



VANGUARD

Advancing Professional Standards in Higher Education
Connecticut Conference • American Association of University Professors

Volume 35, Number 2

electronic edition

December 2015

AAUP Counsel to Speak on Agency-shop challenge

Michael Bailey, Executive Director of the University of Connecticut AAUP, invites all interested colleagues to attend a presentation by Aaron Nisenson, Esq., Senior Counsel, AAUP, on *Friedricks v. California Teachers Association*, a challenge to public-sector agency-shop provisions.

The complainants in the case contend that current public-sector agency-shop arrangements violate First Amendment protections.

According to the website [Oyez](#), two questions specifically are raised:

- Do public-sector agency shop arrangements violate the First Amendment's protections for freedom of speech and assembly?
- Does the First Amendment prohibit the practice of requiring public employees to affirmatively opt-out of subsidizing nonchargeable speech rather than to affirmatively consent?

The California district court held that precedent upholding those practices precluded its judgment on the issue; the U.S. Court of Appeals for the Ninth Circuit affirmed that ruling.

The case is now before the Supreme Court. AAUP filed an amicus brief along with the AFT on November 13, 2015.

The Supreme Court ruling, when it comes, will have implications for faculty collective-bargaining organizations across the nation. Nisenson will give an update on the case and its implications.

The presentation is scheduled for December 10, 2015, 1:00 p.m., in room 310 of the Student Union at the University of Connecticut. It is open to all interested Connecticut faculty.

Those able to attend should contact Michael Bailey at 860-487-0450 for details.

Notes from the Conference Executive Committee

CSC-AAUP Issues Call for Nominations

The 2016 CSC-AAUP Nominating Committee, comprising chair Charles Ross (CSC-AAUP Past President), Jocelyn Boryczka (FWC-AAUP Vice President), and Spencer Pack (Acting President, Connecticut College Chapter AAUP), announces a Call for Officer Nominations.

Nominations are being solicited for President, Vice President, Secretary, Treasurer, and four At-Large Members of CSC-AAUP. Nominees must be AAUP members in good standing.

For information about the terms and duties of each office, please refer to the CSC-AAUP Constitution/Bylaws posted [on the CSU web](#) site.

To make a nomination, or to self-nominate, please send candidate's name, discipline, and institutional affiliation to the CSC-AAUP 2016 Nominating Committee c/o Conference Office, P.O. Box 1597, New Milford, CT 06776. Deadline for receipt of nominations: December 14, 2015.

Note: For AAUP's call for National Election Nominees, see p. 7, "National News."

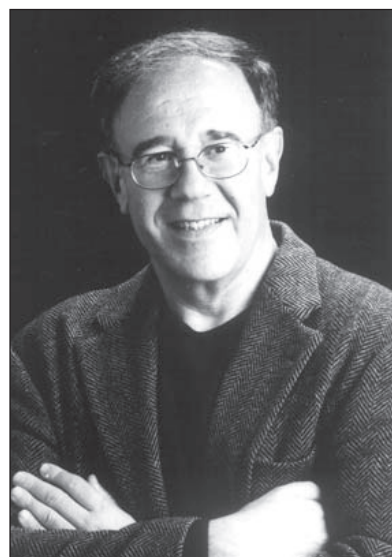
Save the Date...

CSC-AAUP Announces Plans for Spring 2016 Meeting

The Connecticut Conference's Spring Meeting will take place on Thursday, May 12, 2016, at the Graduate Club in New Haven. Distinguished guest speaker James Sleeper, of Yale University, will address current encroachments on academic freedom and liberal education. Prof. Sleeper is an author and journalist who has also been a lecturer in political science at Yale University. He has taught undergraduate seminars on American national identity, journalism, liberalism, and democracy; he writes on American political culture, racial politics, media, and higher education. His talk is sure to be engrossing and timely.

One of his recent publications, "Innocents Abroad? Liberal Educators in Illiberal Societies," appeared this summer in the Carnegie Council journal *Ethics & International Affairs*: <http://projects.ethicsandinternationalaffairs.org/liberaleducation>.

Mark your Spring calendar now; further information on the event and the talk will be available closer to the date.



Don't destroy CSU

CSU-AAUP

Poster for a December 3 CSU-AAUP rally.

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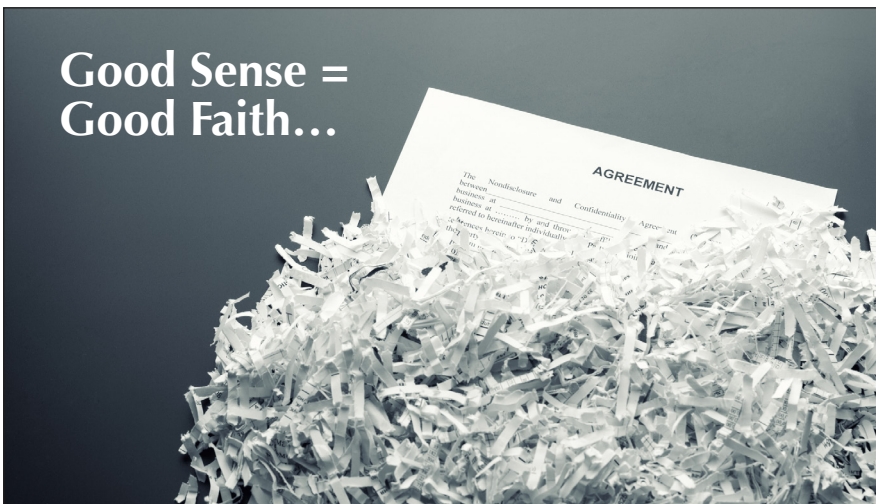
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Editorial:



Good Sense = Good Faith...

In the Spring of 1990, the UB-AAUP negotiating team read, with interest and hope, the 1981 Harvard Negotiation Project [book](#) by Roger Fisher and William Ury, *Getting to YES: Negotiating Agreement Without Giving In* (now in its second edition, copyright 1991). Contract negotiations can be very constructive, Fisher and Ury argue, enabling the two “sides” to reach agreement not only on terms of employment but also on mission, priorities, and the path ahead. We planned to use some of the ideas in an approach more collaborative than confrontational. After all, we reasoned, the University of Bridgeport’s administration presented the institution as in dire financial straits; the NEASC visiting accreditation team had noted some of the same organizational weaknesses the faculty were concerned about; the administration seemed to lack not only plans but also information as to how to reverse the school’s enrollment and financial declines. Perhaps we could strengthen our contract’s shared-governance and due-process aspects in exchange for considering reasonable financial concessions, we thought: in particular, perhaps we could restore the faculty’s primacy in academic planning.

To make the “yes” technique work, each side has to appreciate what the other side’s values, priorities, and perceived needs are, and both sides have to have the goal of actually reaching agreement, of finding the common ground that will enable that: both sides have to want a contract. When the Administration told us they needed our help in addressing the school’s financial crisis, we thought there might be a way to do something constructive.

For anyone who doesn’t know how all that turned out, you can read about it one step at a time at [the blog](#) put together by our UB-AAUP Executive Assistant, Alexander Kulcsar. On that site you’ll also find a link to the admin-



istration’s final contract proposal, which they imposed shortly after the strike began. Not having seen our previous contract, you may not notice that their new one began by attacking the contract’s *mission statement* and hugely expanding the Management Rights clause. Sitting across the table from our team were not the university lawyer and a group of participating administrators, but an outside lawyer with a “union-busting” reputation insisting “You don’t talk to *them* [the strangely silent gaggle of administrators]; you talk to *me*.” Every Article of the expiring contract was attacked, but when we asked what savings the various changes would achieve, or what problems they addressed, the lawyer’s answer consistently was “We don’t know, but we know we need it.” What we learned later was that the UB trustees actually did *not* want a contract: they wanted to impose a contract that in effect eliminated tenure and then go on to get rid of faculty they found troublesome; failing that, they were willing to take a strike and terminate the strikers. In the end, they did both.

Why am I dredging up old news? Because CSU-AAUP and UConn-AAUP faculty described the shock of their administrations’ contract proposals presented this Fall to the faculties of CSU and UConn in terms of an assault—terms almost identical to those we at UB-AAUP used to describe the contract proposals presented to us some 25 years ago. “Rape,” we called it. (The 1990 UB contract makes fascinating reading side by side with the CSU and UConn proposals, as containing some of the same songs.)

How did getting their way work out for UB? A huge proportion of the current faculty are part-time. Much of the enrollment is FTEs, and the total

from the Editor... 6

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VANGUARD

A publication of the Connecticut State Conference of the American Association of University Professors, Inc., which is distributed to Conference members and others. It is not intended to reflect the 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.

From the President:



Ira Braus

Music History, The Hartt School, University of Hartford

Dear Colleagues,

MOOCs are in the news again. Pieces in the *New York Times* and the *Hartford Courant* last Spring reported new and improved versions of the MOOC slogan, “More bang for the buck!” But Kevin Carey, propagandist-in-chief and author of *The End of College*, seems muddled as to where the buck stops. (See Joe Nocera’s “College for a New Age,” *NYT* 10 March 15). Carey rightly ascribes ballooning tuitions to universities’ bankrolling luxurious campuses and bloated sports programs: “If you have to pay for the things you actually need, education doesn’t cost \$60,000 a year.” At the same time, however, he lambastes expenditure on libraries and research facilities, since they merely fuel the “insane race for status.” (Labs, libraries, theaters, museums, and concert halls exist, of course, to entice status-seeking “customers.”) Supersize administrative salaries, alas, go unmentioned.

MOOCs, Carey reassures us, will bring about a transnational education “liberated” from elite institutions (including community colleges, presumably). What’s more, research data and artificial (!) intelligence will allow the new-and-improved university to accommodate individual learning styles so as to raise all intellectual boats, here and abroad. Last, and not least, Carey’s electronic “University of Everywhere” would be masterminded by those best qualified to do so—scientists (technocrats?), venture capitalists, and entrepreneurs. Such reinvention suggests to me “concierge” teaching by way of MOOCs. Does anyone sniff a logistics problem here?

I do, especially having read elsewhere that the U. of E., pledging

President's Message... 6

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Chapter News

Connecticut College

Spencer Pack, Acting President, Connecticut College Chapter, AAUP

On November 12 the Connecticut College Chapter of the AAUP hosted Richard Landes, Professor Emeritus of History, Boston University, who spoke at the college on "Threats to Academic Freedom in the Early 21st Century: Case Study of Connecticut College, Spring 2015." He discussed issues of academic freedom and the common good, specifically related to the summer 2014 postings by Professor Andrew Pessin on Facebook and the college community's discovery of and reactions to those postings the following spring.

The talk was sponsored by the Connecticut College Chapter of the AAUP and a Mort Tenzer Travel Grant from Connecticut State Conference-AAUP.

Connecticut State University

Negotiations for a successor contract began on October 1, when the two sides exchanged contract proposals. The BOR proposals had been expected to involve deep cuts, and as Vijay Nair, *Library*, Western Connecticut State University, chief negotiator for AAUP, explained, "It is to be expected in such negotiations that the two sides will have very different starting points." But the BOR proposals presented "truly drastic alterations to our work conditions" that were "alarming" even as starting points. In the second session a reconstituted BOR team underscored their desire for a fair contract but also their need for "flexibility," which had driven a number of their proposals.

There have been four sessions as of the end of November. Some of the more drastic BOR proposals have been withdrawn or modified as "drafting errors," and areas of agreement have been identified.

The AAUP team ascribes some of the moderation of the BOR tone to the forceful and principled reaction of students and the general faculty to the initial proposals and to media coverage of those reactions and the negotiations themselves.

Updates on negotiations can be found on the CSU-AAUP website, <http://www.csuaaup.org/>, following the "Table Talk" link.

Emeritus Assembly

Mort Tenzer, Political Science (ret.), University of Connecticut; Emeritus Assembly Liaison

Wednesday, November 18, 2015, from 2:00 to 4:00 PM, Actuarial Consultant and Trustee of the Connecticut State Employees' Retirement Commission, Claude Poulin, discussed "Are Connecticut State Pensions Adequately Funded?"

This timely presentation took place at the Treasurers Conference Room (7th floor), 55 Elm Street, Hartford, CT. Claude Poulin is a Fellow of the Society of Actuaries with 50 years of experience in Canada and the United States. He has served as advisor and consultant in numerous pension and actuarial issues in both Washington and Ottawa. Claude was appointed by the Governor of Connecticut as Actuarial Trustee of the Connecticut State Employees' Retirement Commission.

Earlier that same day, Emeritus Members gathered at noon at the Arch Street Tavern for lunch prior to the event.

The first meeting of the 2015 fall semester took place Wednesday, October 28 at the Mashantucket Pequot Museum and Research Center, in Mashantucket, CT. Kevin McBride, Director of the Mashantucket Pequot Research Center, and University of Connecticut Anthropology Professor, conducted a tour of the archeology laboratory at the research center. After a Native American inspired lunch at the museum, the members toured a fortification site on the museum grounds.

To read the Volume 28, Number 1, Fall 2015 issue of the *EACT Newsletter* and find information on membership, registration forms for all events and dues, and updates on all the EACT activities, go to the [EA website](#).

University of Connecticut

The UConn chapter of AAUP has been hosting a Fall Lecture Series that has brought academic leaders to campus who have advanced the role of collective bargaining as the most effective means for university employees to protect shared governance, academic freedom, and the faculty voice.

This series is one of many activities across the campus to bring awareness to the AAUP's negotiations for a successor collective-bargaining agreement. These leaders have been sharing their insights on important campus issues in the academy, and how faculty can take the lead to address them on their campuses.

Three of the four presentations have already taken place:

Professor Rudy Fichtenbaum (*Economics*, Wright State University; National President, AAUP) gave a Contract Negotiations Kickoff address on September 10.

Risa Lieberwitz, Esq. (*Industrial & Labor Relations*, Cornell University; National AAUP General Counsel), spoke on "Academic Freedom and Civility" on September 30.

Professor Ellen Schrecker (*History*, Yeshiva University) spoke October 22 on "The Corporatization of Higher Education and the Role of Collective Bargaining."

The date for the fourth presentation is yet to be determined, but the speaker will be Professor Howard Bunsis (*Accounting*, Eastern Michigan University; Chair, National AAUP Collective Bargaining Congress).

Inquiries about the lecture series should be directed to Chris Henderson at chenderson@uconnaaup.org.



Highlights of the CSC-AAUP Annual Spring Meeting

At the Connecticut Conference's Annual Spring Meeting last May the distinguished guest speaker was Katherine M. Franke, the Isidor and Seville Sulzbacher Professor of Law and Director of the Open University Project at Columbia Law School. Professor Franke's lively and thought-provoking presentation, "Academic Freedom—the 'Israel-Palestine Exception,'" was followed by an equally lively and thoughtful question-and-answer session.

The 2015 Walter F. Brady, Jr., Award for the Advancement of Higher Education in Connecticut was presented to Dr. James W. Schmotter, President of Western Connecticut State University.

The first David R. Bedding National Service Award for Exceptional Service to Chapter, Conference, and National AAUP was presented to Irene Mulvey, award-winning Newsletter Editor for FWC/AAUP at Fairfield University, Treasurer and Past President of the Connecticut Conference, and AAUP National Council member.

The CSC-AAUP Award for Outstanding Service to the Profession was presented posthumously to David Bedding; the award was accepted by his wife, Paula.

A second CSC-AAUP Award for Outstanding Service to the Profession was presented to Mort Tenzer, longtime member of the Conference Executive Committee and Chair of the Conference Government Relations Committee, now Liaison to the Emeritus Assembly.

All these awards are described in the Funds and Awards box on this page. The George Lang Award was presented to Anna Lawrence, *History*, Fairfield University, member of FWC/AAUP.

Planning has begun for the 2016 Spring Meet-

The Robert Bard Legal Defense Fund

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

*an anonymous donor
in memory of Dorothy Powers,
extraordinary teacher, artist, colleague*

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.

We have received a generous contribution to the Mort Tenzer Travel Fund from

an anonymous donor

The George E. Lang Jr. Award

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

We have received generous contributions to the George Lang Award from

*Mary-Beth Lang
Mrs. Marian Lang*

The David R. Bedding Award

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

The Walter F. Brady Jr. Award

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

The CSC-AAUP Award

The CSC-AAUP Award for Outstanding Service to the Profession recognizes a Connecticut faculty member whose work over time represents outstanding personal and professional commitment to the work and principles of the profession.

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

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

To apply for a grant from the Bard or Tenzer funds, or to request more information about 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.

Book Review . . .

Julie Schumacher. *Dear Committee Members*. New York: Doubleday, 2014.

Reviewed by Joan C. Chrisler, *Psychology*, Connecticut College

Dear Committee Members is an epistolary novel. Unlike most, which take the form of letters home, letters to a lover, or “dear diary” entries, this clever book consists entirely of letters of recommendation (or LORs, as their author often calls them). The author of the novel, Julie Schumacher, is a professor of English and creative writing at the University of Minnesota, and her bio statement mentions that “she has written more letters of recommendation than she cares to recall.” The novel’s protagonist, Jason (Jay) Fitger, a professor of English and creative writing at Payne University, knows exactly how many LORs he has written because he keeps count; he announces at one point that he is up to 1,300. The name of Jay’s fictional employer provides opportunity for humor: in a letter to the dean Jay refers to the campus as the “World of Payne.” In a letter recommending a student to the medical school, he wonders if the faculty at the Payne School of Medicine find their institution’s name as amusing as do faculty from other parts of campus.

If you decide to pick up a copy of this book, be careful where you read it because it is laugh-out-loud funny. Anyone who has ever written an LOR for someone they did not really want to recommend will be entertained by the way Professor Fitger deals with this situation. For example, in a letter of recommendation for admission to law school, he writes: “I’ve known Ms. deReuda for eleven minutes, ten of which were spent in a fruitless attempt to explain to her that I write letters only for students who have signed up for and completed one of my classes. This young woman is certainly tenacious, if that’s what you’re looking for” (12). In a recommendation for a student who has applied for a campus work-study job, Jay tells the administrator: “He can read and write; he’s not unsightly; and he doesn’t appear to be addicted to illegal substances prior to 3:00 p.m.... Interview Rosenthal. Just ask him to keep his left arm covered, unless you want to be exposed to a fleshy panoply of R-rated tattoos” (61-62).

In a letter in response to the new department chair’s request that he second the nomination of an eccentric and unproductive colleague for an endowed chair, he notes that the colleague must have sent in his own name because “no sane person would nominate” him, and then writes: “If you want me to endorse his nomination in order to keep him quiet and away from your office (you will find him as persistent and maddening as a fly), you may excerpt the following sentences and affix my name to them: ‘Professor Franklin Kentrell has a singular mind and a unique approach to the discipline. He is sui generis. The Davidson Chair has never seen his like before’” (8). In a later letter recommending that same colleague to a foundation for a grant, Jay writes: “Kentrell will never survive round #1 of your deliberations; therefore, secure in the knowledge that this letter will soon join thousands of its brethren in a rolling bin destined for recycling—presum-



ably before it is read—I am comfortable endorsing his application” (119). In a letter to the dean who asked Jay to second the nomination of Kentrell for chair of the university’s curriculum committee, he writes: “If you must allow him to self-nominate his way into a position of authority, please god let it be the faculty senate. There his eccentricities, though they may thrive and increase, will at least be harmless. The faculty senate, our own Tower of Babel, has not reached a decision of any import for a dozen years” (164). A few pages later, we see a ballot for the senate election with Kentrell’s name on it; Jay votes for him.

A letter recommending a student for an assistant editor position at an e-zine titled *Sellebrittena Online* provides an opportunity for Jay to reminisce about the dozens of students he has caught in the act of plagiarism over the years: “the student cheater is amazed at my powers of discernment, my uncanny ability to detect a difference in quality between his or her own work and, for example, Proust’s” (80). This particular student failed the class because she turned in a story by Virginia Woolf as her own work. Jay writes: “If *Sellebrittena Online* is in need of an editor/copywriter who refuses to allow the demands of honesty or originality to delay her output, it will have found one in the unflappable Ms. Tara Tappani” (82). In a letter of recommendation to a tech firm for the surly member of the university’s Tech Help staff currently assigned to the English Department, Jay writes: “Mr. Duffy Napp has just transmitted a nine-word email asking that I immediately send

a letter of reference to your firm on his behalf; his request has summoned from the basement of my heart a star-spangled constellation of joy, so eager am I to see Mr. Napp well established at Maladin IT” (109).

There are so many hilarious nuggets in the letters that it was difficult to choose a small selection to highlight in this review. Jay writes LORs to his students’ potential employers; to graduate, law, and medical school admissions committees; to foundations that offer grants, fellowships, and creative writing residencies; to his literary agent; to the Dean of the College of Liberal Arts; and to the department chair. He has a tendency to ramble, and, perhaps because he so often writes to people he knows well (e.g., the dean, the chair, his agent, an old friend from grad school who now runs a prestigious residency program for creative writers, his ex-wife [a member of the law school admissions committee], and his ex-girlfriend [who works in the financial aid office]), we learn a lot of about Jay and his situation. The university has closed the graduate programs in English and creative writing, and he is doing his best to help his most talented students to finish their degrees and start their careers successfully. His department is in receivership; the new chair is a sociologist, and the untenured faculty members are all looking for jobs elsewhere. His building, which houses the Departments of Economics and English (one wonders: Is the whole campus arranged alphabetically?), is undergoing renovations. The economists have been moved out during construction, but the English faculty remain in place, breathing in noxious fumes, tripping over extension cords, and worrying about signs in the hallway that warn about the presence of asbestos. Jay is not tech-savvy. We watch him struggle with online recommendation forms, which are not set up to accommodate his rambling LOR style. His ex-girlfriend exited their relationship after he hit “reply all” to a group campus email sent by his ex-wife in which he confessed that he still loves her and misses her. He hasn’t published a novel in a decade or so because of the amount of time he spends on his students—teaching them, advising them, and recommending them for all manner of situations.

Faculty readers surely will identify with Jay Fitger. Despite his smart-alecky approach to the LOR, he cares about his ex-wife and ex-girlfriend, his work, his students, his crazy department, and even the World of Payne at large. He does the best he can most of the time. I like him, and so will you. I highly recommend this book, but you might want to wait until after your LOR requests have been dispatched lest Fitger’s style worm its way into yours!

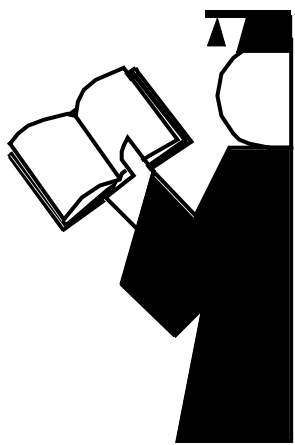
Calling All Book Lovers! *Vanguard* needs volunteers to serve as occasional book reviewers. Book reviews are expected to be 750 to 1500 words, double-spaced, and we promise not to ask for more than one review per year...unless reviewers want to do more!

For *Vanguard* the ideal book reviewer is a full- or part-time faculty member or graduate student with a lively interest in and appreciation for academic issues that go beyond the disciplinary.

As regular readers of *Vanguard* know, we include on our bookshelves works on the history and philosophy of education, current issues and trends in academia or pedagogy, biographies of important figures in education, and flights of fiction and fancy (we especially love satire and professor-detectives!), and are delighted to publish such reviews. *Vanguard* will also publish compendia of shorter book recommendations from time to time. We do not review scholarly works on narrow disciplinary issues.

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

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



CONTINGENT-FACULTY NEWS

REPORTED BY 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.

SCSU Resolution in Support of Campus Equity Week

William G. Faraclas, *Public Health*, President, SCSU Faculty Senate

Campus Equity Week (October 26–30 this year) is dedicated to drawing attention to the contributions and working conditions of part-time faculty members, and advocating better working conditions for them. The Southern Connecticut State University Faculty Senate passed the following resolution in support of their part-time colleagues—just in time for Campus Equity Week:

Whereas, Part-time faculty members are teaching in ever greater numbers, to the point where they now constitute the majority of faculty in higher education; and

Whereas, Inadequate compensation and support of the part-time faculty is exploitive; and

Whereas, Part-time faculty members cannot fully participate in shared governance because their employment can be terminated without cause; and

Whereas, Part-time faculty members cannot fully express their academic freedom because their employment can be terminated without cause; and

Whereas, Heavy reliance on the part-time faculty places an undue burden on the tenured and tenure-track faculty as regards academic advising, committee work, and other service activities; and

Whereas, The trend toward cheap, temporary, part-time academic labor is largely a matter of priorities rather than economic necessity;

now, therefore, be it

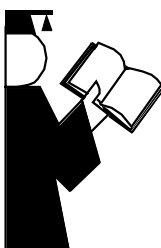
Resolved, That the Faculty Senate acknowledges the part-time faculty as valued colleagues, who are essential to the university; and

Resolved, That the Faculty Senate acknowledges the vital contributions of part-time faculty to the education of our students; and

Resolved, That the Faculty Senate calls for policies that provide equitable compensation, predictable appointments, opportunities for professional development and appropriate benefits for part-time faculty members; and

Resolved, That the Faculty Senate calls for policies that protect the academic freedom of part-time members and foster their participation in shared governance without fear of risking employment or other reprisal; and

Resolved, That the Faculty Senate supports Campus Equity Week as an important time of reflection that can lead to better working conditions, greater job security, and fuller acknowledgement of the critical role and contributions of our part-time colleagues.



A Matter of Perspective

This letter appeared in the Hartford Courant (Letters, 1 Dec 2015). We reprint it here with the author's permission. —Ed.

It's Faculty That Makes A University

The recent editorial honoring Walter Harrison, president of the University of Hartford, celebrated his achievements in the areas of financial management, enrollment management, real estate development, and personal involvement in student theater performances (27 Nov 2015, "An Effective College Leader"). Concerning the last-named achievement, the editorial noted that "Mr. Harrison never forgot that universities are for students." As a faculty member at the university (and I speak for many of my colleagues here and at other schools), something is amiss here. Namely, a college or university is not "for students" in the consumerist sense, as the editorial's language implies, if unintentionally.

College, rather, offers students a rare opportunity to learn from a faculty of established scholars, scientists, and artists dedicated to broadening students' horizons, intellectually and socially. While passing reference was made in the editorial to a professor who started a micro business incubator, the word "faculty" did not appear in the text.

We must remember that it is the faculty of a college that collectively lays the foundation for its students' educational experiences. So faculty, as an entity, must be duly incorporated into any honest assessment of higher education, its leaders, and its future.

Ira L. Braus, West Hartford

The writer is associate professor of music history at the University of Hartford and president of the Connecticut Conference of AAUP. —Ed.

“CT Higher Education Matters”: CSU–AAUP Launches New Website

To facilitate communication with and political action by colleagues, the public, and the press, the Connecticut State University chapter of AAUP has established a site called "Connecticut Higher Education Matters." The name puns nicely on both the issues and events in Connecticut public higher education and the commitment to quality public higher education in Connecticut.

The website's subtitle is "making sure public education exists for the public good rather than corporate profit."

A visit to the site's homepage, <http://www.ct-higheredmatters.org/>, presents the reader with easy connections to its various pages: Where We Stand, You Decide, Advocacy, Action, Resources, and News. Reasoned discussion of the idea of public higher education ("Where We Stand") provides a foundation for other Resources such as contact information for individuals in government, higher education, and the press and statements of principle on Academic Freedom and Tenure and other concerns particular to the profession. The Advocacy and Action pages provide concrete advice on ways to make one's voice heard on the various "matters" in Connecticut higher education in Connecticut.

The website looks as if it will fill a real need for members of the public as well as members of the profession and the student body who want to participate in shaping public higher education in the State.



The protection and exercise of academic freedom is an ongoing mission.

JOIN AAUP... it's easy!

Go to

<http://www.aaup.org/membership/join>

(and tell them *Vanguard* sent you!)

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.

Editorial... from 2

is well below what the former president used to say was the minimum for operation. The academic programs are disjointed. Personnel from the Professors World Peace Academy, the branch of the Unification Church that bought UB’s debt in exchange for authority over the Board, continue to chair the Board and head up the University, as well as staffing a number of programs. Most concerning for us at AAUP, UB has been on the Censure list now for nearly 25 years—censure imposed in response to the assault on tenure represented by summary terminations of tenured faculty who had returned to work under the imposed contract—and the present administration continues the old claim that they don’t “need” to comply with AAUP norms or petition to have the censure lifted. Although many years ago one of the trustees argued that the “new UB” valued academic freedom highly as shown by (the old) UB’s being signatory to the 1940 *Statement*, as far as we know there is still no faculty handbook to outline faculty rights and responsibilities.

Thorstein Veblen, American economist and sociologist, saw what was coming a hundred years ago when he wrote *The Higher Learning in America* (an [excellent review and article](#) appeared in *Inside Higher Ed* last April, when the new Johns Hopkins Press edition of the book was released). He warned in no uncertain terms what the result would be as politicians and businessmen encroached upon and gradually took over American higher education. In the *IHE* review Scott McLemee summarizes Veblen’s argument thus: “He attacked the ‘bootless meddling’ of governing boards and the ‘skilled malpractice and malversion’ of the presidents they appointed. These ‘captains of erudition’ (a play on the then-recent expression ‘captains of industry’) understood the value of a dollar and of publicity, but not much else. To their way of thinking, good public relations meant ‘tawdry, spectacular pageantry and a straining after showy magnitude.’ And worse, they molded higher education in their own likeness.” Rather than taking Veblen’s concerns to heart, the twentieth century (and now the twenty-first) marched blithely ahead, seemingly guided by the very ideas Veblen so passionately, and presciently, decried. All around us the climbing walls, online courses, executive suites and staffs, unaffordable tuitions, and piece-work instruction are the realization of his fears.

When we looked at the UB “contract” proposals, some of us thought of, and reread, Veblen. I have continued to reflect on his insights and warnings ever since. The financing of public higher education may be in the hands of politicians and their supporters, of taxpayers’ representatives advised by corporate lobbyists; but the processes and substance of higher education should be guided by those who understand these things best (just as the financing of a hospital may be the charge of trustees or politicians but medical procedures and research are more properly left to the deliberations of medical professionals). Alas, over the last hundred years far too many people have been wooed away from this basic understanding, into sharing the notion that “business methods” are always the answer. It’s possible that the willful ignorance of the sayings “Those that can, do; those that can’t, teach” and “anyone can teach” has greased that slippery slope down into the slough of institutional ruin. Actually, as far as a student of literature can see, America has always had a dual notion of teachers and learning: teachers are “eggheads” and “absent-minded professors” as well as deep thinkers; faculty are handed the responsibility of enabling the nation to progress at the same time that they are characterized as lazy, selfish swindlers responsible for the high cost of that very necessary diploma given for what onlookers see as shoddy work; faculty dream away in their ivory towers but also roll around too much in the gutter of “liberal” politics. The more readily the public buys into this mishmash of caricatures, the more difficult it is for faculty to explain their most essential working conditions: academic freedom, shared governance, and due process—plus the time, facilities, and workload compatible with exercising these privileges and obligations responsibly.

CSU–AAUP and UConn–AAUP have resourceful, dedicated, experienced, and honorable negotiators who know the contract, the realities, the history, and our professional principles well. I would like to hope that they will be viewed and dealt with as partners in moving the State universities forward, not as obstacles to it. There is no reason to expect

a takeover by an outside organization, but as for the negotiations, I’m not encouraged by the history of the past couple of years as far as the State’s institutional “vision” and processes are concerned; and I’m not encouraged by a contract proposal that seems to go after a great many important professional concerns all at once, even those changes the proposers themselves don’t seem to understand. Getting to “yes” has to begin with understanding what is being asked in the first place, why, and of whom. —RAB

President... from 2

to “level the field” of college access and to democratize elite institutions, now promotes MOOCs as a way of recruiting “the best and the brightest” at MIT. (See “Colleges Find Students Online,” *Hartford Courant* 29 March 15.) We learn from the writer, Carey himself, that a 15-year-old Mongolian scored perfectly on an MIT MOOC titled “Circuits and Electronics” and was subsequently admitted to that school. Similarly, a young Indian man was accepted there for designing a follow-up MOOC based on the same course. And to appease us humanities types, Carey added that the President of Davidson College, a “selective” liberal arts school in North Carolina, had announced a partnership “with an edX [MOOC Consortium] to enhance our reach in identifying more students that could thrive in a Davidson setting.” The partnership had not yet achieved Davidson’s goal.

Let’s unpack Carey’s assertion that “If you have to pay for the things you actually need, education doesn’t cost \$60,000 a year.” What do students actually need from their education? Carey boasts that edX offers courses in computer science, matrix algebra, poetry, Chinese history, engineering, mathematics, and jazz appreciation, among other areas. Clearly, some students have benefited from these courses. But I question whether its STEM students, in particular, can glean from MOOCs the *perspective* required to link STEM studies to a world so socially, politically, and scientifically interconnected. For instance, are the STEM MOOCs taught so as to pique the curiosity of a U. of E. physics

student to elect a MOOC on, say, Albert Einstein as philosopher? (Consider his admonition against militarizing nuclear energy.) Would the U. of E. even think it “necessary” to offer a course of this type?

What about a poetry MOOC? William Chace, Emeritus Professor of English, Stanford, answers the question inferentially:

Once students want to know more, a minor miracle can happen in the classroom: the moment when one student, and then another, much to their surprise but owing to the artificially enclosed arena in which they find themselves, say something they did not know they had the insight to say—or the skill or the courage. It may well be something they could never say to their friends or parents. It may be something unknown even to the student until that moment. It represents an advance from which there is little likelihood of retreat. It is learning.... That kind of education tells students what their minds can do, not what their minds contain (“What I Have Taught—and Learned,” *The American Scholar* Winter 2015).

While the classroom is an artificially enclosed arena, it is not electronically enclosed. In a poetry MOOC, multitudes would typically ingest the wisdom—and occasional folly—of a Nobel Prize winner who, best intentions aside, could not act as the divining rod Chace sketches to each on-line mind. The classroom, in contrast, gives students and faculty living, breathing space to experience *and* revisit *aha!* moments, the life-changing potential of education at its spontaneous best.

Democratizing higher education is not about globalizing the academic economy, as Yale and NYU have learned. It’s about fostering environments where more divining rods touch more students, places where students discover their own minds through others’, present and past. Such scenes, I believe, result less from entrepreneurial shrewdness than from public reinvestment in our university infrastructure—its faculty, courses, students, classrooms, labs, libraries, museums, theaters. Should this hoped-for situation come to pass, American higher education, once a symbol of national pride, will recoup the international esteem it lost some twenty years ago. —IB

Does AAUP Censure Make a Difference?

Excerpt from “A Key Collaboration: Phi Beta Kappa, the AAUP, and the Future of the Academy,” by Douglas W. Foard

“...For 225 years we have endeavored to place our chapters only at those American institutions of higher education that share our commitment to freedom of inquiry. The process for obtaining a chapter is lengthy and complex.... Our standards are so high that when the council convened last year, the applications of only seven of the fifty-one institutions seeking chapters during the 1997–2000 review cycle were approved.

“One of the first things the committee considers in the chapter application process is the AAUP’s list

of censored administrations. Should an applicant’s name be found there, the review process for that institution comes to an immediate halt. The committee is also interested in such matters as teaching loads, professional development opportunities for the faculty, instructional and library facilities, the role of the faculty in governance, and the quality of students being admitted as undergraduates.”

These criteria alone are of great significance to contemporary institutions of higher learning, even those that may not be seeking to establish a chapter of Phi Beta Kappa.

To read the rest of this excellent article, go to the [Academe blog](#). —Ed.

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



Capitol Dome from a public-domain photo by Ken Kistler

National News

Call for Nominations

The Association's Nominating Committee seeks nominations for candidates for election to the AAUP's governing Council in spring 2016. *Nominations are due by Monday, December 14, 2015.*

The Council is responsible for overseeing the affairs of the AAUP, including setting dues, overseeing finances, establishing standing committees, and promoting the exchange of ideas among the membership, the leadership, and the staff. The Council generally meets in person twice a year in Washington, DC; between meetings, it conducts business via frequent e-mail discussions and conference calls.

All members of the Association in good standing, with the exception of associate members, are eligible to be elected to Council positions and to nominate other eligible members. The committee seeks a diverse group of candidates with experience in the AAUP at the local, state, or national level.

Positions open for election

Four officer positions are open for election to two-year terms:

- President
- First Vice President
- Second Vice President
- Secretary-Treasurer.

Fourteen Council positions are open for election:

- Four at-large Council positions
- One Council position in each of these geographical districts:
 - District I (Arizona, California, Colorado, Hawaii, Nevada, New Mexico, Utah)
 - District II (Alaska, Idaho, Kansas, Minnesota, Montana, Nebraska, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Washington, Wisconsin, Wyoming)
 - District III (Michigan)
 - District IV (Arkansas, District of Columbia, Illinois, Indiana, Iowa, Kentucky, Missouri, Tennessee, Virginia)
 - District V (Alabama, Canada, Florida, Foreign, Georgia, Guam, Louisiana, Maryland, Mississippi, North Carolina, Puerto Rico, South Carolina, Virgin Islands, West Virginia)
 - District VI (Ohio)
 - District VII (New Jersey)
 - District VIII (New York)
 - District IX (Connecticut, New Hampshire, Vermont)
 - District X (Delaware, Maine, Massachusetts, Pennsylvania, Rhode Island)

Nominations procedure

If you wish to nominate yourself as a candidate for an office or Council position OR to nominate another eligible member, you must submit the following information to the Nominating Committee by December 14:

1. The position for which the individual is being nominated.
2. The name, institution, and e-mail address of the individual being nominated.
3. The name, institution, and e-mail address of the individual making the nomination (if not self nominating).

In addition, endorsements by letter and/or e-mail message from at least six AAUP members (one of whom may be the nominee) must also be presented to the Nominating Committee by December 14. Endorsements must cite the specific position for which the individual is being endorsed and the name, institutional affiliation, and e-mail address of the endorser. [NOTE: Nominees to a district Council

position must be endorsed by at least six eligible members employed in that district.] To ensure that all six required endorsements arrive by the December 14 deadline, we encourage potential candidates (or those acting on their behalf) to collect and submit them together in one letter or e-mail message.

The nominations process is set forth in the AAUP Constitution, available at this link: <http://www.aaup.org/about/organization/aaup-constitution>.

Deadlines

As noted above, nominations must be submitted to the Nominating Committee by December 14.

The Nominating Committee will submit its final report to the Council by December 21. All proposed nominees who meet the eligibility requirements will have their names included on the ballot for the spring 2016 election.

Please send nominations by e-mail message to nominations@aaup.org or by surface mail to:

AAUP Nominating Committee
1133 Nineteenth St. NW, Suite 200
Washington, DC 20036

AAUP Mission

The mission of the AAUP is to advance academic freedom and shared governance; to define fundamental professional values and standards for higher education; to promote the economic security of faculty, academic professionals, graduate students, post-doctoral fellows, and all those engaged in teaching and research in higher education; to help the higher education community organize to make our goals a reality; and to ensure higher education's contribution to the common good. Visit the [AAUP website](http://www.aaup.org) and [Facebook](https://www.facebook.com/aaup). Follow us on [Twitter](https://twitter.com/aaup).

Contact Charlie Baker, Chair, AAUP Nominations Committee nominations@aaup.org

UIUC Settlement with Prof. Steven Salaita

The headline for November 12 reads "University of Illinois Pays \$875,000 to Settle Salaita Case." Steven Salaita, who sued the university after his contract was rescinded over controversial Tweets he had sent, described the settlement endorsed by the University's Trustees as "a vindication for me, but more importantly, ... a victory for academic freedom and the First Amendment" and commented further, "The petitions, demonstrations, and investigations, as well as the legal case, have reinvigorated American higher education as a place of critical thinking and rigorous debate, and I am deeply grateful to all who have spoken out."

To read the press release from Salaita's attorneys, find a link to more of the story, and add your comments to the discussion, visit AAUP's [Academe Blog](http://www.aaup.org/academeblog).

By the way, Columbia Law School's Katherine Franke, who spoke on the issues in this case at CSC-AAUP's 2015 Spring Meeting, was part of Prof. Salaita's legal team.

Call for Proposals: 2016 AAUP Annual Conference Deadline: December 7, 2015

Dear Colleague,

We've issued a call for proposals for our 2016 Annual Conference on the State of Higher Education. As we move into our second century, we invite reflection on racial, social, and labor justice in higher education.

For example, presentations might explore

- Issues of college access for students of color and those from working class families.
- Making sure that AAUP chapters are inclusive of diverse groups of faculty, including scholars of color and faculty in contingent appointments.
- Winning improvements in working conditions for faculty in contingent positions.
- History of the racial or labor justice movements

in higher education.

- Recruiting and retaining scholars of color.
- Challenges or opportunities facing minority serving institutions.
- The future of ethnic or labor studies in the academy.

Presentation proposals on all topics of interest to a diverse, multidisciplinary higher-education audience are welcome, but special consideration will be given to those that work within this theme. We encourage proposals that raise questions, engage conference participants in discussion, and foster dialogue.

You may propose either a complete session, with two to four participants, or an individual presentation, with one presenter. Individual presentations, if accepted, will be grouped into sessions with other related individual presentations.

Complete sessions may consist of a set of traditional presentations (a panel presentation), followed by Q-and-A, or may be structured as a roundtable discussion, designed to encourage more audience participation.

The AAUP Annual Conference on the State of Higher Education will be held June 15–19, 2016, in conjunction with the AAUP Annual Meeting in Washington, DC. Proposals will be accepted through December 7, 2015. All presentations will be scheduled for Thursday, June 16, or Friday, June 17.

For complete guidelines and to submit a proposal, please [visit the 2016 Conference page on the AAUP website](http://www.aaup.org/2016conference). Questions? E-mail proposal@aaup.org.

Gwendolyn Bradley, Director of External Relations
gbradley@aaup.org



Not Too Late to Sign the AAUP Centennial Declaration

Show your support for restoring colleges and universities as a public good by signing the AAUP Centennial Declaration. We'll add your name to the growing ranks of citizens who support free and open higher education, learning opportunities that don't leave students with crippling debt, and new levels of engagement between campus and community.

Nearly 100 years ago, the American Association of University Professors issued the 1915 Declaration of Principles on Academic Freedom and Academic Tenure. AAUP principles helped build the largest and most successful system of higher education in the world. One hundred years later, U.S. institutions of higher learning need a new commitment from faculty, students, and community allies to reclaim the possibilities that have been threatened by corporatization.

Won't you sign today, for yourself, your chapter, your conference...? Go to the AAUP website (link above, in title) to read the full text of the Declaration, and to sign!

Regents’ Offer Tears Apart State Universities

David A. Levine, *Art History, Southern CT State U*
Op-ed, *The Hartford Courant* 20 October 15 A:8
reprinted by permission of author

It’s contract negotiation time again at Connecticut’s four state universities. In my 35 years as a faculty member at Southern Connecticut State University, I have lived through numerous bargaining sessions and the acrimony associated with them. In the end, both sides give a little and work goes on pretty much as usual.

But this time things seem different—dreadfully so.

Last week, the Connecticut Board of Regents for Higher Education, the governing body of the state colleges and universities, fired an opening negotiation salvo that has devastating implications. The regents unleashed a plan to shift key personnel arbitrarily among campuses and to eliminate all funding for faculty professional development, the lifeblood of professors engaged in research projects. And that’s just for starters.

The curious thing is this: As administrative policy, the regents’ proposals have no utility. Instituting them would tear apart the affected universities, a result that no responsible overseer could countenance. Yet tendering these schemes as contract negotiations begin does have a serious intent to bring to heel an independent-minded university faculty unwilling to relinquish its academic values in favor of the regents’ corporate vision of higher education.

For more than a generation, Connecticut’s state universities have been engaged in an all-out effort to upgrade the quality of their professoriate. The universities engaged in painstaking national searches to rebuild faculties. They have also nurtured top-quality personnel by underwriting travel funds for faculty research.

The result has been constant improvement in the level of instruction and faculty productivity. Each year, thousands of students entering the universities’

campuses encounter scholar-teachers alive to the joys of learning and committed to student academic success. They find programs of study carefully designed to meet their needs. They amass skills and experiences that prepare them to enter the workforce and to live meaningful lives. Research produced at the state universities has improved in quality and quantity, and the profile of the state university system is rising regionally.


Here is the key point: The universities’ faculty members live by a set of dearly held principles that they regard as central to their mission as educators. They believe that the curriculums of their institutions should be broad and rich, to give their students every possible means of becoming thoughtful, discerning members of society. They believe that learning is best done face to face with full-time instructors, in environments conducive to conversing and thinking. And they believe that those entrusted to teach should remain active in their fields of study, encouraged by their university’s policies.

The regents have a different idea of the kind of higher education worthy of Connecticut’s middle class. For this board, cheaper is almost always better. It calls for larger classes, more online courses away from the university, a higher student-teacher ratio, fewer tenured full-time faculty and more dependence on underpaid adjuncts. It has no objection to faculty members pursuing research, as long as they do it on their own time and their own dime.

Not surprisingly, the universities’ faculties have resisted attempts to implement the regents’ vision. Earlier this year they forcefully and publicly rejected a vast restructuring plan proffered by departing system President Gregory Gray that would have radically shifted the universities’ priorities.

This may explain the regents’ wildly destructive contract proposals of recent days. Unable to have its way through persuasion, the system’s governing body seems to be engaging in a public hissy fit meant to slap back at its unbowed teams of educators. It appears to be saying to the faculty and the Connecticut middle class, in effect, play the game by our rules or we will rip down the structure that we have built together and let the stones fall where they may. That tactic is not likely to lead anywhere good, for anybody.

Will some cooler head, perhaps someone with authority in the governor’s office, prevail on the regents to modify their present course so that the state university system can continue to move forward?



1133 19th Street, NW, Suite 200, Washington, DC 20036
PHONE: 202.737.5900 • FAX: 202.737.5526 • www.aaup.org

December 2, 2015

Statement in Support of CSU-AAUP


This Thursday, December 3, faculty members from the Connecticut State University (CSU) system and other higher education institutions in the state are gathering in Hartford, outside the offices of the state Board of Regents, to declare their unwavering opposition to draconian contract proposals presented by the regents’ representatives to the CSU-AAUP. On behalf of the national AAUP, we join their protest and urge the regents and Governor Dannel Malloy to abandon these shameful proposals, which would bring to Connecticut the kinds of anti-education and anti-union measures that failed Republican presidential candidate Scott Walker enacted in Wisconsin and would all but destroy the CSU’s ability to educate the next generation of students.

Among the proposals presented by the regents are measures to:

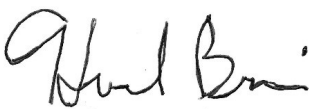
- Enable elimination of academic programs for undefined “economic and programmatic conditions” as determined solely by management, without involvement of AAUP or the University Curriculum Committee.
- Permit transfer of faculty members from one university to another without their consent.
- Establish a new category of faculty evaluation based on adherence to an ill-defined Code of Conduct, and require service to the department and university to be “collegial,” even though the term is not defined.
- Remove tenure eligibility for all newly hired librarians and counselors.
- Eliminate the long-established Mediation Committee and Termination Hearing Committee, making it easier for management to fire tenured faculty.
- Bar the AAUP union from using the university’s email system to communicate with faculty, and nearly eliminate released time for union work (e.g., representing faculty in grievances or in disciplinary charges).

These and other proposed changes to the university’s collective bargaining agreement with the CSU-AAUP would, if implemented, violate long-accepted standards of academic freedom and university governance, as defined in the 1940 *Joint Statement on Academic Freedom and Tenure* of the AAUP and the Association of American Colleges and Universities and the 1966 *Statement on Government of Colleges and Universities*, jointly formulated by the AAUP, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. We therefore call upon the regents and Governor Malloy to withdraw these proposals and return to the bargaining table for constructive dialogue with the CSU-AAUP in the best interests of the CSU’s students and the citizens of Connecticut.


And we call upon our faculty colleagues in the CSU, as well as other higher education institutions in Connecticut and nationally, to support the CSU-AAUP in its struggle to defend academic freedom and shared governance and maintain the high quality of their state’s system of public higher education.



Rudy Fichtenbaum,
President, AAUP



Howard Bunsis,
Chair, AAUP Collective Bargaining Congress



Henry Reichman,
First-Vice President, AAUP and
Chair AAUP Committee on
Academic Freedom and Tenure