



# VANGUARD

Connecticut Conference • American Association of University Professors

*Advancing Professional Standards in Higher Education*

Volume 31, Number 1

Electronic Edition

Early Spring 2011

## “Community Colleges in the National Spotlight: Gateway to a Better Future” Is Theme of CSC–AAUP Spring Meeting

An historic October 5, 2010 White House summit highlighted the importance of community colleges, which educate almost half of the nation’s undergraduates. Following that event four regional summits—February 28 at the Community College of Philadelphia; March 9 at the Lone Star College System, Houston; March 23, at Ivy Tech Community College, Indiana; and April 15, at San Diego Community College District—explored various aspects of the two-year educational experience.

We believe that in Connecticut we have a strong example of getting the community-college experience right. Since 1999, Gateway Community College President Dr. Dorsey L. Kendrick has created an atmosphere of positive change. Under her leadership, enrollment numbers doubled, new scholarship and articulation agreements were forged, and a new urban campus initiative became a reality. A new incarnation of Gateway Community College takes center stage in downtown New Haven September 2012. In a time of unprecedented fiscal constraints, President Kendrick provides enlightened leadership.

But Governor Malloy is considering major changes to the structure and

*Spring Meeting... 6*



*Dorsey L. Kendrick, President, Gateway Community College*

## CSU–AAUP President Speaks on Higher Ed Reorganization

*Vijay Nair, President of the Connecticut State University AAUP, spoke in Hartford on March 10 at the public hearing held by the Joint Committee on Higher Education and Employment Advancement on S.B. No. 1011—An Act Concerning a Reorganization of Connecticut’s System of Public Higher Education. Here is the text of his testimony. —Ed.*

CSU-AAUP is not opposed to a reorganization of Connecticut’s systems of public higher education. In fact, we believe that some reorganization is long overdue. We also believe that it is necessary, at least in some of our institutions, to redirect more resources from managerial expenditures to instruction and other direct student services.

The difficulty we have is with the specific proposals that are before us now. Allow me to point out some of our concerns:

The primary motivation behind the reorganization proposal is to save

*Reorganization... 8*

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## Notes from the Conference Executive Committee:

### Don't Forget to Vote!

E-voting for AAUP District IX CT Council At-Large, District IX Council Seat, ASC Chair, and CSC–AAUP Officers and At-Large Members has begun. If you are an AAUP member and did not receive an e-mail ballot message, check your trash or spam file first; if you don't find it there, then contact Martin Snyder [msnyder@aaup.org](mailto:msnyder@aaup.org). Ballots must be returned and received on or before April 15, 2011 <http://www.aaup.org/aaup>.

Save the Date: April 13, 2011

### TAKE CLASS ACTION Demand Quality Education

Last month, faculty leaders from universities across the country met in Los Angeles to discuss how to assert the faculty’s voice in the national debate over the future of American higher education. They agreed upon some draft principles and selected April 13, 2011, as a day of action in defense of public higher education. In conjunction with our colleagues, the CT State Conference–AAUP is working to make April 13 a day for meeting with our legislators and advocating for quality higher education at the state house. More information, including the draft principles, is online at [www.aaup.org/AAUP/GR/Public/principles.htm](http://www.aaup.org/AAUP/GR/Public/principles.htm). Watch *Vanguard*, the CSC–AAUP website, and your e-mail for details on how the CSC–AAUP will *take class action to demand quality education* on April 13.



To read more about the national day of action, go to "How to Take Class Action on April 13 (and Why You Definitely Want To)," by our own Jason B. Jones, in the 24 March *Chronicle of Higher Education* <http://chronicle.com/blogs/profhacker/>



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

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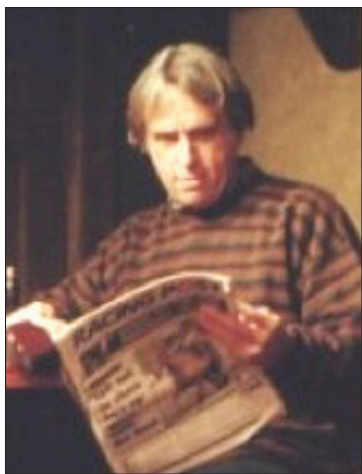
## Website Design and Maintenance

**Vijay Nair**—*Library*, Western Connecticut State University

# Guest Editorial: UB's Past Is Now Prelude

Alexander Kulcsar, *Production Assistant, Vanguard*

**March 12, 2011.** A year ago today, I started the blog <http://ubstrike.wordpress.com> to revisit the events of the 1990 strike at the University of Bridgeport, in which the “financially strapped” private university (as the press loved to call it in those days) decided it needed the faculty union out of the way in order for the school to “balance its budget” and pay its creditors. The administration’s contract proposal, which stripped the existing CBA of any and all protections of faculty rights (including tenure, grievance procedures, and the right to determine teaching methods and materials), was designed to put the faculty on the street so they could be “permanently replaced,” which is what happened; but what the administration’s lawyers hadn’t counted on was the strikers’ ability to hang on for two years in a no-holds-barred fight which ultimately bankrupted the school and forced it sell out to a cult (Rev. Moon’s Unification Church).



The school’s ability to hire “permanent replacements” for tenured professors was one reason for the strike’s longevity. With replacements hired off the street teaching classes (and no objection from students, parents, or accrediting agencies), what incentive did the University have to settle?

But another reason was the union’s inability to appeal to the National Labor Relations Board over unfair labor practices : faculty at private schools have no protected right to collective bargaining under the Supreme Court’s *Yeshiva* decision. The *Yeshiva* decision of 1980 ruled that college professors were “managers” and therefore had no right to unionize under the National Labor Relations Act; private schools bargained with them by choice. Public colleges and universities, however, did not fall under this ruling because they were under the jurisdiction of state legislatures, which protected their right to bargain. Until now.

The state legislatures that are now busy taking collective bargaining rights away from state workers are taking their cues from private schools, asserting that faculty in public colleges and universities are also “managers” under the same definition of the *Yeshiva* decision. Which places unionized public school faculty in the same boat with private school faculty...and they can now sink or swim together.

So UB is current again. What might have seemed like a bizarre aberration at the University of Bridgeport in 1990 is now the tone for the new war on faculty rights in academe. We regret that more wasn’t done in the last thirty years to undo *Yeshiva* (maybe because too many felt it was someone else’s problem), or to legislatively roll back the practice (and legality) of permanent-scab labor (again, for the same reason). What we learned at UB for many years was that collective bargaining was not just a matter of negotiating wages or pensions. It was only through a legally enforceable contract that tenure, personnel procedures, grievance procedures and academic freedom could be defended against the capricious and destructive whims of an administration whose main concerns were the demands of business and politics, not education.

But UB still has something else to teach: that faculty who stand together, no matter what the odds, have the combined brains and creativity and strength of principle to make the cost of such wars very high for those who choose to wage them. —A.K.



# MESSAGES

From: Michael Mauer <[mmauer@aup.org](mailto:mmauer@aup.org)>

Date: Tue, 8 Mar 2011 10:59:22 -0500

To: Circlist <[Circlist@aup.org](mailto:Circlist@aup.org)>

Subject: Madison: 360 degrees (and temperature rising)

I can’t begin to understand the technology behind this, but here are some astounding 360 degree panorama photographs from Madison, Wisconsin.

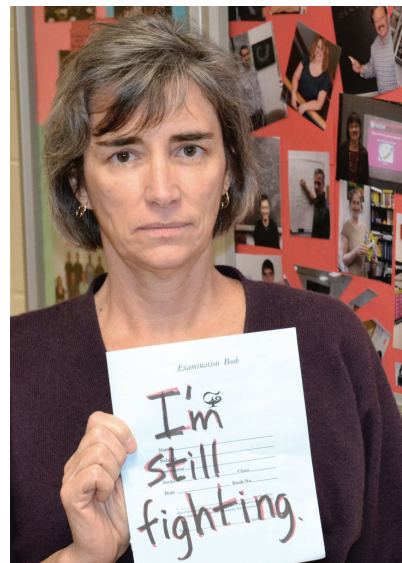
View them in full screen high definition, if you are able:

[http://www.tourdeforce360.com/madison\\_protest/](http://www.tourdeforce360.com/madison_protest/)

## 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 positions of National AAUP or any other 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.

# A Note from the President:



**Irene T. Mulvey, *Mathematics*, Fairfield University**

Look no further than the front page of any national newspaper to see that public employees in the United States are under attack. In recent weeks, Republican legislators in many states, including Ohio, Michigan, Wisconsin, and Tennessee, have introduced legislation that would put an end to the right of public employees, including faculty, to bargain collectively over benefits and working conditions. The rhetoric portrays these draconian measures as the only way to deal with crippling budget shortfalls, but let’s call it what it really is: union-busting. As evidence, note that some of the legislation (like Wisconsin’s) would require unions to hold recertification votes every single year, providing absolutely no savings for the states but clearly sapping time and energy from union leaders and putting each union in constant threat of dissolution.

Public employees are the backbone of our democratic workforce, and they have been asked to shoulder way more than their fair share of the budget-shortfall burden—in Connecticut as much as anywhere else. To severely limit or, in some cases, to completely take away the ability of workers to bargain collectively over wages, benefits, and working conditions is to take away what should be a fundamental right of all workers.

Collective bargaining is not all about money; it’s about workers’ rights, dignity, and working conditions. The consequences of limited or no collective bargaining for faculty, in particular, could have an effect on nearly every aspect of the profession: academic freedom in the classroom and in research, due process in promotion and tenure

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# Chapter News

## Connecticut College

CSC-AAUP is delighted to welcome the newly reactivated advocacy chapter at Connecticut College. The April print *Vanguard* will carry a full article; as a teaser, here is one of the photos taken at the Chapter's recent faculty reception:



photo by Ruth Grahm

## Connecticut State University



### Capitol Monitor

We began 2011 with the inauguration of the CSU-AAUP Capitol Monitor, a weekly report on activity at the State Capitol during the legislative session. "News and Information" presents bills, committee reports, announcements, and responses coming before the legislature that have to do with higher education; "Action Center" provides contact information, fact sheets, and other tools for participating in the conversation of democratic government and making your voice heard on issues of concern. There is also a discussion group accessible by members of CSU-AAUP. We expect the Capitol Monitor to be a valuable resource and action point in the difficult days ahead. Go to <http://www.csuaaup.org/>.

## Emeritus Assembly

EACT Newsletter 23.2 (Spring 2011)

### Spring Program: Save These Dates!!!

On **Wednesday March 30**, at 10:30 a.m., Dr. Richard Norgaard, Professor Emeritus, University of Connecticut, will speak on "The New Retirement, On Board or Still at the Station, Living to 100 with Purpose and Vitality" at the 1877 Club of the Gray Conference Center, University of Hartford. A short business meeting and buffet lunch (\$20) will follow. Norgaard's research was in statistics and mathematics, with a specialty in investments; but his more recent publications and research concern physical, mental, and financial fitness; and government regulation and the law in the areas of education, health, management, and labor. He has had a lifelong commitment to fitness and adventure. He is a cyclist, mountain climber,

swimmer, and exercise and nutrition guru. He has climbed some of the highest mountains in the world and age 80 is still not afraid to take on the likes of Mount Washington.

On **Tuesday May 10**, at noon, we will gather for lunch at Sofia's Restaurant (136 Prospect Hill Road, East Windsor, CT). Lunch (pay-as-you-go) will be followed by a guided tour of the New England Air Museum (\$8). The Museum's website advises, "hard core aviation and history enthusiasts will want to spend several hours viewing not only our aircraft and engine displays, but our many fascinating exhibits on such diverse topics as the Lafayette Escadrille, WWII Combat Gliders, the history of Sikorsky Aircraft, Early French Aviation, the History of Air Mail, the Tuskegee Airmen, Airships, Amelia Earhart Historic Flight, and many others."

For reservations, updates, and details, see our Newsletter at <http://eact.info>. Do plan on joining the convivial fellowship of your former colleagues and friends.

### In Memoriam Mary Rogers Beckert

We have put together a web page of tributes to Mary Rogers Beckert on the website of the Emeritus Assembly, CSC-AAUP. It is available for preview at [http://eact.info/webcommentary\\_files/mrtribute.html](http://eact.info/webcommentary_files/mrtribute.html). Many of the items had been shared with the members via the Spring 2011 EA newsletter (editor, Timothy Killeen), and the blog <http://www.ctemeritusassembly.org>. We have added some other materials, including a commemorative by Timothy Swanson of ECSU.

## CSC-AAUP On the Road

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

February 9, ten conference members traveled to the Wesleyan University Usdan University Center, in Middletown. This was the first executive committee meeting for new UCONN Liaison Dr. Carl Salsedo, who teaches on the West Hartford Cooperative Extension Campus.

February 23, Flo Hatcher traveled to the Hartford Legislative Office Building for 2011 ACLU Lobby Day. Lobbyists Betty Gallo and Mike Johnson prepared attendees for office visits with representatives and Shujaa Graham, Death Row Exoneree and Activist, gave moving testimony about his own harrowing experience. Flo joined Jobs For Justice (and other unions) in organized rallies supporting Wisconsin public workers on the Capitol steps that same day.

March 10, President Irene Mulvey, CSU-AAUP President Vijay Nair (past CSC-AAUP President), and Flo Hatcher joined an impressive turnout of CSU-AAUP faculty and students for a public hearing in front of the Joint Committee on Higher Education and Employment Advancement on Governor Malloy's Bill 1011 proposing the reorganization of CT public higher education. Nair was the first to testify and spoke eloquently about the proposal's impact on the CSU System. Mort Tenzer, Ruth Anne Baumgartner, Susan Reinhart, and Charles Ross traveled to the West Hartford Cooperative Extension Campus where they were joined by Carl Salsedo, Irene and Flo for an executive committee meeting.

March 18, Irene Mulvey, Mort Tenzer, and Flo Hatcher traveled to Middletown for a meeting with UCONN

## 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.

A generous donation to the Bard fund has been received from

*an Anonymous donor  
in memory of ECSU Professor Emerita  
Mary Rogers Beckert*

## 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. A generous donation to the George Lang fund has been received from

*Mary-Beth Lang*

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: now is a good time to make your plans for Summer and Autumn 2011.

Executive Director Ed Marth and UCONN-AAUP President Tom Peters.

March 25-27, Irene Mulvey traveled to Washington for national AAUP Executive Committee meetings.

April 13, CSC-AAUP members will travel to the Hartford Capitol to participate in a national day of action in defense of public higher education. Constituents meeting with representatives will bring the faculty's voice in the national debate over the future of American higher education at a time when public higher education is at great risk.

Vijay Nair, since becoming CSU-AAUP President, has traveled extensively to the four CSU regional campuses, to SEBAC meetings, the state Capitol for legislative hearings. His travel schedule will intensify as CSU prepares for contract negotiations.

## Conference Chapter Service Program

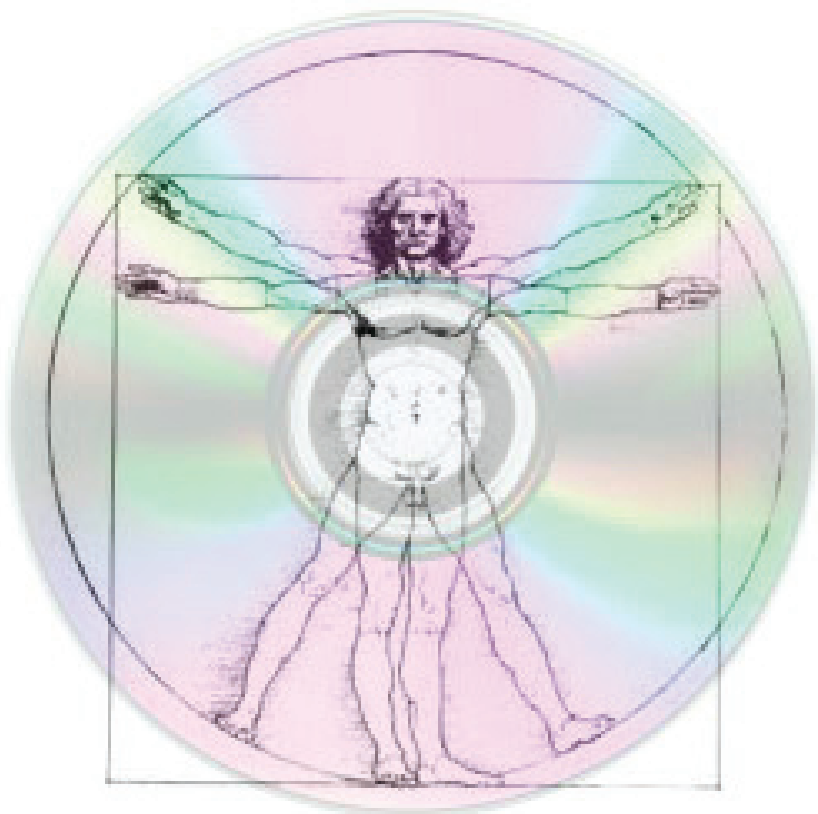
The Chapter Service Program is a Conference-based initiative to develop local chapters as active advocacy organizations.

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.





## MEDIA MATTERS

With this issue we inaugurate a new column exclusive to the electronic issues of *Vanguard*. Twice a year we will review significant films, databases, programs, and other nonprint materials of interest to academicians. *Vanguard* welcomes David L. Stoloff, who will serve as this column's editor (and frequent contributor). —Ed.

### Troubled Academics in the Media: Three Films on the Tribulations of Male White Professors in the 21<sup>st</sup> Century

**Steve Jacobs, Anna Maria Monticelli, and Emile Sherman (Producers); Steve Jacobs (Director). *Disgrace*. Australia: Fortissimo Films, 2008.**

**Bob Weinstein, Harvey Weinstein, and Gary Lucchesi (Producers); Robert Benton (Director). *The Human Stain*. United States: Miramax Films, 2003.**

**Tom Rosenberg and Gary Lucchesi (Producers); Isabel Coixet (Director). *Elegy*. United States: Samuel Goldwyn Films, 2008.**

Pity the poor male white professor! Three movies in the last decade, based on novels by two renowned novelists, feature the challenges of desire, secretive lives, and forces beyond the walls of the academy on the endangered species, once the lion in the jungle of intelligentsia, the white male professor.

[Trailer, *Disgrace*, <http://www.youtube.com/watch?v=QIL9iQmlmik>.]

Going the distance from Connecticut, *Disgrace* is an Australian film set in South Africa, based on the 1999 novel with the same name by Nobel Prize Laureate (for fiction in 2003) John Maxwell (J.M.) Coetzee. Coetzee has been a professor on three continents. A native of South Africa, he earned his doctorate from the University of Texas, Austin, after several years in London as a computer programmer in the 1960s. For three years he was an assistant professor of English literature at SUNY Buffalo, until he lost his visa status due to his opposition to the war in Vietnam. He returned to South Africa, where he taught at the University of Cape Town for 28 years, eventually achieving the rank of distinguished professor of literature. He immigrated to Australia in 2002, where he holds an honorary position at the University of Adelaide.

*Disgrace* (the film) was directed by Steve Jacobs from a screenplay by Anna Maria Monticelli. It features John Malkovich as a professor of literature who identifies with Milton's Satan, alienated from his divorced wife, his daughter, and other women with whom he has deep relationships for short periods of time. When his affair with

a student leads to her attempted suicide, Professor David Lurie pleads guilty before a faculty tribunal and is banished to the East Cape home of his daughter (played by South African actress Jessica Haines), who is trying to build an agricultural community in the post-apartheid society. Father and daughter are attacked by three men from the community, leaving the daughter pregnant and the father with facial burns. Both then struggle with finding safety in a new South Africa and rebuilding new lives. Within that struggle, Lurie attempts to seek forgiveness from the student and her family. The daughter becomes one of the wives of a local community leader so that she might raise her child and maintain her home in security.

[Trailer, *The Human Stain*, <http://www.youtube.com/watch?v=RzXqXfBlfcM>.]

In *Disgrace*, academics are seen as role-players within specific and limited communities. In *The Human Stain*, a 2003 American film directed by Robert Benton, from a screenplay by Nicholas Meyer of the 2000 same-named novel by Philip Roth, Professor Coleman Silk (played by Anthony Hopkins) is disgraced after he uses a perceived ethnic slur in his Classics seminar and is hounded into retirement by a faculty writing campaign. He begins a relationship with a troubled janitor (Nicole Kidman) that leads to his recounting of his life history to a younger writer, Nathan Zuckerman (Gary Sinise), a repeating character within the Rothian universe. It turns out that Professor Silk has been passing as a white, perhaps Jewish, man for most of his adult life. His roots were in the African American community in Newark, NJ, where he began his path away from his family when he joined local Jewish immigrant boys in a boxing club. As in many novels by Philip Roth, the pettiness of academia is mixed with the uncontrollable sexual desire of faculty men. In *The Human Stain*, the tragedy of always being a stranger to self and to others is magnified as one comes to the end of one's powers and reasons for living.

[Trailer, *Elegy*, <http://www.youtube.com/watch?v=8SwrzFx74IM>.]

In *Elegy*, a 2008 drama directed by Spanish director Isabel Coixet and based on the 2001 Philip Roth novel *The Dying Animal*, caring for an ill young student (played by Penélope Cruz) by and the sudden death of a mentor teach the aging cultural critic and professor David Kepesh (Ben Kingsley), also a recurring Roth academic character, that connections between people make life bearable. Kepesh is an academic super-star, renowned for his radio programs on literature, but is unable to understand emotional attachments. Initially, Kepesh cannot reach across the generational and cultural distances with Consuela and loses her when he is unwilling to commit his professional persona and future to her. Their relationship returns when she is diagnosed with breast cancer. He cares for her during what seem to be her dying days.

The challenges of connecting with women students for faculty men, their over-estimation of their powers and abilities, and their inability to operate in a world where they have lost control to much larger cultural forces are highlighted in these films. Your comments would be welcomed at <http://writingsdls.wordpress.com/2011/02/18/vanguard0211/>.

This review is also posted at  
<http://writingsdls.wordpress.com/2011/02/18/vanguard0211/>

If you think you might be interested in reviewing media related to higher education—our life-styles, news, upcoming events on television, films, radio, music—for the electronic version of *Vanguard*, contact David Stoloff at [stoloffd@easternct.edu](mailto:stoloffd@easternct.edu) or through the Conference Office.

David L. Stoloff is a Professor in the Education Department at Eastern Connecticut State University and is the director of the campus' Center for Educational Excellence, its faculty professional development office. He earned his Ph.D. in Comparative and International Education from the University of California, Los Angeles; his MA in Educational Technology from Concordia University in Montreal; and his BS in Biology/Secondary Education from SUNY-Brockport. He was a Peace Corps volunteer in Zaire (now again the Democratic Republic of the Congo), taught in high schools in Israel and Long Beach, California, and served as a full-time faculty member at SUNY-Plattsburgh; California State University, Los Angeles; and Sonoma State University. While teaching at Sonoma, he also served as the president of the California Faculty Association chapter, which was affiliated with the AAUP, CEA, SEIU, and AFT.



# 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.*

## OAH Endorses “Best Practices”

### Standards for Part-Time, Adjunct and Contingent Faculty Approved by the OAH Executive Board for implementation by the Committee on Part-Time, Adjunct and Contingent Employment

At its annual meeting of March 17-20, 2011, the Organization of American Historians Executive Board endorsed the following five standards and “best practices” for how all colleges, universities, and other institutions of higher education should employ and utilize non-tenured and non-tenure-track history faculty:

1. That non-tenure track (NTT) faculty includes professionals referred to as adjunct, contingent, part-time, contractual, affiliate, special, irregular, full-time untenured or non-tenure track and off-tenure track, and designated with titles such as Instructor, Visiting Professor, Professor and Lecturer.

That NTT faculty be included in the collegial relations and communications of their departments as well as in their places of employment and be provided with:

- clearly stated evaluation procedures;
- seniority for hiring and pay raises according to set policies;
- office space, phones, and access to computers, libraries, electronic library databases, photocopying, parking, clerical and technological support on a similar basis as tenured/tenure-track faculty (TTT faculty) are allocated
- eligibility for grants to attend conferences on the same or on a similar basis as for TTT faculty;
- access to basic benefits such as health and life insurance, sick leave and retirement plans and unemployment compensation. Health benefits particularly should be universally available proportional to employment, with an opportunity provided for co-payments to ensure full coverage;
- support for professional development in regard to teaching, creative activities and scholarship;
- eligibility for promotion in job position and rank;
- opportunity for regularized employment in the form of year-long or multi-year contracts and/or reasonable timely written commitments for renewal.

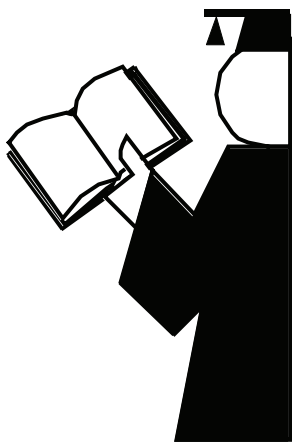
2. That history departments, and other divisions, departments or programs that offer history curricula, maintain accurate statistical records showing the number and proportion of contingent full-time and part-time faculty, and share that information with the OAH and other professional associations, accrediting organizations and the public as appropriate. This includes recording every semester:

- The actual number of full-time and part-time contingent history faculty, along with the total number of full-time permanent history faculty;
- The number and percentage of history courses taught by full-time permanent, full-time temporary, and part-time history instructors respectively;
- The contractual length of employment for each full-time and part-time contingent history faculty member; and
- The total length of service of each full-time and part-time contingent history instructor in the department, division or program.

(For the purposes of statistical reporting, graduate students teaching independent courses, where they are responsible for lecturers and running the course, are to be counted as contingent part-time history instructors.)

That history departments, and other divisions, departments and programs that offer history curricula, maintain a record of the criteria and priorities utilized each semester for the hiring and retention of contingent full-time and part-time history faculty.

3. That academic institutions incorporate NTT faculty into their governance



systems to the fullest extent possible with appropriate compensation for non-teaching duties. Participation may occur directly or through representatives. The following areas offer a spectrum of good practices that should be considered, depending upon governance structure and particular needs:

- extension of the right to attend, participate in and, when appropriate, vote at meetings of history departments, faculty senates, and other faculty governance bodies at the disciplinary, departmental, programmatic, divisional and institutional levels;
- invitation to participate on relevant faculty and institutional committees (such as curriculum, student assessment, budgetary and program planning panels), with appropriate compensation when NTT faculty agree to serve;
- provision for NTT faculty’s participation in formulating

procedures and instruments for the evaluation of teaching and work performance;

- recognition of NTT faculty in published or posted rosters of departmental, divisional or institutional members, and in programs rewarding excellence in teaching;
- creation of a written policy outlining NTT faculty members’ rights and responsibilities in governance with periodic updates to reflect changes;
- support of NTT faculty’s academic freedom and due process protections.

The integration of NTT faculty into governance systems either directly or through their representatives will foster a united faculty better prepared to make good academic decisions, improve the work of history programs and enhance the quality of students’ education.

4. That the pay scale for NTT faculty reflects their status as professionals with:
- fair salaries, proportional to TTT faculty compensation for comparable teaching, advising and service work;
  - salary increases over time that recognize years of experience and/or service;
  - appropriate stipends or compensation for committee work, administrative assignments, assessment and any other duties beyond teaching required by the college/institution;
  - administrative support and the institutional resources necessary to teach; such support should extend to professional development, new course creation, scholarship and other occupational activities;
  - a policy or formula for seniority that may include ranks and certain levels of job security.

5. That history departments, and other divisions, departments or programs that offer history curricula should attempt to meet these standards, and report progress to the OAH Committee on Part-time, Adjunct and Contingent Employment. Commendation for substantial progress and good practices will be published in the OAH Newsletter.

In addition to the above standards, the OAH urges all college accrediting organizations and all journals and media that list colleges and university by various criteria to include the following information in their reports:

- The number and percentage of contingent, full-time temporary and part-time adjunct faculty members; and
- The number and percentage of courses taught by contingent, full-time temporary and part-time adjunct faculty members.

This is a matter of public information to which prospective students and their families are entitled as a matter of consumer protection.

## Call for Papers

### Open Words Special Issue on Contingent Labor and Educational Access

**Deadline for Submissions: First drafts, June 1, 2011;  
second drafts, November 1, 2011**

**Guest editors Seth Kahn (West Chester University of PA); Amy Lynch-Binie (Kutztown University of PA); and Sharon Henry (University of Akron)**

This special issue of Open Words invites contributors to consider relationships among three issues—contingent labor, educational access, and non-mainstream student populations (by which we mean both non-traditional students, in demographic terms, and populations more likely to be served by colleges recently than they have been historically—all of which the fields of composition and literacy studies have struggled with for decades. Scholarship and policy statements on contingent labor are replete with calls for equity, variously articulated but vigorous nonetheless—and with occasional exceptions, largely unsuccessful. The intensity with which we’ve written about open-admissions and open-access higher education institutions has waxed and waned over the years, but big questions about the roles of literacy instruction, the micro- and macro-politics of higher education, critical pedagogy, and many more bear on the working, teaching, and learning conditions of open-access campuses as heavily as,



*Contingent...6*



Contingent...from 5

if not more than, anywhere else. Finally, we've thought and written a great deal about working with non-mainstream students. Individually, the problems facing contingent faculty, those facing open-access institutions, and those facing non-mainstream students are difficult. Taken together, we believe they are exponentially more complicated. Thus the motivation for this issue: we work and live at a time when American cultural and economic politics are pushing against labor equity and quality education; when colleges and universities operate according to corporate logics that consistently work to dehumanize faculty and students. While these forces come to bear on contingent faculty, open-admissions campuses, and non-mainstream students in unique ways, we also believe that careful analysis of such conditions presents significant possibilities for positive changes across levels and types of institutions. At the risk of sounding clich  ed, even managerial, difficult situations really do sometimes present unique opportunities.

We invite contributions for our Spring 2012 issue addressing relations of contingent labor, open access, and non-mainstream students; manuscripts (generally 15-25 pp., although we will review longer submissions) might consider these questions, or use them as provocations to ask and answer others:

- How does the increasing reliance on adjunct faculty on open-admissions campuses (and/or campuses serving largely non-mainstream student populations) impact students' learning conditions? faculty's working conditions? academic freedom? curricular control? And how are these situations complicated at institutions employing graduate teaching assistants?
- Why is the casualization of academic labor happening more quickly, or to greater degree, on open-admissions campuses and campuses serving non-mainstream students? What strategies do faculty, both contingent and permanent, and students have at our disposal to respond to the inequitable conditions facing us?
- How do the interests of open-admission, community, vocational/technical, and branch university campus faculty coincide or overlap with the interests of students and administrators? How do these interests differ?
- How is the trend toward hiring non-tenure-track faculty affecting the teaching of writing? As PhDs in literature, for example, are pushed out of tenure lines into these non-tenure lines, how do their (probable) lack of familiarity with composition scholarship and theory, and differing professional commitments to teaching writing, impact students, programs, and other faculty on our campuses? And how is this trend affecting literature programs and the extent to which they can address the interests and concerns of their "non-mainstream" students?
- To what extent are contingent faculty involved in curricular and/or professional development, and to what extent can/should they be? How might departments/units balance the desire to involve contingent faculty in curriculum development, or placement (for example), with the minimal (if any) compensation most units offer for the work? How does this problem become more complex on campuses serving large populations of non-mainstream students with large numbers of contingent faculty?

Please submit manuscripts electronically, in MS Word (.doc or .docx) or Rich Text Format (.rtf), to Seth Kahn ([skahn@wcupa.edu](mailto:skahn@wcupa.edu)) by June 1, 2011.

Members of the editorial team will also be attending the CCCC in April 2011, and will be available for consultations/conversations then.



Report Surveys Full- and Part-Time Pay at State Schools in Pennsylvania

If part-time faculty members assembled the equivalent course duties of a full-time job at a Pennsylvania community college, they still would earn only about \$25,000 a year—below state levels at which a family of four would be eligible for public assistance.

That is one of the conclusions of a report just issued by the Keystone Research Center, a think tank in Pennsylvania that studies issues of interest to education and labor groups, among others.

The report documents not only pay levels but also the distribution of teaching duties among adjuncts and those on the tenure track at the state's community colleges and state-supported four-year institutions.

Read the entire article here:  
[http://www.insidehighered.com/news/2011/01/20/study\\_documents\\_pay\\_gap\\_faced\\_by\\_adjuncts](http://www.insidehighered.com/news/2011/01/20/study_documents_pay_gap_faced_by_adjuncts)

—Peter D.G. Brown  
[brownp@newpaltz.edu](mailto:brownp@newpaltz.edu) via [adj-l@adj-l.org](mailto:adj-l@adj-l.org)

Spring Meeting...from 1

budget of public higher education in Connecticut. CSU-AAUP President Vijay Nair led the March 10 public-hearing testimony concerning cost-saving proposals by Governor Malloy's Bill 1011 to reorganize Connecticut higher education by placing two- and four-year units under one board of regents. Nair remarked that the "budget cuts of the proposed magnitude by Governor Malloy cannot be achieved by eliminating management inefficiencies alone; they will reach into the classroom and harm every student." A recent CSU-AAUP response to Bill 1011 states: "We know about change. We are in the business of change. Students come to Connecticut State Universities and their lives are changed. But change must not be at the expense of quality higher education and the future of our students and of our State."

These are the issues we will address at the Connecticut State Conference-AAUP Spring Meeting.

Save the date!

Connecticut State Conference-AAUP Annual Spring Meeting Thursday, May 12, 2011 from 5:30 to 9 p.m. at the Graduate Club, 155 Elm Street, New Haven, CT 06511.

Distinguished speakers: Dorsey L. Kendrick, President, Gateway Community College; and Vijay Nair, President, Connecticut State University-AAUP.

Please visit <http://csc.csuaaup.org/> for speakers' biographical information, details on dinner and the evening's schedule, and reservation information.

June 8-12, 2011  
**Annual Conference on the State of Higher Education,**  
*in conjunction with the*  
**97th National AAUP Annual Meeting**  
<http://www.aaup.org/AAUP/about/events/anconf/>

July 21-24, 2011  
**Summer Institute**  
**Boston, MA**  
<http://www.aaup.org/AAUP/about/events/SI/default.htm>

President...from 2

decisions, and in academic grievances, intellectual property rights, the faculty's rightful role in all decisions that require faculty expertise.

Connecticut may not be affected (yet), but faculty must get educated and join in this national discussion. Last month, at the initiation of the California Faculty Association, faculty leaders from across the country met to discuss the faculty's role in the national debate over the future of higher education. A day of action in defense of public higher education is planned for April 13, 2011—mark your calendar. I urge you to visit the National AAUP website at [www.aaup.org/AAUP/GR/Public/default](http://www.aaup.org/AAUP/GR/Public/default) for detailed information both on the legislative attacks on public employees in different states and on the nationwide campaign to defend public higher education.

Stay tuned. —I.M.

**Position Open**

**Director, UConn AAUP**

The American Association of University Professors (AAUP) Chapter at the University of Connecticut seeks a Director to facilitate all aspects of collective bargaining contract negotiations and enforcement; should have commitment to collective bargaining in higher education, experience in contract negotiations and grievance/arbitration procedures or related work, and working knowledge of labor law and the legislative process. Knowledge of university governance and administrative structure preferred.

Attractive wage and benefit program. Graduate degree required.

Electronic submission preferred to [directorsearch@uconnaaup.org](mailto:directorsearch@uconnaaup.org). Application review process begins March 1, 2011 and will continue until the position is filled. AAUP is an EEO/AA employer. Alternatively, resume with sample contract and arbitration work may be sent to: AAUP Director Search, 1875 Storrs Road, Storrs, CT 06268.

<http://www.uconnaaup.org/>

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



# What Faculty Unions Do

Cary Nelson, *President*, AAUP

When faculty members at the University of Illinois at Chicago began mobilizing for a union recognition drive in 2010 they were motivated in part by concern that the central administration was drifting away from the campus’s historic commitment to its urban mission. Located in a substantially racially segregated city with many minority families having no college graduates, the campus had long studied urban life and offered upward-mobility opportunities for local residents. Rather than just plead this cause with the administration, faculty members increasingly saw the need to sit down and negotiate binding levels of support for this mission.

When I visited the University of Northern Iowa in 2010 a different topic was under discussion. Faculty members were increasingly concerned about the debt levels their students were accumulating. They felt their union should make it a priority to address the issue and propose solutions to the problem.

At the University of Rhode Island the faculty union took on the task of helping graduate student employees there organize for collective bargaining. Wages and working conditions for teaching and research assistants needed improvement. The only way to get them was to organize. A few years later they helped part-time faculty organize. Though it is not guaranteed, unionized faculty are more likely than their nonunionized counterparts to promote the welfare of all members of their college or university community.

Faculty unions are not simply about their own bread and butter issues. Indeed research shows that, although unionized community college faculty earn more than their nonunionized counterparts, full-time unionized and non-unionized faculty at four-year institutions earn about the same. But those are average figures. The AAUP has unionized campuses in Ohio and elsewhere—and jointly affiliated units—that have done very well in comparison to their nonunionized peers. Moreover, when comparisons with peer institutions show that campus employees are poorly compensated, that information can be an effective argument for salary increases at the bargaining table. Most unionized faculty, indeed, have stronger benefits packages, and union contracts have proven good protection during a recession. Contractual raises were honored, and contracts prevented administrators from imposing furloughs without faculty consent. Yet the need to protect and enhance shared governance is instead often what motivates faculty members to form unions. “Shared governance” refers to the structures the administration and the faculty put in place to assign primary responsibility for various elements of campus life. As professional educators, faculty members are particularly concerned with their role in curriculum design, setting hiring priorities, and shaping instructional budget decisions. Unfortunately, on too many campuses the faculty is being supplanted in its areas of expertise by administrators who have no experience in or training for making decisions on academic and educational issues. A union contract is the best way to secure agreements on these matters. Thus a unionized faculty often has a better chance of putting its professional judgment to use, judgment that can otherwise be depreciated or dismissed.

Since the parties to a contract negotiation can have different interests and priorities, the process can be tense and difficult. Negotiations can break down if either or both parties are acting in bad faith or are unwilling to compromise. Yet the process offers a structure fundamentally directed toward resolving conflicts, not exacerbating them. Union negotiations can in fact restore working relations between faculty members and administrators on a campus where they have broken down.

As corporatization increasingly penetrates campuses, as business men and women come to dominate boards of trustees, and as a burgeoning class of career administrators with no classroom experience takes charge of decision-making, faculty members often realize they need to level the campus playing field if they are to have a chance to win support for the values they believe should define higher education. Of course for the thousands of faculty members who teach part-time or full-time on temporary appointments, most of them cut out of any meaningful role in campus governance, unionization is literally the only route to a living wage and decent working conditions. Not only may they have no health care coverage without a union contract; they may have no office space or campus mailbox without one. But even tenured faculty increasingly feel disempowered. A faculty senate can bewail a campus trend to decrease investment in the primary mission of instruction; a union can negotiate to guarantee reinvestment in instruction. As one common slogan has it, “United We Negotiate, Divided We Beg.”

A union can negotiate actual agreements for hiring the teachers departments need. Faculty unions have negotiated agreements increasing the proportion of the full-time faculty necessary to provide students with fully committed teachers. Many such faculty contracts benefit students by establishing required office hours, teaching loads, and student course evaluations.

Union contracts can also win contractual status for the fundamental values of academic freedom and shared governance. A legally binding contract is a much stronger guarantee than a faculty or staff handbook. The AAUP recommends specific language to secure these and other critical values, and union negotiators for faculty members, academic professionals, or graduate student employees can get that language included in contracts. A good union contract can protect the right to speak forthrightly about campus policies. Without that protection, faculty members and academic professionals are vulnerable to sanctions or dismissal if they disagree with administration policies or proposals. A corporation can demand conformity from its employees; a university should not be able to do so.

On many campuses, faculty members and other employees can be punished for vague, improper, or unsupported charges without any opportunity to defend themselves or confront their accusers. Sometimes the only appeal

is to the very administrator who acted rashly in the first place. Union contracts typically establish clear, enforceable procedures to assure that faculty members, academic professionals, and graduate student employees receive due process. And they make the experience of pursuing grievances far more orderly by assigning them to dispassionate negotiation. For some people the due-process clauses in a contract will prove its single most important feature. They ensure that justice can prevail at critical moments in a professional career.

Maintaining these values requires constant work. As I argue in my book *No University is an Island* (New York University Press, 2010), faculty unions can grow stale over time; the passion of their founders can be supplanted by the complaisance of later generations. Those faculty unions that have lost touch with their larger, community-oriented social missions need to recover them. The current assaults on public-employee unionization may trigger exactly that sort of renaissance.

Critics of faculty unionization often argue that faculty members are not like workers in an auto plant. How can such individualistic people benefit from a union? But as the paragraphs above suggest, a contract for faculty members or other academic professionals is a very different document from one for an assembly line worker. A good higher-education union contract protects the freedom of choice and expression we value in members of a university community. It should embody fundamental universal AAUP principles of academic freedom and shared governance but also reflect an institution’s distinctive character and mission and the priorities of the local faculty. A well written union contract helps faculty members become the individuals they want to be. The disparaging contrasts anti-union commentators have drawn between faculty members and industrial workers are fundamentally contemptible. Neither industrial nor campus solidarity is a form of herd mentality. Faculty solidarity is a collective method for securing individual rights and freedoms and a way to give authority and leverage to the values faculty endorse. Collective bargaining restores the balance of power that has been distorted by increasingly centralized administration.

In that context, the wave of anti-union legislation that has overtaken state houses in 2011 is revealed to be far more sinister than an effort to cut investment in public higher education, wretched though that is for equal opportunity in a democratic society. It embodies a much larger cultural agenda, larger even than the aim of undercutting unions’ impact on future elections. In the case of the attack on faculty unions at public colleges and universities, it is, I believe, an effort to produce docile campuses, campuses where faculty members and academic professionals who speak their minds can be cast out of the community because they no longer have unions to protect them. That is one impulse behind the special vengeance Ohio legislators have focused on faculty unions. Convinced by aging culture warriors that American campuses are overwhelmingly progressive, Republican legislators want to legislate a silent Spring in American higher education. Those who care about higher education and academic freedom should spare no effort to defeat these attempts and restore the fundamental right of all employees to organize their voices as they choose.

*Cary Nelson is president of the AAUP and Jubilee Professor of Liberal Arts and Science and Professor of English at the University of Illinois at Urbana-Champaign. This article is reprinted from <http://www.aaup.org/AAUP/about/pres/let/facultyunionsdo.htm> with his permission. —Ed.*

## Stanley Fish Speaks in Favor of Faculty Unions

In a graceful *volte face*, Prof. Stanley Fish (currently a professor of humanities and law at Florida International University, in Miami ) used his March 21 *New York Times* blog to explain what he now sees as the legitimacy of faculty unionization.

"We're All Badgers Now" is a conversation between Fish and his friend Walter Benn Michaels, professor of English at the University of Illinois at Chicago. Fish writes:

In over 35 years of friendship and conversation, Walter Michaels and I have disagreed on only two things, and one of them was faculty and graduate student unionization. He has always been for and I had always been against. I say “had” because I recently flipped and what flipped me, pure and simple, was Wisconsin.

When I think about the reasons (too honorific a word) for my previous posture I become embarrassed.....The big reason was the feeling—hardly thought through sufficiently to be called a conviction—that someone with an advanced degree and scholarly publications should not be in the same category as factory workers with lunch boxes and hard hats. As Naomi Schaefer Riley [*USA Today*] points out, even the American Association of University Professors used to be opposed to unionization because of “the commonly held belief that universities were not corporations and faculty were not employees.”...If “universities are not corporations” ever was a good argument, it isn’t anymore because universities, always corporations in financial fact, become increasingly corporate in spirit every day; and if I and my colleagues are not employees, from whom do we receive salaries, promotions, equipment, offices, etc., and to whom are we responsible in the carrying out of our duties?...Once we accept as a baseline the average hardworking instructor or the completely vulnerable adjunct the case for unionization, at least on the level of professional self-interest, seems compelling....

Unions aren’t the problem. They’re the beginning of the solution.

Read the whole conversation at <http://opinionator.blogs.nytimes.com/2011/03/21/were-all-badgers-now/>



Reorganization...from 1

money, but it is unclear how savings can and will be realized. Consolidation in and of itself does not necessarily result in cost savings or more efficient use of resources.

The sweeping power given to the proposed Board of Regents to transfer funds from one constituent unit to another (H. B. 6380, Sec. 41) makes planning by any of the units nearly impossible. Also, under the current proposal the Board of Regents will allocate appropriations to the individual institutions based on performance and outcome measures (SB. 1011, Sec. 11 (a)). We are not opposed to having performance measures for public institutions of higher education, but experience shows that funding based on such measures simply does not work. In fact, eleven states, after having tried performance and outcome measure-based funding, have already abandoned it.

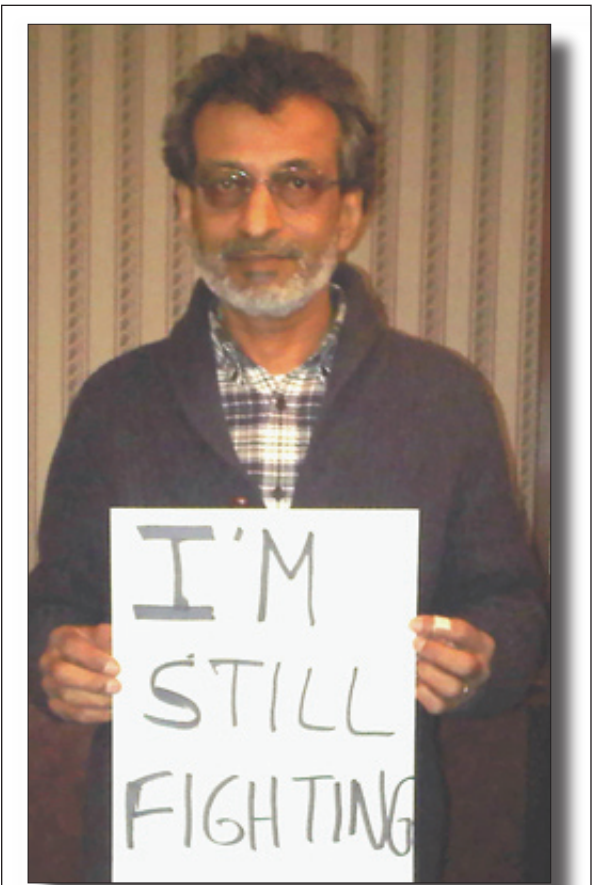
The degree of centralization and bureaucratic control that are proposed will undermine the identities and missions of the individual institutions and compromise the unique educational experiences they provide.

The proposal to remove position control for non-faculty positions from institutions of higher education (S.B. 1000, Sec. 16) will make it practically impossible for our institutions to respond to the changing needs of our students. Many of these positions are in academic support services. Necessary student services as well as instructional and research activities depend on them.

These proposals seem to have been put together without sufficient involvement of the appropriate stakeholders, including educators and students.

We believe that Connecticut must have a strategic plan for higher education in order to address the emerging demands of the twenty-first century. Such a plan should be developed with the involvement of all appropriate stakeholders from CSU, Community/Technical Colleges, Charter Oak, and the University of Connecticut, and reorganization should be effected in accordance with such a strategic plan. The present proposal really does put the cart before the horse.

Thank you.



"I'm Still Fighting" is the slogan of the TAKE CLASS ACTION campaign for higher education, of which CSC-AAUP's April 13 lobbying day is part. AAUP has published a page of photos of faculty activists committed to defending public employees and higher education. Pictured here is CSU-AAUP President Vijay Nair.


As we went to press...

The challenges of following breaking news in a twice-a-semester newsletter couldn't be more strenuous than in the Wisconsin/U.S. Republican Governors story. Here's the latest:

According to the Milwaukee Journal Sentinel <http://www.jsonline.com/blogs/news/118654904.html> via Newser.com <http://www.newser.com/story/114969/wisconsin-republicans-look-for-personal-emails-written-by-university-of-wisconsin-professor-william-cronon.html>, the Wisconsin Republican Party has demanded all e-mails written on the university account of University of Wisconsin history professor William Cronon "that include terms such as 'union,' 'Scott Walker,' 'collective bargaining,' etc." Cronon's personal blog and recent New York Times op-ed (<http://www.nytimes.com/2011/03/22/opinion/22cronon.html>) have criticized Gov. Scott Walker's "anti-union moves."

Cronon denies violating the ethics rule against attempting to influence politics while on the job and objects on principle to the request as an attack on academic freedom.

Newser.com provides relevant links: his full response <http://scholarcitizen.williamcronon.net/2011/03/24/open-records-attack-on-academic-freedom/>; Paul Krugman's New York Times blog <http://krugman.blogs.nytimes.com/2011/03/25/academic-intimidation/>; and Josh Marshall at Talking Points Memo [http://www.talkingpointsmemo.com/archives/2011/03/my\\_worlds\\_collide.php](http://www.talkingpointsmemo.com/archives/2011/03/my_worlds_collide.php).



This image is used here courtesy of Lou Kaye of Rock Netroots, on which blog it first appeared: he is sharing it generously for non-profit use in support of the workers of Wisconsin. To contact him for permission to use the Wisconsin/Solidarity image in other publications, go to his blog: <http://rocknetroots.blogspot.com/>.

Obama Administration Expresses Union Support

In a virtual town hall with the members of the AFL-CIO executive councils on March 17, Vice President Joe Biden and U.S. Labor Secretary Hilda Solis assured workers of the support of the Obama administration. Vice President Biden began his remarks by quoting President Obama: "We can't have a strong middle class without unions."

Biden then went on to say, "You built the middle class. This fight is not about wages or benefits; it's about trying to break unions. We absolutely, positively need collective bargaining."

The virtual town hall was sponsored by the AFL-CIO unions, SEIU, the National Education Association, Food and Commercial Workers (UFCW), and the Teamsters in response to attacks on workers by Republican governors in twelve states, and elsewhere.

AAUP Call to Action: Public Employees and Public Higher Ed Under Fire

AAUP website <http://www.aaup.org/AAUP/GR/Public/default>

We are in the midst of an unprecedented coordinated attack on public employees. At the same time, government funding for higher education is being withdrawn, even as enrollments rise.

Extraordinarily, governors and legislatures in a number of states are using the economic recession as an excuse to attack working people and unions--including many faculty and academic professionals at public institutions. Below are an overview and links to organizations and information from states where public employees are under attack.

- Details vary from state to state, but pieces of legislation being introduced seek to
- undermine the fiscal solvency of unions by forbidding payroll deduction of union dues and forbidding agency fee provisions,
  - drastically reduce the number of topics on which faculty may bargain collectively,
  - cap the amount a public employer is allowed

- to pay towards an employee's health insurance plan, regardless of the employer's ability to pay,
- require unions to hold recertification votes yearly--so they are under constant threat of dissolution,
  - require unions to renegotiate contracts--a time-consuming process-- every single year, or
  - prohibit collective bargaining for public employees entirely.

Links to Information and Organizations in the Affected States

- Michigan: <http://www.miaaup.org/>  
Ohio: <http://www.ocaaup.org/>  
Nevada budget crisis: <http://www.nfa-nv.com/>  
North Carolina Cary Nelson talk: How to Save Your University <http://www.nc-aaup.org/>  
Virginia Legislative Alerts: <http://www.aaup-va.org/>  
Illinois: <http://www.ilaaup.org/>

To follow the Connecticut state budget situation, go to the Connecticut General Assembly website <http://www.cga.ct.gov/> and the CSU-AAUP site's Capitol Monitor <http://www.csuaaup.org/>.

