



# VANGUARD

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

Volume 36, Number 2

Winter 2016

## The Atmosphere on Campus in the Wake of the Elections

[AAUP press release](#)

November 22, 2016

The AAUP's national Council has approved the following resolution:

Since the election of Donald J. Trump almost two weeks ago, the U.S. has experienced an unprecedented spike in hate crimes, both physical and verbal, many of them on college and university campuses. These have been directed against African Americans, immigrants, members of the LGBTQ community, religious minorities, women, and people with disabilities. In some instances the perpetrators have invoked the president-elect in support of their heinous actions. The AAUP national Council unequivocally condemns these attacks and calls on college and university administrators, faculty, staff, and students to unite against them. Violence, threats of violence, and harassment have no place on campus.

To fulfill their missions, colleges and universities must ensure that all members of their communities may seek knowledge freely. In our 1994 statement On Freedom of Expression and Campus Speech Codes the AAUP declared: "On a campus that is free and open, no idea can be banned or forbidden. No viewpoint or message may be deemed so hateful or disturbing that it may not be expressed." But threats and harassment differ from expressions of ideas that some or even most may find repulsive. They intimidate and silence. The free exchange of ideas is incompatible with an atmosphere of fear. Colleges and universities must be places where all ideas and even prejudices may be freely and openly debated and discussed, but such discussion cannot happen when some members of the community are threatened or excluded. Our goal must be to provide safety for both ideas and for all those who wish to engage with them.

We therefore call on college and university administrators to take swift and firm action, consistent with due process rights, against those who have perpetrated violence and those whose menacing behavior threatens both the safety of members of our community and their sense of inclusion. We urge administrators to make clear to all on the campus that such assaults will not be tolerated and to encourage frank and respectful discussion instead. The call issued by administrators at Villanova University, where a violent assault on an African American student rocked the campus, urging faculty members to take time in classes "to ensure that silence on this issue is not misinterpreted as indifference or, even worse, tacit agreement with malicious actions," is worth emulating.

We also call on AAUP chapters and state conferences and all faculty members to speak out against these assaults and to support all efforts to ensure that campus communities are welcoming and inclusive of all groups and ideas. During this difficult time the faculty voice needs more than ever to be heard loud and clear. At UCLA more than five hundred faculty members have signed a petition "pledg[ing] to stand up for, support, and defend the most vulnerable among us, those deliberately targeted in the lead up to the election, and those who are now victims of hate in its wake." We encourage faculty members at other institutions to issue similar statements.

Of special importance is the status of those among our students who are undocumented, many of whom have been in this country since early childhood. Concern for the welfare of these students has already prompted a rash of petitions calling on colleges and universities to become "sanctuary campuses." We support the movement for sanctuary campuses. While colleges and universities must obey the law, administrations must make all efforts to guarantee the privacy of immigrant students and pledge not to grant access to information that might reveal their immigration status unless so ordered by a court of law. Nor should colleges and universities gather information about the citizenship or immigration status of people who have interactions with the administration, including with campus police. College and university police should not themselves participate in any efforts to enforce immigration laws, which are under federal jurisdiction. Faculty members should join efforts to resist all attempts to intimidate or inappropriately investigate undocumented students or to deny them their full rights to due process and a fair hearing.

Finally, we call on president-elect Trump to reconsider his appointment of Steve Bannon as his chief strategist and to more vehemently denounce the hate crimes being committed in the president-elect's name and act to ensure the safety of members of threatened communities and the freedom of all to teach, study, and learn.

Follow this issue and related developments on the [AAUP website](#).  
See articles on pages 4 & 7 for more on campus atmosphere and academic freedom. —Ed..

## Happy 30th Anniversary to the Connecticut AAUP Emeritus Assembly!

The Emeritus Assembly of the American Association of University Professors marked its thirtieth anniversary with a combined Meeting and Celebration on October 12.

The event began with a midday Fall Foliage Cruise on the Connecticut River with Riverquest in Haddam, CT, followed by lunch at the GelstonHouse Restaurant in East Haddam.

The Emeritus Assembly welcomes any interested recently retired Connecticut faculty member: contact Membership Chair Tim Killeen at [killeen3@charter.net](mailto:killeen3@charter.net).

### *Special congratulations to the officers and staff:*

President—Arthur Wright, *Economics*, UConn

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## Graduate Union at Yale Awaits Vote Ruling

As Columbia University grad students celebrate becoming the [first private-university graduate-student union](#) established through a formal National Labor Relations Board election, Local 33 at Yale, formerly GESO, awaits the outcome of its own union election. Pursuing a controversial department-by-department strategy that some challenged as undemocratic, the leadership has raised questions not only with the University but also with their fellow graduate students. Meanwhile, graduate-student groups have won union elections at Harvard and Columbia following last summer's NLRB ruling supporting the rights of graduate students to organize for collective bargaining (see National Contingent, p. 4).

As [Yale News reported](#) on October 17, in "NLRB hearing on Local 33 elections petition concludes," UNITE HERE Local 33 has been seeking to organize teaching assistants in the Graduate School of Arts & Sciences. In that effort, on August 29 they filed separate petitions for each of ten departments in a strategy to hold elections where the desire to organize was strongest. The 17 days of hearings at the NLRB sub-office in Hartford concluded after testimony from students, faculty, and administrators.

*Yale News* reports, "The 10 Graduate School departments in which Local 33 filed petitions were comparative literature, East Asian languages and literatures, English, geology and geophysics, history, history of art, mathematics, physics, political science, and sociology. After the NLRB hearing ended, Local 33 withdrew the petition for the comparative literature department," although the general opinion was that support was strong in that department.

Meanwhile, according to *Yale News*, on October 5 "elected student representatives of the Yale Graduate Student Assembly (GSA) independently passed three resolutions. The GSA voted 45 to 10 to take no stance on the overall question of graduate student unionization; voted 37 to 26 to oppose the current graduate student unionization effort of UNITE HERE—Local 33; and voted 44 to 17 to oppose Local 33's 'micro-unit' organizing strategy."

The *Yale News* reports the situation now as a long wait: the hearings are concluded, and briefs have been filed by Local 33 and by Yale. "The NLRB's regional director will subsequently issue a decision, but the timing for that decision is unknown."

To follow the events at Yale as they continue to unfold, go to their [website](#) or their [Facebook](#) page.

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## AAUP State Conference Officers 2016–2018

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## Editorial: Myth and Reality

I don't usually quote Wikipedia, but I'm going to make an exception [here](#):

The term Golden Age...comes from Greek mythology and legend and refers to the first in a sequence of four or five (or more) Ages of Man, in which the Golden Age is first, followed in sequence, by the Silver, Bronze, Heroic, and then the present (Iron), which is a period of decline, sometimes followed by the Lead Age. By definition, one is never in the Golden Age.

By extension "Golden Age" denotes a period of primordial peace, harmony, stability, and prosperity.... European pastoral literary tradition often depicted nymphs and shepherds as living a life of rustic innocence and peace, set in Arcadia, a region of Greece that was the abode and center of worship of their tutelary deity, goat-footed Pan, who dwelt among them.

The most significant statement here: "by definition, one is never in the Golden Age." Somehow, though, one persists in nurturing the notion that one can return to this *mythical* past.

Enduring the cries of "Make America Great Again" for more than a year, with its subtextual faith that there was a time of "greatness" that has been lost but can be resurrected, and its implied but never stated definition of that "greatness" (hence: fill in the blank with your own), was hard enough. But for some years preceding that drum-beat an old high-school friend had regularly been emailing me a mindless little rhyme called "The Land That Made Me, Me." Along with reminiscences of never having to lock the door and greeting the happy milkman in the morning are the more subversive memories of a time when "grass was what you mowed for your dad" and children obeyed their elders. In *that* Golden Age everyone gathered around the always-full-of-good-things supper table, neighbors all got along, we loved "our Country," every man had a good-paying but subordinate job, and every boy had a great Mom baking cookies and pies. And I always reply with "fall-out shelters, hiding under the desk during air-raid drill, Jim Crow, Skid Row, HUAC, no legal recourse for abused spouses or children, back-alley



abortions, and bullied 'Fairies.'" A happy childhood is a happy childhood and the world is, as far as you know, just like your own home; and "The Land That Made Me, Me" presents that remembrance, safe from intruding contradictions. There is no medicine that can cure that kind of nostalgia, Webster's "wistful or excessively sentimental sometimes abnormal yearning to return to... some past period or irrecoverable condition."

I confess to having my own Golden Age: my years in college, grad school, and a full-time teaching position. This Arcadia rises up in my mind most reliably in December, when I continue to be surprised by the end of the semester.

I think the rhythms of the academic year before we moved everything around for the sake of supposed energy conservation and giving students a shot at a better summer job really served the educational mission better. The Fall semester began when Fall actually was beginning, late in September. Thanksgiving therefore came just at the time when one was contemplating killing one's roommate, just at the time when a deep breath was needed. We went home for the holidays on December 23 or so, after pleasurable parties, visits from caroling faculty, and off-campus shopping jaunts; we returned on January 3 or so with a week of classes, a real reading period, and then a week of exams. I loved the post-holiday classes, when students returned with real questions about the course materials and energy to finish strong. A break of a few weeks followed exams, and then a Spring semester that did not call in papers spang in the middle of Spring Fever but decently waited to close the semester in early June. I loved (and thrived) studying in that cycle, and I loved teaching in it, too. I have never adjusted to the feeling of haste, compression, get-it-over-with in what I persist in calling the "new calendar."

I also taught full-time when full-time positions were the unchallenged definition of "faculty," before budgetary panic (which has become a permanent state) made the notion of a disposable but growing phalanx of cheap temps so very tempting for administrations and gradually "normal" for academic departments. I could arrange to meet with students at almost any time, and did. I participated actively and usefully in department, college, and university governance. I advised students as well as teaching, felt truly engaged in their growth as students and adults, and along the way won a couple of advising awards. Among students I had a reputation that I was proud of and a following whose progress I could enjoy as well as help to shape. Among colleagues I numbered many friends, and relationships of mutual respect with most. I designed and taught new courses, consulted formally and informally with colleagues, and kept up reasonably well with "the scholarship." The pressure to publish was substantially less, and faculty who chose to expend more of their intellectual energy in the classroom than in the library were not actively discouraged from doing so. I had ongoing research projects, but they

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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.

## A Note from the President:



**Uchenna T. Nwachuku,** *Counseling & School Psychology*, Southern Connecticut State University

Let me use this opportunity to thank members of the Connecticut State Conference of the American Association of University Professors (CSC-AAUP) for electing me President.

I am very grateful to my predecessor Ira Braus, Vice President-David Stoloff, Secretary-Susan Reinhart, Treasurer-Irene Mulvey, *Vanguard* Editor Ruth Anne Baumgartner, and our assiduous executive director-Flo Hatcher and other members of the CSC-AAUP executive committee for their hard work and careful stewardship of CSC-AAUP over the past years. Although I have been involved with CSC-AAUP for many years, I am thrilled to begin my new role serving as the president and working with the experienced members of CSC-AAUP executive committee who will be meeting each month to conduct business on your behalf. Please feel free to contact me any time about CSC-AAUP business matters at [Nwachukuu1@southernct.edu](mailto:Nwachukuu1@southernct.edu).

Founded in 1985 (when I was a graduate student at the University of Massachusetts at Amherst), CSC-AAUP has been a defender of academic freedom and tenure and a tireless advocate for shared governance for her collective bargaining chapters (all four Connecticut State Universities, the University of Connecticut, and the University of Connecticut Health Center) and the advocacy chapters (Connecticut College, Fairfield University, and the University of Hartford) as well as individual members at other Connecticut colleges and universities. I am honored to write this premier president's message in *Vanguard*—a CSC-AAUP newsletter for all AAUP members in Connecticut sharing news and reports from many segments of the academic community.

I was encouraged by one of my mentors Dr. James Newman (SCSU professor emeritus 1971-1997) to write my first *Vanguard* article as a

*President...5*

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## Save the Date!

### DAY OF ACTION FOR PUBLIC HIGHER EDUCATION

Plan your syllabus with this day in mind!  
Free buses will take you and your students to Hartford.

**Thursday, January 26, 2017**  
8:30am-4:30 p.m.  
Connecticut State Capitol Building, Hartford  
Come when you can!  
Different activities held throughout the day.

**CT public higher education is in crisis.** Students and faculty are caught between the long-term *national trend of education defunding* and a short-term political assault of *spending cuts*, resulting in *tuition increases*.

With a **22% reduction in state funding since 2009**, and now a **projected 10% across the board cut in 2017** – we are demanding that Democrats and Republicans **respect the Constitution of the State of Connecticut**.

**Connecticut Constitution, Article Eight, SEC. 2:**  
“The state shall maintain a system of higher education...  
which shall be dedicated to **excellence in higher education**.”

Join the **united faculty and students** of the Connecticut Community Colleges, Connecticut State Universities, and University of Connecticut **in fighting for excellence in public higher education**.

#### Help us flip the narrative!

- **Special Screening** of the documentary “*Starving the Beast*,” followed by discussion with the director, Steve Mims.
- **Rally** on the LOB steps.
- CSU, Community College, and UConn faculty and students **lobby** legislators and get **pledges** from them not to cut higher education.
- Panel **discussion** on problems facing public higher education & **student speakers telling their stories**.

STUDENTS – FACULTY – COMMUNITIES

TOGETHER FOR THE FUTURE OF CONNECTICUT



## Editorial...from 2

were not my first priority. With these credentials I earned tenure.

My Writing students themselves had reputations among the faculty: “I can always tell when I’ve got a student of yours,” said a colleague in the Philosophy department once; “They can really write!” The English department had a common and articulated goal for writing courses but no recommended formula for pursuing it. We also, of course, had two semesters to reach the goal (as some schools still do, although their numbers are waning). We could take our students, who arrived with imperfect technique but pretty good concepts, first through their development as college-level writers and then as academic writers. As for my literature students, they were by and large willing—some eager—to explore ideas in the classroom and

afterwards in the cafeteria or in my office. Their papers were sometimes idiosyncratic but usually interesting. Many came back for another course.

That Golden Age is gone, and I’m willing to allow you to tell me it might not have been as blissful as I remember it. If I had several billion dollars in the bank, here or offshore, I might try to make a school of my own that would embody what I remember, or yearn for (but I wouldn’t try to impose it on all the existing colleges against their wills, I promise). I really would like to see how it would work for today’s students. But I don’t have even a million (which I’m told is essential for retirement), and I also know the Golden Age is gone, and Academia is not, and probably never has been, Arcadia.

And if we could recreate (or create) Arcadia, we would probably find that we didn’t like it that much after

all. Would today’s women be willing to “give the men back their jobs,” as my Uncle Joe used to put it? Would the students of today respond with gusto and success to my lesson plans of yesteryear?

In my various efforts to keep up with the pedagogical trends endorsed by a series of writing-program directors, I have not, I’m afraid, managed to engender writers superior to those who learned under my old regime; but I have enabled writers who are sometimes more adventurous, and who are at any rate better forewarned, and I hope appropriately nimble, for the kind of writing they will engage in once they leave academia. I may not be able to spend time developing literary-analysis skills with them, but I have been able to engage them in a wider world of discourse and to teach them the priceless stance of skepticism. My literature students may not come to their courses as well informed, but the syllabus can still offer readings that will inform them.

The semesters may lie differently on the calendar, but I have also found more places in that calendar where I can pursue my own creative endeavors to compensate for the loss, through part-time status, of opportunities to do so on campus. I will never have enough of a retirement account to retire, but at least so far I haven’t been asked to retire, either.

At the risk of seeming political, I also have to say that making America “great again” is an unrealistic goal, as most Americans can see perfectly well. The “again” was both Pan’s lure for voters thinking they could go back to some golden refuge of idiocentric delusion, and a warning for the rest of us as to what we must recognize and resist. Much of what has changed in American culture in the last 50 years has changed, unambiguously, for the better. The job of responsible citizens, like the job of responsible faculty, is to continue to strive for the greater good, by whatever means can be found, reshaped, or created. Even boats beating against the current can, with the requisite winds, make headway. We sail not for Arcadia but for the future. —RAB



## The Robert Bard Legal Defense Fund

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

## The Mort Tenzer Travel Fund

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

## The George E. 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.

## 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.

## 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.



## Monthly Community Radio Program to Air News and Views on Ongoing Governmental Issues Following the Election

From September through November of 2016, radio station WPKN, 89.5 fm, aired three programs on issues in the Presidential election, issues treated superficially or ignored by the corporate media.

Hosted by WPKN's nationally-syndicated Scott Harris (of the shows *Between the Lines* and *Counter Point*) and programmer Richard Hill, the programs featured panel discussions that included Michael Dunham (musician and journalist), Kevin Gallagher (programmer and environmentalist), and Ruth Anne Baumgartner (contingent faculty, AAUP, and community-theater board member). Billed as “this station's way of injecting some nutrition into the junk food diet being served up by the mainstream media,” the programs covered such subjects as fake news and other propaganda, the importance of the down-ticket elections in the context of “change,” the emboldening of hate groups, the impact of Black Lives Matter on the national debate on race, and the aftermath of the elections. Guest speakers who participated live via telephone included Jim Naurekas from Fairness and Accuracy in Reporting, who provided an overview and assessment of the corporate media's coverage of critical issues (income inequality, racism, money in politics, student debt); Max Wolff, an economist and financial policy analyst; Ben Martin, of 350CT.org, who spoke to the issue of climate change; and Sarah Posner and David Neiwert, who discussed their *Mother Jones* article “How Trump Took Hate Groups Mainstream.”

All shows involved listener participation, and the post-election show on November 12 was all call-in and panel discussion.

The series proved so popular that WPKN decided to continue it into the new year as a forum for information, public concerns, and other responses to events as they unfold. On December 10 Frances Padilla, President of the Universal Health Care Foundation of Connecticut, spoke on the prospects of health care in Connecticut if the Affordable Care Act is repealed.

The program is now officially scheduled for the second Saturday of every month, from 10 to 11 a.m. WPKN streams live on the Internet ([www.WPKN.org](http://www.WPKN.org)) for anyone outside the broadcast range. Programs are also archived for retrieval after the show airs. Listen! Call in!

**WPKN, 89.5 fm**  
**listener-sponsored community radio**  
**Bridgeport, CT**

### President...from 2

junior faculty during my early years at SCSU. The pioneering work of Kerry and Sandy Grant (SCSU professor emeritus 1969-2001), Jim and Kathy Newman (SCSU professor emeritus 1971-1997) and Art Paulson (SCSU professor emeritus 1990-2015) influenced me in no little measure. These women and men are fearless advocates of shared governance and reliable mentors for new faculty. As I begin my first term as CSC-AAUP president, my priorities this year will be on shared governance and mentoring new faculty.

#### Shared Governance

The AAUP's *Policy Documents and Reports* (popularly called “the Redbook”) will continue to be our guide on all matters related to academic governance. The principles and practices of shared governance outlined in the Redbook remain the most meaningful guide through which faculty, staff, and student representatives participate in the important decisions regarding the operation of academic institutions. Successful shared governance depends on all stakeholders (trustees, administrators, faculty, staff and student representatives) acting in good faith, everyone having enough information and opportunity to offer constructive opinions. Challenges facing colleges and universities in this information age—especially competition among institutions delivering online

## Another Witchhunt on Campus?

*Inside Higher Ed* reports, in “[Being Watched](#),” by Colleen Flaherty (22 November 2016), that a new website called “Professor Watchlist” has recently sprung up: it invites students to “expose and document” professors who “discriminate against conservative students, promote anti-American values and advance leftist propaganda in the classroom.”

This is the latest in a long line of efforts to enable—or encourage—students and, presumably, their parents to see university faculty as subversive adversaries bent on political indoctrination. Many readers of *Inside Higher Ed* can probably recall the 2006 effort by David Horowitz to spread the same notion in his books *The Professors: The 101 Most Dangerous Academics in America* and *Indoctrination U: The Left's War Against Academic Freedom*, and the 2001 report issued by the American Council of Trustees and Alumni, “Defending Civilization: How Our Universities Are Failing America” by being too liberal to “defend its civilization” and thus giving “comfort to its adversaries” by attempting to understand the motivations behind the 9/11 attacks. The report named professors (and the president of Wesleyan) who recommended analyzing the hatred directed against the U.S. so we could take steps to mitigate it, who attempted to contextualize the attacks, who called the pilots “angry and bereaved” rather than evil. Roberto J. Gonzalez, in his article “[Lynne Cheney-Joe Lieberman Group Puts Out a Blacklist](#)” (San Jose Mercury News 13 December 2001), says that the report, which names a number of “top scholars in their fields” among the “short on patriotism” faculty, is “a kind of academic terrorism” designed to “extend control over sites of democratic debate—our universities,” a “new McCarthyism directed at the academy.”

In this context it is no more encouraging to note Newt Gingrich's call on *Fox & Friends*, after the Pulse massacre in Orlando, [to resurrect the House Unamerican Activities Committee](#).

Joerg Tiede's “[The ‘Professor Watchlist’ of the 1930s](#),” in the 24 November ACADEME Blog, adds another title in this war against academic freedom: *The Red Network—A Who's Who and Handbook of Radicalism for Patriots*. He also describes the AAUP's establishment of Committee B on Freedom of Speech by Arthur O. Lovejoy, Zechariah Chaffee, and Anton Julius Carlson in an effort to fight such attacks, and in particular the imposition of loyalty oaths on faculty and other “external” attacks on the academy.

So the “Watchlist” is nothing new. Perhaps that's the most discouraging thing about it. Taken in combination with Trump campaign manager [Kellyanne Conway's threat to Sen. Harry Reid](#) that he should be “very careful about characterizing somebody in a legal sense” for criticizing Donald Trump in public, it's clearly a tactic from the far right that never seems to go completely out of style. But at least it's recognizable. The questions remain, however: how to fight it, and who will do so. *The Guardian* reports that Reid's deputy chief of staff, Adam Gentleson, observed of Conway's remarks: “It only took five days for President-elect Trump to try to silence his critics with the threat of legal action.... This should shock and concern all Americans.”



The Vanguard staff wishes you light.

and non-traditional courses—require collaboration among boards, administrators, and faculty.

#### Mentoring New Faculty

New-faculty orientation at the beginning of every academic year is not a magic bullet. Familiarizing them with myriad policies and procedures within departments and the university—“showing them the ropes”—is fine but not sufficient. New faculty members in every institution (private or public) spend many years on university campuses learning the content of their subject areas but receiving little, if any, formal preparation and skills to become successful in their professorial roles. We were all “new” yesterday; some senior colleagues recognized this void and mentored us. I would encourage you to do the same for our new colleagues.

Most of us tend to believe that modern communication/information technology (phone calls, email, text messages, Facebook...) are substitutes to “face time” with junior colleagues, but No! Please do not let these useful tools become our tyrannical addiction. Being a mentor is more about your relationship with the junior colleague you are mentoring than about your expertise or experience as senior faculty. Intentional contacts, listening and sharing information with junior colleagues, are essential tools to effective mentoring. Next time you are coming to an AAUP event, please bring a junior colleague along with you. —UTN



# 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.*

## Reflections on COCAL XII in Edmonton, Alberta: "Empowering Precarious Faculty"

Jane Hikel, *English* (p-t), and Kevin Kean, *Psychological Sciences* (p-t), Central Connecticut State University

The twelfth biennial conference of the Coalition of Contingent Academic Labor, otherwise known as COCAL, was held at the University of Alberta from August 4 to 7 of this year. COCAL represents a grassroots coalition of activists in Mexico, Canada, and the U.S. working for contingent faculty: adjunct, part-time, non-tenured, and graduate teaching faculty. The mission of COCAL is to bring greater awareness to the precarious situation for contingent faculty in higher education, organize for action, and build solidarity. This year's conference was hosted by Athabasca University and the Canadian Union of Public Employees (CUPE) Local 3911. Supporting contributors included CUPE, California Faculty Association, Canadian Labour Congress, AAUP, SEIU, and others.

Each biennial COCAL has expanded its range of topics as the multi-national attendees share their experiences. This year's conference theme, "Empowering Precarious Academic Workers in Perilous Times," focused directly on the nature of contingency in academia, with panels and breakout sessions dealing with organizing contingent workers, mobilizing members, academic freedom without tenure, job security, and labor legislation.

### Stressful Work Conditions

A timely panel, "Living Well in a Precarious World," discussed maintaining physical well-being and mental health for contingent faculty, who are often exposed to stressful work conditions with irregular hours and income. Paired with reduced or non-existent health and retirement benefits and resources, contingency is a serious obstacle for many workers. The panel was moderated by Mark Dimirsky, a clinical psychologist and instructor at Athabasca University, with participation from Troy Winters, Senior Health and Safety Officer for CUPE; Judy Olson of the NEA Contingent Faculty Caucus; Martha Cruz, Professor at the Open and Distance University of Mexico; and Rosa Almazan, representing the Hourly Faculty at National Polytechnic Institute, Mexico.

### Parity and Security

It is amazing the degree of difference between security and insecurity that exists within the contingent ranks, with some of the Canadian faculty unions pointing the way toward equality via parity in salary and benefits and a path to tenure for part-time faculty. A clear message from the breakout sessions is that minimizing the difference in cost—that is, parity of salary between full-time tenured faculty and part-time/contingent faculty—lessens the motivation for administrations to hire faculty on a contingent basis.

Across a number of the sessions, this theme was carried even further. Several presenters advocated the elimination of the current two-tiered system. They noted that faculty in the lower tier will always be treated like inferiors to some degree as long as this distinction exists. How to accomplish this goal is less than clear, however. Whether, as above, it is through full parity for contingent faculty by the use of a *pro rata* compensation structure, or through increased use of instructor/teaching tenure to strengthen and reform the current tenure system, something must be done. The system the way it is now is unsustainable. Getting tenure-track faculty and faculty unions/associations to understand this and to become our allies is another major challenge. In the long run, we will need to figure out how to bridge the divides within the faculty.

### Canada's First Nations

An interesting and appropriate highlight of COCAL XII was a welcome to Treaty Six land by Chief Calvin Bruneau, of the Papaschase First Nation, followed by keynote speaker Dr. Pam Palmater, a Mi'kmaw lawyer, author, social justice activist, and Chair in Indigenous Governance at Ryerson University, Toronto. Chief Bruneau had the conference off to a good start when he told the attendees, "We know what it's like to take on the big guy and win," referring to the reconciliation and redress that is being pursued by Canada's First Nations.

As in the past, this COCAL conference was an opportunity to re-energize, get educated and inspired, and continue the fight for justice and fairness in our academic professions.

For more information, visit [COCAL's website](http://COCAL's website).



## Part-time University of Hartford Faculty to Vote on Organizing with SEIU

Part-time faculty at the University of Hartford have agreed to hold a vote on organizing for collective bargaining; specifically, whether to join the Service Employees International Union, which also represents faculty at Connecticut's community colleges. According to Kathleen Megan, in the *Hartford Courant*, [supporters of the effort filed in early November for a union vote](#). Thirty percent of potential members must vote "yes" for the effort to move forward.

The vote will take place by mail during the first three weeks of December.

Megan's article quotes Robert Kagan, a part-time faculty member at UHart and at the University of Connecticut, and the spokesman for the UHart union drive, who calls the organizing effort "an issue of fairness and equity." He "saw the benefits of a union during [his] 37-year career at Manchester Community College...in terms of the higher wages and job security a union will bring...." He said that the University of Hartford "pays part-time or adjunct faculty far less per class" than the state's community colleges and regional state universities do, the article goes on, and substantially less than part-time faculty at the University of Connecticut.

Part-time faculty at UConn and at the state universities are represented by the American Association of University Professors in their institutions' bargaining units.

Megan's article notes that UHart's website claims almost 60% of the faculty (423 of 789) as part-time, although if per-hour private music instructors in the Hartt School, the University's music conservatory, are not counted the percentage comes down to 38%.

She cites Kagan's comment that "contingent faculty is exploding [in higher education] because it's so much less costly to bring in part-timers than to hire full-timers with full benefits." UHart pays "part-time or adjunct faculty far less per class...than the state's community colleges and regional state universities."

### Administration's position

Megan quotes a statement by Meagan Fazio, spokeswoman for UHart: "The University of Hartford affirms the right of part-time faculty members to engage in conversations about unionizing and to hold a vote if they desire to."

A [Letter on the website of the University of Hartford](#) devoted to describing the unionization effort and "clarify[ing the faculty's] rights during the process" suggests questions "that will help you make an informed decision.... As a University of Hartford part-time faculty member you are free to make your own decisions and the University will neither pressure or coerce you, nor permit you to be threatened or coerced by others during this process." The Letter says "outside union representatives" have "escalated their level of persistence and even become somewhat disruptive, [and] we will not tolerate such intrusions." Nevertheless, "we do feel strongly that a union is not in the best interest of the university or its students." Megan's article quotes Ellen Benson, a spokeswoman for the Congress of Connecticut Community Colleges (4 Cs), SEIU 1973, as saying the members will "drive the priorities for negotiations and a survey will go out to get a better understanding of their needs."

### What about Yeshiva?

The [Yeshiva decision](#) that has hampered full-time faculty efforts to establish collective bargaining at private universities by classifying them as "managers" is not an impediment to the organization of part-time faculty, since they can in no sense be construed as belonging to that category.

### Collective Bargaining and Graduate Students

Also on the academic-labor front, in August of this year the National Labor Relations Board handed down a ruling that extended the federal right to organize to graduate students, a right already recognized for public institutions in some states. The *New York Times* [article reporting on that ruling](#) also refers to research done at universities where graduate students are already organized for collective bargaining; the findings are of particular interest as they address the common administration argument that collective bargaining alters negatively the relationship between faculty and students: "the board cited research that examined the impact of graduate student unions in public universities and generally concluded that the unions either had no effect on academic freedom and the relationship between students and faculty, or actually brought improvement... 'We don't observe bad effects on academic freedom, bad effects on faculty-student relationships,' said Paula B. Voos, a professor at Rutgers University who was a co-author of one of the studies cited. Professor Voos's study...found that on balance students at the unionized universities reported having better personal relationships and 'professional support relationships' with their main faculty advisers."



*Academic Freedom is not free.  
Join AAUP to participate in its ongoing mission of  
articulating and upholding standards of  
academic freedom, tenure, and  
shared institutional governance.*



Two years ago Professor I.V. Power told the Vanguard readership, "After 40 years of lecturing to students who may or may not have been listening, and having said everything worth saying, Professor I.V. Power has decided to retire from academia and join an ascetic community that maintains a vow of silence. The professor's destination is "an undisclosed location," but we are assured that there are no palm trees on the horizon. Professor Power thanks all faithful readers for their questions and comments over the years and bids everyone a fond farewell. Namaste, I.V."

But for those who cannot bear the thought of never again receiving I.V. Power's trademark wit and wisdom, Vanguard promised, with appropriate permission, occasional republication of Professor Power's "greatest hits." No new letters can be accepted, but the Power wisdom is always to the point.

Herewith, accordingly, a small gift to sweeten your holidays and encourage you in the coming year. —Ed.

### Dear Prof. Power,

I have been teaching part-time on one campus or another since I finished my dissertation a few years ago, waiting as optimistically as possible for an opportunity to land a full-time position in my field. The pay is disappointing, and I feel like a "visitor" whenever I'm on campus, but I would rather work part-time than not at all, and the full-time faculty have been collegial on the few occasions when I have met them.

Recently, however, I had an experience that made me feel awful, and now I wonder if it is worthwhile to continue seeking and accepting adjunct positions. A department chair at a community college called to talk to me about a course that I would really like to teach. After a perfunctory interview, he offered me the job, then told me that very few students were registered for the course, so he could not be sure that it would actually run. He said that he would not know until the first week of the semester whether the required 10 students would materialize. If they did not, the pay for the course would be pro-rated by the number of students. I could then either accept the lower salary, or else he would cancel the course. When I asked what the pay would be, he said he couldn't say, as he didn't know the final registration. When I asked what it would be if 10 students were in the class and how the pro-rating would be calculated if there were fewer than 10, he said he didn't know that either. The dean would determine all that in due course, but he needed to know within 48 hours whether or not he could put my name on the schedule.

I called the dean to ask about the salary, and his assistant told me that he was on vacation and no one else could help me. I then called the chair back and said I was uncomfortable accepting the position "in the dark." He told me that a full-time position in his department was going to open up in a year or

it. Perhaps I'll feel better if I tell you the story, and maybe you can help me to figure out what I should have done.

The course is a 3-hour seminar, the majority of which is taken up with a presentation by a student who gives the key points of the works we read for that day and asks questions about the works (or related ideas) to stimulate discussion. My role is to encourage participation, assist presenters with their own questions, reframe vague questions the presenters ask, and contribute my own thoughts to get the discussion moving. Although the students sometimes complain that they do all the work, I am often fatigued from my efforts after class is over, but never so much as I was last week.

The presenter arrived 15 minutes late. I went to my office to call her dorm room, and I sent her an e-mail. One of the other students called her cell phone and sent her a text. No response. I was just about to begin conducting the class myself when she strolled in with no explanation for her tardiness. She had neglected to bring the adaptor necessary to hook her computer up to the LCD projector so that she could show power point slides, so I had to go down to the department office to borrow one. Then time was wasted while she got everything hooked up and ready to go. When she finally began her presentation I noticed that she had gum in her mouth (not a small piece, but a large wad), which she chewed brazenly while talking. Her power point slides were few and sketchy, and her comments about the readings were disorganized and inarticulate. She had not prepared any questions to ask the class, and I could tell from her classmates' faces that they were no more able than I to follow her talk. If I hadn't jumped in every few minutes to try to help her and ask for comments from the others, she would have finished her talk in about 30 minutes.



two, and he would very much like me to apply for it. He suggested that it would be easier for him to hire me for that position, if I had taught for the College previously...or even been hired to teach a course that was cancelled. He pressured me to decide on the spot, but I said I would get back to him the next day. The whole experience felt unprofessional to me, so, even though I would give almost anything for a full-time position in the area, I e-mailed him to decline the offer. He never responded, which makes me think I have hurt my chances of ever working on his campus. Did I do the right thing?

Anxious Adjunct (2009)

### Dear A.A.,

Yes, you did. No one should ever accept a job without knowing what the salary will be. The department chair was wrong to pressure you, and he was wrong to attempt to bribe you by holding out a job offer he must have known you desperately wanted when he could not guarantee that you would be selected... whether you were associated with the College or not. The situation stinks, and you were right to avoid it.

Professor Power has heard many stories over the years of full-time faculty taking advantage of part-time faculty and treating them in ways they would not treat tenured colleagues. The fact that part-timers are paid much less than full-timers are paid for the same work is unfair to them and embarrassing to us all, but to cut down that small salary further and expect someone to be delighted to get it is truly outrageous. If A.A. had mentioned the name of the College and department, I would have been glad to print it as a warning to other adjuncts to avoid the place if at all possible.

Let us all hope that A.A. soon lands a better-paid position on a campus where he or she is treated with more respect.

I.V. Power

### Dear Professor Power,

One of the few perks of teaching endless sections of English comp is coming across amusing errors made by students. I sometimes make a note of them as a way to stay sane when large piles of papers await correction. Among my recent favorites are "one in a while," "could care less," "doggie dog world," and "the mid-evil period." My all-time favorite came from an essay about a famous writer who, the student noted, had won the "Pullet Surprise." Do other faculty keep lists of such pearls? If so, perhaps they would share them. We could all use a laugh around finals time. Sign me

Pearl Fisher (2007)

### Dear Pêcheur de Perles,

Molière famously complained of an audience, "They are laughing when they should be crying." That's the way I felt when I read your letter. I won't pretend that I have never laughed aloud at errors in a student's paper, but more often lately I find such errors more sad than funny. Your students have obviously heard, but never seen, the phrases they are misusing so comically. That suggests to me that they do not read, and that is about as discouraging a thought as this old professor can tolerate.

I.V. Power

### Dear Prof. Power,

The end of the semester can't come fast enough for me! Last week I sat through the most excruciating class session of my career. One of my seminar students gave a presentation so bad that I was at a loss as to how to handle

As soon as possible, I moved the class discussion away from the readings and toward an upcoming assignment.

The minute the class ended, the other students, no doubt exhausted from the effort to look polite and interested, bolted from the room and disappeared. I stumbled down the hall in a daze to return the adaptor and seek social support from the administrative assistant. Later I entered a grade of D in my records for the presentation, but I said nothing to the student about her performance. I was at a loss as to how to start and concerned that my frustration might cause me to speak inappropriately. Our students are so thin-skinned these days, and they tend to complain to the dean that faculty insult or embarrass them whenever we correct them. What do you think I should have said or done?

Sign me

Bewildered in Bethlehem (2013)

### Dear Bewildered,

I have often thought that the best thing about class presentations is that they develop students' empathy and appreciation for what it takes for their faculty to prepare and deliver a lively and interesting course. You described well your efforts to keep class discussions moving, but that is not your only role in a seminar. If you believe that it is important for students to learn and practice the skills necessary to do effective public speaking, then you were derelict in your duty to provide the feedback that might help your student to learn from her egregious mistakes.

Surely the student was not unaware of her poor performance. No doubt she knew that she was under-prepared for her presentation, and that might explain why she was inarticulate as she flailed around seeking something (anything!) to say to stretch out the few comments on her power point slides to fill the time allotted. It might also explain why she came to class late; she knew that she did not have three hours worth of comments to make! The kindest approach would have been to speak to her after class, once the others had gone. You could have asked her, "How do you think your presentation went?" Such a question usually draws an honest appraisal from students, who are often able to say that they did not understand the material well enough to explain it, that they waited until the last minute to prepare which meant that they could not ask for the help they needed, or that there was some personal reason for the poor performance. Professor Power cannot help but wonder if your student's performance was affected by social anxiety (or by the anti-anxiety medication she took before class to control it). If her assessment of her performance matched your own, you could have then moved on to discuss how she could do better in the future. If she thought she did fine, well, then you would have had to explain as straightforwardly as possible what went wrong.

The image of the gum-chewing presenter reminded me of a scene from the film, The Bird Cage. Nathan Lane's character complained about another performer (portrayed as not very bright) who was chewing gum during a rehearsal. The character defended his behavior by asserting that gum chewing "makes me think better," to which Lane's character replied, "Then chew more gum!" Perhaps your student also believes that gum has that miraculous side effect, but, if it bothered you, could have politely told her that it would be easier to understand her if she disposed of it.

One undeniable fact about academic life is that it is rarely dull. Still, best wishes to all for a pleasant holiday season! Like Bewildered in Bethlehem, we are all ready for a break.

I.V. Power





# National News

## AAUP Joins 100+ Organizations Calling on Trump to Speak Out Against Hate

### AAUP press release

On November 18, the American Association of University Professors joined the American Federation of Teachers, the Southern Poverty Law Center, and more than 100 other organizations in a letter calling on president-elect Donald Trump to denounce acts of hate on college campuses and elsewhere. AAUP vice president Henry Reichman spoke at a press conference held by the AFT and the SPLC. He said in a statement:

“Colleges and universities must ensure that all members of their communities may seek knowledge freely. No viewpoint or message may be deemed so hateful or disturbing that it may not be expressed. But threats and harassment differ from expressions of ideas that some or even most may find repulsive. They intimidate and silence. Our goal must be to provide safety for both ideas and for all those who wish to engage with them. That is why we in the AAUP join today with others to condemn the wave of hate crimes and threats that have sadly swept too many campuses in the wake of last Tuesday’s election.

“Such incidents have no place in higher education. We call on campus administrations to condemn such actions and to defend the safety and security of students, faculty and staff. We call on our faculty colleagues to defend students of color, Muslim and Jewish students, undocumented immigrant students, women students to study and learn freely.

“While the problems facing higher education can hardly be attributable to a single election, we are concerned that the election of Donald Trump has signaled to some that xenophobia, racism, and misogyny will have free rein. We do not blame Mr. Trump for

these outrages; the perpetrators and the perpetrators alone bear responsibility. But we call on the president-elect to more forcefully and loudly condemn all such attacks made in his name.

“The AAUP also pledges to redouble our efforts to:

- Oppose privatization of our public higher education system and fight for education as a common good, accessible and affordable to all.
- Oppose all discrimination and fight for an equitable and welcoming educational environment.
- Oppose attacks on unions and fight for expanding and strengthening the rights of all faculty members to organize and bargain collectively.
- Oppose violations of rights to free expression in the academic community and fight for strengthened protections for academic freedom and shared governance.

“Faculty members, students and college leaders are uniting and organizing with allies and in our communities. We will continue to resist hate and fight for the common good.”

## Censure and Sanction Actions

### AAUP press release

This is a report on actions taken by delegates to the Annual Meeting in Washington, D.C., in June 2016.

### Censure actions

In June 2016, delegates to the 102nd Annual Meeting of the AAUP voted to place the College of Saint Rose in New York and the University of Missouri (Columbia) on the AAUP’s list of administrations censured for violating standards of academic freedom and tenure. The annual meeting also voted to remove from the censure list two institutions that had taken the necessary steps to address the AAUP’s outstanding concerns: Metropolitan Community College in Missouri and Grove City College in Pennsylvania. Grove City College had been on the censure list since 1963, longer than any other in-

stitution. However, the annual meeting did not approve a conditional removal of the University of Illinois at Urbana-Champaign from its censure list.

Censure by the AAUP informs the academic community that the administration of an institution has violated generally recognized principles and standards of academic freedom and tenure and the full list of censured administrations are available on the AAUP website, as are full recommendations by the AAUP’s Committee A on Academic Freedom and Tenure to the annual meeting and the original investigating committee reports.

### Sanction actions

Delegates to the meeting voted to add Union County College in New Jersey and the University of Iowa to its list of institutions sanctioned for violating AAUP-supported standards of academic government. Delegates also voted to remove Lindenwood University in Missouri from the list. Sanction by the AAUP informs the academic community of infringements of generally accepted governance standards after investigations reveal serious departures by the administration and/or governing board from those standards. More information on sanctioned institutions is on the AAUP website. Full recommendations by the Committee on College and University Governance to the annual meeting, as well as the original investigating committee reports, can also be found on the website.

## Journal of Academic Freedom

### AAUP press release

The AAUP *Journal of Academic Freedom* publishes scholarship on academic freedom and on its relation to shared governance, tenure, and collective bargaining. Scholarship on academic freedom is typically scattered across a wide range of disciplines. The *Journal* provides a central place to track the developing international discussion about academic freedom and its collateral issues.

The *Journal* is published online annually, and is supported by funding from the AAUP Foundation.

All volumes of *The Journal* are on the website. Essays range from historical studies to analyses of contemporary conflicts, from accounts of individual faculty experiences to institutional histories.

## 2017 ASC Nominations

The AAUP’s Assembly of State Conferences (ASC) is seeking nominations for one of the member-at-large positions on the ASC Executive Committee.

The Nominating Committee shall consider nominations from any member resident in a state with an active state conference. Any eligible candidate whose name is recommended to the ASC Nominating Committee by representatives from three or more state conferences shall be included among the nominees.

The nominations and election of candidates is governed by the ASC Constitution and bylaws. See the AAUP website for more information.

The ASC election for this position will take place at the June 16, 2017, ASC meeting in Washington, DC, by conference delegates to that meeting.



## **SAVE THE DATE** **June 14–18, 2017**

**The 103rd Annual Meeting of the American Association of University Professors at the Mayflower Hotel, 1127 Connecticut Avenue, NW., Washington, D.C.**

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

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

[Watch the AAUP website](#) for further information as it becomes available.

## 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**



# State of the Union 2016 – 2017

## Connecticut State Conference–AAUP, Inc.

<http://csc.csuaaup.org>

### Connecticut AAUP Collective-Bargaining Chapters

#### Connecticut State University–AAUP New Britain <http://csuaaup.org>

##### CSU-AAUP Officers

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#### University of Connecticut-AAUP Storrs <http://uconnaaup.org>

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