body and soul together.

Yet the STUNAM union is strong, as is the academics’ association (AAPAUNAM), and they have achieved some labor conditions that contingent faculty in the U.S. can only envy. Part-time faculty (*profesores de asignatura*) can earn tenure for the number of hours they are working when they begin the tenure-approval process. Furthermore, even with only a few hours of teaching a week, they have full access to health care and insurance, and they earn a retirement pension.

International and diversity issues

Kyung Ae-Oh was invited from Korea to talk about the situation of contingent faculty there. Korea, like North American countries, also presents a dispiriting panorama of exploitation, low wages, and little dignity. Forty percent of their adjuncts (nicknamed “peddlers” there) have PhDs and earn on average \$445 a month, while full-time professors earn on average \$5,500 a month.

COCAL... 6

COCAL...from 5

In one of the last panels of the day on Saturday, one that focused on multiculturalism and diversity, Katie Walkiewicz described how graduate student employees had organized at Urbana-Champaign. She emphasized the importance for graduate student unions of forging ties with the community, since the students themselves are so transient.

Delia Selena de Dios of the UNAM described precarious adjunct labor through the lens of gender, and discussed the ways in which unwritten norms still limit women’s possibilities and govern everyone’s behavior.

Jack Longmate talked about Vancouver Community College, where the “regularization” of adjuncts starts on Day 1. This system solves contingency problems by improving working conditions at the lower tiers, rather than only partially solving them by creating more tenure-track positions (see The New Faculty Majority’s [Program for Change](#) which draws on the Vancouver model).

Furthermore, Vancouver employees at for-profit colleges and language schools have had success in forming unions and negotiating for more acceptable labor practices. In British Columbia, unions have achieved great strides. They also provide a useful blueprint for labor demands. At Vancouver Community College, adjuncts receive benefits, a *pro rata* pay scale (single salary scale for part-time and full-time alike), paid vacations, professional-development funding, and increased job security over time, which is tied to performance evaluations on defined schedules.

UNAM

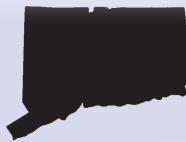
The Conference was jointly hosted by the STUNAM (the UNAM union) and the AAPAUNAM (the academics’ association). In addition to the excellent organization by COCAL organizing committee and the gracious hospitality of the Mexican hosts (wonderful parties!), the student team of graphic designers was an important participant in the Conference. These students had created the logo, flyers, posters, awards, T-shirts, etc., and were a respected and essential presence throughout the meeting. The Conference was their “social service” project, something every student in Mexico must do before receiving the undergraduate degree.

The UNAM was an ideal location to talk about progress and change. At the start of the 20th century, the UNAM rose from the ashes of the *porfiriato* dictatorship and autocratic government control to be rebuilt as an autonomous university. A UNESCO World Heritage site, the UNAM’s University City boasts astonishing architecture that expresses Mexico’s prehispanic past, its contemporary experience, and its vision for the future. Murals on the campus, created by artists such as David Alfaro Siqueiros and Juan O’Gorman, reflect the vision of a country reinventing itself in the early 20th century. The murals offer daily reminders to the university community of the ideals of a Mexico that aspired to transcend social injustices. Since that time, the UNAM has always been at the forefront of social change in Mexico.

A hundred years later, in the early 21st century, not just in Mexico but many parts of the world we are threatened by the economic hegemony of the few. A Conference like COCAL, however, suggests possibilities for a better future.

The [COCAL website](#) has an overview of the conference, and photos.

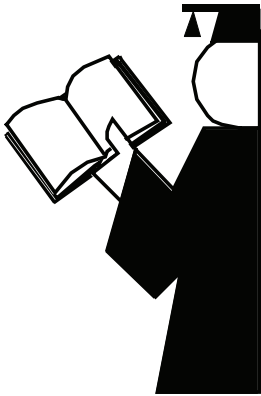
Alice Emery traveled to COCAL X with the assistance of the Mort Tenzer Fund of CSC-AAUP. See page 3 for more information on this fund. —Ed.



In Memoriam: Steve Street

Steve Street died at the age of 56 in Buffalo, New York, on August 17. This was his second battle with cancer, but until a week before his death he had been optimistic that he could attend COCAL X and also teach in the fall. He was widely respected and loved, both personally and in his work with COCAL, on the Contingent Academics Mailing List, in United University Professions (his faculty union at the State University of New York), and in the [New Faculty Majority](#).

In a message shared via the Contingent Academics Mailing List, Maria Maisto, President of the New Faculty Majority, wrote, “Steve’s perseverance as an activist inspired his UUP colleagues for many years, both at the local and statewide levels. His unerring moral compass did not mean he was unwilling to compromise in order to achieve practical gains, but it did mean that his humane principles and deep commitment to academic freedom never faltered. We will sorely miss Steve’s brilliant ability to frame concepts and to capture and analyze the subtle nuances of the complexities of contingent employment issues. But we will miss even more his warm friendship, great kindness, and razor sharp wit.”



Editorial... from 2

ing to make the world better, for others as well as for ourselves...or perhaps even for others before ourselves. The means may vary, but the mission remains. And when Death comes for a person so engaged, as it comes for us all, the world loses.

It loses especially if we do not renew our own commitment, and if we fail to recognize among those still working, still living, the vision, the heart, and the commitment that mark the gentleperson and the scholar.

There’s no room for irony in that.

And while we’re on the subject: vote! —RAB

President...from 2

very new chapters. As AAUP leaders, we know that the best advocates for faculty at an institution are those faculty members themselves when they are educated and organized, and so able to speak with legitimacy about faculty concerns and faculty views. The conference is making it a priority this year to reach out to institutions with AAUP members but no formal chapter to see if we can assist them in forming a chapter. In addition, we’d like to reach out to our Connecticut colleagues at institutions with small but struggling chapters to see if we can

give them a shot in the arm that will enable them to work more effectively on behalf of the faculty and in support of our core academic mission. We have been in contact with faculty members at a couple of institutions already and will continue this important work throughout the year.

If you will allow me to butcher the old adage about giving a man a fish as opposed to teaching a man to fish: Tell a faculty member that the AAUP has been safeguarding American higher education for nearly 100 years, publishing widely-accepted statements articulating the standards of our profession, and he or she will probably be impressed. Give that faculty member a *Redbook* (with a bookmark in the 1966 *Statement on Government of Colleges and Universities*) and help with forming a chapter at his or her institution, then stand back and watch out. —I.M.

**Funding for Academic Travel:
About the Tenzer Fund**

Important disciplinary and professional conferences are often held far away from your home institution. The costs of travel and registration can place these gatherings out of reach for many, especially if your local funding is scarce or non-existent. Hosting guest speakers on your own campus can also be financially difficult in these times of budget constrictions.

For full-time and part-time faculty alike, remaining current in one’s field is vital, as is maintaining academic relationships. The Connecticut State Conference-AAUP has travel funds available for academic purposes.

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 the AAUP principles of academic freedom and the common good. In 2009 the Executive Committee voted to extend the grants to cover travel by full- or part-time faculty for academic purposes.

You are encouraged to apply for a grant of up to \$350 from the Tenzer Fund, or to request more information: contact Flo Hatcher at the Conference Office.



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



National News

Report on Academic–Industry Partnerships

AAUP press release, and Cary Nelson, past president, AAUP

The independence and integrity of university research and teaching is being threatened on a multitude of fronts. Recent news reports, Coalitiononal investigations, litigation, and academic research have uncovered a variety of disturbing commercial conflicts that could undermine public confidence in the academic enterprise—from physicians and researchers failing to disclose substantial payments from drug companies to private foundations endowing professorships and funding research centers under contracts vetted by the foundation’s self-appointed board.

Should faculty members be permitted to hide the fact that they are being handsomely paid by a corporation they are supposedly objectively evaluating? Should a corporation decide which faculty members can teach a course or participate in a university research project? Should a corporation be able to control when faculty members can publish the results of their research?

These are among the many ethical and professional questions asked and answered in the AAUP’s major new report—*Recommended Principles and Practices to Guide Academic–Industry Relationships*.

About the Report

The AAUP has, since its founding nearly a century ago, been the premier multidisciplinary organization drafting policy statements for the academy. The time has come for us to address fully this increasing corrosion of university integrity. Our organization is responsible for defining academic freedom, tenure, and shared governance. We have written and distributed the single best statement on student rights. When new issues arise that bear on the academy—from electronic communications to intellectual property rights—we research them and address them in detail. In fact we issued a concise “Statement on Corporate Funding of Academic Research” in 2004, but the complexity of contractual relationships has now reached the point where far more elaborate documentation, analysis, and recommended practices have become imperative. It is only more recently, for example, that multi-year large-scale strategic corporate alliances have become relatively common on a wide range of campuses.

In response to this complex problem, the AAUP over the past year and a half has developed an analysis and set of guidelines on how to handle the financial relationships between industry and the academy to achieve the greatest social good. At over 200 single-spaced pages, the draft report we have produced is already the most detailed in AAUP history. The product of eighteen months of research and writing, the report is nearly 100,000 words long. Its conclusions are supported by detailed case studies and some 700 footnotes. But its 56 specific recommendations are available in a concise twenty-page summary.

We make it clear that joint industry/academy research agreements offer tremendous benefits to all involved—making more ambitious and expensive projects possible, encouraging collaboration between academic and industrial staffs and the sharing of cutting-edge knowledge, bringing useful products to market more rapidly, advancing knowledge in a variety of fields more efficiently.

At the same time, careful study of a range of contracts between corporations and universities

demonstrates that there are real risks to higher education’s values and institutional missions if basic principles are not honored. Corporations should not, for example, be able to control data and statistical analyses related to studies ostensibly authored by academics or embargo research results for excessive periods of time. Faculty members should not attempt to publish research papers under their own names that were in fact written by corporate employees. Faculty members should not claim to have objectively tested a product when they have a major equity interest in the manufacturing company. Faculty members or administrators deciding which grants are to be supported should not themselves be receiving large honoraria from the corporations funding the research. These are only a few of the principles that are now, unfortunately, widely violated in the academy.

Indeed we have identified, explained, and documented over 50 principles that we believe should govern these relationships. About 30 of these are drawn from recommendations that other scholarly and professional organizations have advanced. That provides a solid base of professional consensus for our report. The other 20 represent modified or new recommendations that we will be urging colleges and universities to adopt. This full set of guiding principles exists nowhere else. The report as a whole offers comprehensive guidance in an area of emerging importance and increasing complexity. We know of no more important issue in higher education that cries out for serious attention and advice.

The report is unstinting in its defense of academic freedom and the rights of faculty to control their research agendas and the fate of the intellectual property they create, rights seriously eroded over the last generation. But the report spends equal time urging improved rules to make certain that faculty members conduct themselves in an ethical and professional manner, principles also eroded by increasing conflicts of interest. This mix of rights and responsibilities aims to strengthen the independence and reliability of university research and restore the level of respect American higher education deserves.

Summary of Recommendations

The AAUP has drawn up these recommended principles to encourage universities and their faculties to adopt both stronger and more comprehensive standards to guide sponsored research on campus, and to manage financial conflicts of interest more effectively at both the individual and institutional levels. The AAUP Principles cover these areas:

- General Principles & Standards to Guide Academic Industry Engagement (Principles 1-7)
- General Principles to Guide Student Training and Professional Evaluation (Principles 8-10)
- General Principles to Guide Management of Intellectual Property (IP) (Principles 11-17)
- General Principles to Guide Management of Financial Conflicts of Interest (COI) (Principles 18-27)
- Targeted Principles: Managing COI in the Context of Clinical Care and Human Subject Research (Principles 28-31)
- Targeted Principles: Strategic Corporate Alliances (SCAs) (Principles 32-44)
- Targeted Principles: Clinical Medicine, Clinical Research, and Industry Sponsorship (Principles 45-52)

We expect this report to be actively debated as campuses consider whether to adopt its recommendations in faculty handbooks, research contracts with industry, and collective bargaining agreements. Following standard AAUP practice, it is published now for public comment, after which it will be revised as appropriate.

But even more critical is the role these guidelines can play in preserving the health and intellectual independence of the academy, while increasing the likelihood of productive industry-academic relationships. We have put the report through a rigorous and necessary process of review, revision, editing, and fact-checking. Responses from outside experts testify that the draft is impressive, indeed, that it is the single most important effort to establish such

guidelines. The draft report on industry-funded research is a magnificent document. It will provide faculty, journalists, scientists, and policy makers with the information they need to confront and analyze this increasingly important problem. It will also, I hope, serve as a call to action for faculty senates across the country to reassert faculty control over these processes, and to assure that long standing concerns for academic freedom, ethical integrity, and the traditional values of the university will have a fighting chance in universities throughout the United States.

The AAUP seeks to promote a deeper awareness of how these commercial relationships—though often highly beneficial—may have far reaching impacts on the university and its mission; its constituents (students, colleagues, patients, the public); and on the academic profession (in areas ranging from research integrity and research reliability to knowledge sharing, public health, and public trust)—all of which must be taken into careful consideration. Although this AAUP report’s primary focus is on academic-industry relationships, we address government and non-profit sponsored research when related and appropriate. We recognize that some non-profits can and do receive substantial funding from industry and sometimes act as agencies for industry in ways that can mask industry’s role in selecting and even managing individual academic projects.

For these principles to be effective, academic senates or comparable faculty governing bodies will need to review and adapt them as appropriate, and to recommend their adoption in faculty handbooks, university policy statements, faculty guidelines, or collective bargaining contracts. Mindful that sponsored research often entails the employment of graduate assistants, postdoctoral fellows, and academic professionals, in addition to faculty, this report also addresses their working conditions. Faculty governing bodies will benefit from working closely with knowledgeable administrators, many of whom will be equally interested in having clear guidelines adopted for the campus.

Concerning publication

The report includes an action summary, but any faculty that wants its key recommendations adopted in a CB contract or faculty handbook will need the full report with its extensive supporting explanations and evidence. It will of course be available online on the AAUP website. But if we expect this 350-page report to have the impact it deserves, we have to get it to provosts, chancellors, senate leaders, and union leaders in a form in which they can easily master it, carry it to meetings, and refer to it repeatedly. It’s more than just a one-time read; it’s of necessity a reference work and a resource during debates about adopting the recommendations, then a resource and guide for enforcing them.

Initial support for this project came in the form of a \$10,000 bequest to the AAUP. The Open Society Institute Foundation and the Canadian Association of University Teachers have given substantial grants to support the editing and revising process. Our Academic Freedom Fund supported both a preliminary exploratory meeting and a final approval meeting where the report was unanimously approved for online publication for comment. What we have so far not found is \$25,000 to support its copy editing, design, and book publication after comments have been received and incorporated. We do expect to distribute the book through a university press, seeking that agreement after we know we can support the printing cost. And we will need to be able to distribute at least 1,000 copies to administrators for free. It would be wonderful if a number of chapters and state conferences deeply committed to academic freedom and shared governance donated toward that amount. Not only would it make publication of an unusually timely report possible. It would send a message about some of the key commitments and interests of the AAUP at its best.

The full report is available [on the AAUP’s website](#).