



AAUP, CHEA Release Advisory Statement on Accreditation and Academic Freedom

AAUP Press release

The Council for Higher Education Accreditation (CHEA) and the American Association of University Professors (AAUP) have released an advisory statement on Accreditation and Academic Freedom.

“This advisory statement addresses the role that accreditation plays in sustaining and enhancing academic freedom in the context of review of institutions and programs for quality,” said CHEA President Judith Eaton. “It is a response to concerns that academic freedom is increasingly challenged in today’s environment and that accreditation can play an even more helpful role in meeting this challenge.”

AAUP Senior Program Officer Anita Levy noted “This effort emerged from a desire to reaffirm the importance of academic freedom and its central role in the success of colleges and universities and the work of faculty. The advisory statement is designed to stimulate discussion of academic freedom among institutions, faculty and accrediting organizations.”

In early 2012, CHEA and AAUP agreed to work together to address the issue of academic freedom and the role of accreditation. CHEA and AAUP brought together a group of accrediting organizations, members of the AAUP Committee on Accreditation and others to develop an advisory statement.

The advisory statement (text quoted below) has been approved both by the CHEA Board of Directors and the AAUP Committee on Accreditation. The statement provides guidance to CHEA institutional members, recognized accrediting organizations, and AAUP members.

Accreditation and Academic Freedom: An American Association of University Professors– Council for Higher Education Accreditation Advisory Statement (October 2012)

The success of American higher education, including the high regard in which it is held worldwide, is explained in good measure by the observance of academic freedom. This freedom is manifested institutionally as colleges and universities seek to conduct their educational missions without inappropriate influence from external centers of power—public and private. It is manifested professionally as faculty seek to test and disseminate knowledge, to instill independence of mind and to engage in debate over institutional and public policies.

The two are often conjoined: A threat to one can threaten the other. In the 1950s, for example, the state imposition of loyalty oaths threatened to blunt both the ability of institutions to select faculty of promise and the ability of faculty to teach in accordance with professional standards. A half-century later, aggressive efforts to legislate “balance” in instruction would have made the courts into arbiters of institutional curricula and classroom instruction. Loyalty oaths were struck down by the U.S. Supreme Court in words strongly supportive of academic freedom. No state imposed a test of instructional “balance.” But these episodes emphasize that the consequences of the continuing struggle for institutional autonomy and faculty academic freedom bear directly on the quality of higher education.

Attention necessarily turns to accreditation, which plays a pivotal role in the public assurance of educational quality. To what extent are accrediting organizations alert to the importance of academic freedom? To what

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Notes from the Conference Executive Committee

repeated from Autumn electronic issue

CSC–AAUP Issues Call for Nominations

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

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

For information about the terms, duties of each office, and the election timetable please refer to the CSC–AAUP Constitution and Bylaws, on the Conference website.

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

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

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

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

Electronic Conference Elections

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

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

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

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

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

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

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

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

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

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

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

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

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

Wesleyan University—*vacant*.

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

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

Editorial Committee

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

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

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

Website Design and Maintenance

Vijay Nair—*Library*, WCSU.

Ellen Benson, *CSU-AAUP Communications Associate*.

**Editorial:
Critical Thinking in the Real World**

In the platform of the Texas Republican Party this year was this astonishing plank: “Knowledge-Based Education—We oppose the teaching of Higher Order Thinking Skills (HOTS) (values clarification), critical thinking skills and similar programs that are simply a relabeling of Outcome-Based Education (OBE) (mastery learning) which focus on behavior modification and have the purpose of challenging the student’s fixed beliefs and undermining parental authority.” (for a quick explanation of HOTS you can use the wikipedia description, at <http://en.wikipedia.org/wiki/Higher_order_thinking_skills>, which also mentions the Texas plank!). According to an article in *TPMMuckraker* by Eric Lach, the party claims “critical thinking skills” was included by mistake



but cannot be removed until 2014, when the party will next vote on a platform. Lach quotes Republican Party of Texas Communications Director Chris Elam: “I think the intent is that the Republican Party is opposed to the values clarification method that serves the purpose of challenging students’ beliefs and undermines parental authority.” Including “critical thinking skills” in the list of opposed teachings was “an oversight.” This is a clarification that fails to clarify, though: I would hope that challenging students’ “fixed beliefs” would be one of the purposes of critical thinking, after all.

Many of us who did not write the Texas GOP platform consider “critical thinking skills” the essence of what we teach, particularly in writing courses. When I was a student, though, I never heard the phrase. I believe it was actually what our teachers meant when they said “think.” How can thinking *not* be critical and still be thinking?

Call it what you will, it seems to be sorely needed. This election season was breathtaking for the proliferation of unexamined assertions, obfuscation and tergiversation, Etch-a-Sketching, bizarre claims, and an appalling inability or reluctance to check facts before passing these things on. People made assertions that lacked even internal consistency, let alone consistency with the universe as we know it. Evidently our “fixed beliefs” form a sort of template, and rumors and charges that fit this template are accepted unquestioningly, while information that does not fit is rejected without a hearing. How else explain the instant and wide forwarding and “Share”ing of rumors so wildly unlikely as to make the recipient doubt the sanity of the sender?

I shouldn’t be so negative. The results of the national election, and many state and local elections too, showed that the majority of Americans do still live in the real world, and do think critically, and do act in accordance with reason. There is still hope, if we can just keep paying attention....

But “critical thinking” does seem to take some teaching. My students tell me they have never been asked to bring their own experience or knowledge to bear on articles or textbooks they read, or to engage sources’ ideas by way of their own reading, beliefs, or common sense. Since this is what I ask them to do all the time, they express a lot of confusion, at least in the early part of

Editorial... 9

Letters



Dear Colleagues:

The SCSU-AAUP Blog is a collection of articles from across the web relating to issues of higher education, academic freedom and AAUP principles, and tangentially related issues both in and outside of Connecticut.

Some recent posts:

- ICYMI: AAUP Rethinks Its Guidelines on Faculty Layoffs
- Tokar: Part-time Faculty at UVM Seeking Justice
- BGSU Faculty File Unfair Labor Charge
- SUNY Conference Expores the Value and Limits of Higher-Education Systems
- How Candidates with Ties to Higher Education Fared in the Election
- Adjuncts Build Strength in Numbers

Go to <<http://www.scsuaaup.org>> and select the Blog tab.

Gary A. Winfield
SCSU-AAUP Associate
for Member Services

**From the
President:**



Irene T. Mulvey
Mathematics & Computer Science
Fairfield University

Dear Colleagues,

As always, I use the writing of the President’s column for *Vanguard* as an opportunity to reflect on the state of our state conference, and currently, I find the state of our state conference to be extremely busy but moving ahead productively in a straightforward way. In some ways, it seems to mirror the larger world. The election season at long last is over—didn’t those political ads begin back at the dawn of time?—and we move forward knowing where we stand. Time to get to work. Hurricane Sandy (in this individual’s opinion, a much better name for a storm than “Irene”), which devastated vast areas of our state and its coastline, is behind us. The power is back on, and we move forward with the work of repair and recovery. Again, time to get to work.

As the semester winds down for many of us, we go into closure mode—cover that important material where so many of the topics of the semester come together beautifully to illustrate the significance of the subject and its relation to the larger intellectual world in deep and meaningful ways. An always daunting but thrilling prospect. Time to get to work on that. Think about how far some of these students have come in just this one semester; it can be remarkably satisfying.

Your state conference Executive Committee meets monthly on your behalf to carry out the work of the conference, and it is my singular pleasure to be a part of this conference. I have never known a more dedicated group of academic professionals willing to think deeply and work hard on behalf of all faculty members in Connecticut to promote higher education as a

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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.

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Chapter News

Connecticut State University Update on the Board of Regents

On November 13 Philip E. Austin, Interim President of the Board of Regents for Higher Education, Connecticut State Colleges & Universities, sent a letter to the CSU community. Austin said, in part, “There is much work to do and I ask each of you to help.... We must rededicate ourselves to providing our students with broad educational opportunities, prepare them for careers in the 21st century global economy, and implement the law passed by the legislature and signed by the Governor reforming the way in which we provide remedial education to our students. Over the next few months, as the Board of Regents conducts its search to find permanent leadership, I look forward to working with you.”

(See the Autumn 2012 Electronic Vanguard for the background to this letter. —Ed.)

On November 15 the Faculty Advisory Committee of CSU presented a number of recommendations to the Board of Regents at its meeting at SCSU. Among these, according to the CSU-AAUP *Union News* (3.26:29 Nov 2012), was the statement that “as the representative group for the thousands of faculty across the ConnSCU system, the Faculty Advisory Committee requests that it be able to participate meaningfully in the selection of a new President of the Board of Regents. Specifically, the FAC requests that a community college member of the FAC (or a FAC designee) and a state university member of the FAC (or a FAC designee) be appointed to the search committee. In addition, the FAC would like the opportunity to review the credentials and interview the finalists, so that the FAC can make a recommendation to its designated members on the search committee.”

The Union News said the request for some members of the FAC to serve on the search committee had been sent to the BOR chair several weeks earlier; CSU-AAUP President Vijay Nair had sent a separate letter endorsing the FAC's proposal. As of the date of the meeting, “neither the FAC nor CSU-AAUP [had] received a response to their request.”

At the meeting, according to the *Union News*, the search committee was appointed. “The Advisory Committee to the Search Committee will be appointed at a later date and will consist of faculty, administrators, students, staff, and others.”

Emeritus Assembly

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

The Emeritus Assembly of the state conference conducted two programs this fall. After lunch at

Hartford's political watering hole, the Arch Street Tavern, a brief business meeting was held on October 9, followed by a tour of the Connecticut Science Center. The emeriti were led by the vice president of the Center, Dr. Henry Gruner, through the entire series of impressive exhibitions ranging from astronomy to zoology. Interactive displays were enjoyed by many participants.

On November 14, the emeriti attended a lecture at the University of Connecticut in the new Oak Hall by political science Professor Ronald Schurin on the recent presidential election. How the composition of the electorate has changed in recent decades was revealed by a detailed examination of the exit polls. Following the talk, a lunch and a business meeting were held at the Nathan Hale Inn on campus. Note was taken that two stalwarts of the Emeritus Assembly, Celia Welna, long-time secretary, and Nicholas Welchman, former president, had passed away during the year.

Fairfield University

On November 26 the Fairfield University Faculty Welfare Committee/AAUP held a “Celebrate the Chapter” event to commemorate the founding of the organization in 1989 and its continuing achievements in collective bargaining and faculty solidarity. A panel presentation included Jane Buck, former president of National AAUP; Estelle Gellman, past Chair of the AAUP Collective Bargaining Congress and former AAUP Second Vice President; Barbara Bowen, Professional Staff Congress, CUNY; Mariann Regan, Fairfield University, *English* (emerita) and “FWC Legend”; and Marty Lang, *Religious Studies* (emeritus) and “FWC Legend.” (A picture of the panel appears on p. 10.) A question-and-answer session was followed by remarks by celebration host, Chapter Treasurer and Connecticut State Conference President Irene Mulvey, and a reception for members and guests. Flo Hatcher and Ruth Anne Baumgartner represented the Conference.

CSC-AAUP On the Road

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

It has been a particularly busy period for members of the CT State Conference-AAUP. (The travel described is additional to CSC-AAUP Executive Committee meetings each month of the academic year.)...

Vijay Nair, President of CSU-AAUP, and Peter Nguyen, Director of UConn-AAUP, are both liaisons to the Connecticut State Conference-AAUP. Their regular duties require a significant amount of in-state and out-of-state travel. Vijay traveled

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Conference Chapter Service Program

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

The Connecticut State Conference-AAUP, in collaboration with the Assembly of State Conferences of AAUP National, will provide (for minimal local financial obligation) these services and others:

- Chapter Leadership Training
- Analysis of Institutional Financial Data
- Consultation and Training in the Effective Use of Financial Analyses
- Training and Assistance in Chapter Committee A Work
- Consultation on Institutional Assessment
- Consultation on Faculty Issues in Use of Technology in Higher Education

To take advantage of the Chapter Service Program, contact the Conference Office, attention Charles Ross, Chapter Service Program Director.

The Robert Bard Legal Defense Fund

The Robert Bard Legal Defense Fund was established by the Connecticut Conference of the AAUP in 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 Robert Bard Legal Defense Fund from

*McCarter & English, Attorneys at Law,
Newark, NJ*

Robert C. and Susan Metzler Kirkman

Dr. Nancy Humphries

Norman and Maxine Leventhal

An anonymous donor, in memory of Prof. Robert Rafalko, SCSU Philosophy; and Dr. David Montgomery, History, Yale University, AAUP Committee on Academic Freedom & Tenure

Lewis Kurlantzick, Zephaniah Swift Professor of Law, and Roberta Kurlantzick

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

Flo Hatcher, in memory of Prof. Karl Reinhardt, SCSU Exercise Science Department, former President of Faculty Senate

Vijay Nair

An anonymous donor, in memory of Dr. Cecilia Welna, Mathematics, University of Hartford

An anonymous donor, in memory of Fred A. Cazel, Jr.

The George Lang Award

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

We have received a generous contribution to the George Lang Award fund from

Mary-Beth Lang

Mrs. Marian Lang

Cambium Group

Susan Lang

An anonymous donor, in memory of Dr. Joan Finn, Exercise Science, SCSU

An anonymous donor, in memory of Myron "Mike" Moss, former band director and chair, SCSU Music

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

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

**Simon Winchester, *The Professor and the Madman*.
New York: Harper Collins, 1999. 256 pages. (also
available for Kindle and as Audiobook.)**

**reviewed by Karen Engwall, *Counselor*, Central Connecticut
State University**

Imagine spending more than forty years of your professional life focused on one major work, only to find that your co-contributor of over twenty years is a “madman,” confined to an insane asylum for murder. *The Professor and the Madman* is the account of Professor James Murray, Dr. W.C. Minor, and the creation of the Oxford English Dictionary (OED). In this work of historical journalism all three are treated as main characters; the reader is presented with the history not just of the two men, but also of the OED.

The story takes place during the latter half of the 19th century, with references to earlier times in the origins of the three protagonists. With a certain amount of understated humor the author describes how Professor Murray, the editor of the OED, was determined to meet and personally thank a main contributor with whom he had corresponded for many years. Travelling by train from Oxford to Crawthorne Station, and then by carriage, Murray found himself outside a “huge and rather forbidding red brick mansion.” He greeted the first man of distinction he encountered as “Dr. Minor,” only to discover that the man he was addressing was the Governor of Broadmoor Criminal Lunatic Asylum—of which Dr. Minor had been an inmate for over twenty years.

James Murray was born in 1837 and, driven by a fierce intellect and desire for knowledge, eventually found himself under the mentorship of several leading linguists of the time, who invited him to Oxford in 1878 to join the Delegates of the Oxford University Press in a “project.” In contrast to Murray, who was born in Scotland to modest circumstances and left school at age fourteen, Dr. W.C. Minor was a descendant of the founding fathers of the State of Connecticut and could trace his ancestry in America back to the decade after the landing of the original Pilgrims. Born and raised in Ceylon to missionary parents who in spite of their wealth and social standing chose to “spread the Word,” young Minor returned to the United States at age fourteen to pursue his studies, eventually graduating from Yale Medical School in 1863 with a degree and a specialization in comparative anatomy. The newly minted Dr. Minor applied to join the Union army. His experiences in the war, and specifically at the brutal and bloody Battle of the Wilderness, appear to have tipped a gentle man with a somewhat fragile mental state into paranoia, delusions, and, eventually, madness. This period of his life led to an incident in London, where he had gone to recover from his experiences in the war: the murder of an innocent man he believed was an assassin sent by one of his many imagined enemies. A jury found him not guilty by reason of insanity, and in 1872 he was put in “custodial sanction” at a newly built, forward-thinking facility known as Broadmoor, an Asylum for the Criminally Insane.

In 1858 a request went out from the Philological Society, the forerunner of the Delegates of the Oxford University Press, asking for volunteers to read specific books and make “wordlists” containing words the Society was particularly interested in. Each word was to be listed on a separate slip of paper containing reference information and a sentence from a dated publication that fully illustrated the meaning of the word; a technique that continues to be used to the present day. The Society expected perhaps 100,000 slips in two years; they eventually received over 6,000,000 slips from volunteers. In 1879 the appeal for volunteers was repeated by James Murray, and a copy somehow found its way to William Minor in the early 1880s, when he had already resided in Broadmoor for over eight years. Eager to use his education and his intellect, he began on a series of contributions that would continue for over twenty years, even as his mental state continued to deteriorate. Minor contacted Murray shortly after receiving

“He greeted the first man of distinction he encountered as ‘Dr. Minor,’ only to discover that the man he was addressing was the Governor of Broadmoor Criminal Lunatic Asylum—of which Dr. Minor had been an inmate for over twenty years.”



the appeal and was officially welcomed as a volunteer. (Ironically, the books from which he took his contributions were brought to him by the widow of the man he had murdered. Over the years he had become truly remorseful for his act, and contacted the widow in order to offer financial support. For a brief time she visited him regularly and, while never truly friends, did agree to bring him the books he required for his entries.) When interviewed at a later date, Murray stated that he had not paid attention to the address from which the request to volunteer was made, being too busy with the many other letters he had received: he merely sent the standard two-page letter of instructions and rules. But for Minor, this letter was a lifeline to the realm of intellect and society.

By the time Murray became involved with the Oxford University Press, earlier appeals for words and definitions had already brought in over two tons of paper. This overabundance of contributions severely taxed the ability of the committee to cull useable information. Slips of paper were lost or ruined by damp or mice, or were illegible. Others defined words such as “the” or “a.”

Realizing that a more precise description of his needs was required, he sent another letter to his correspondents refining his original request and emphasizing the need for a defining sentence that illustrated the meaning of the word. Minor’s education and love of learning were very influential in his approach to his contributions. It took him over four years to send his first list of words to Murray. The method he developed, which set him aside from other volunteers and made him especially valuable, was to read one book at time, over perhaps three or four months, and develop

a word list from that book only. He also kept an index of words and phrases so that he was in a position to supply definitions to the editors as words were requested, as opposed to the random contributions they received from other volunteers. Eventually, the editors found his contributions so valuable that they would simply write to Minor and ask for the definition of a specific word as needed. In this way he became an indispensable member of the dictionary team.

The first installment of what was to become the OED was published in 1884, largely thanks to James Murray’s prodigious efforts. The final installment would not appear for another forty-four years. Doctor Murray, his wife, and his eleven children moved to Oxford in the summer of 1884; there family members and his team did all future work on the dictionary. Slips of paper continued to be collected, definitions and quotations compiled. It was from his home-workplace in Oxford that Murray contacted William Minor for a definition of the word “art.” The variety and depth of his responses so impressed Murray and his team that it not only established Minor as a valued member of the team, but also initiated a relationship of thirty years of correspondence and, eventually, friendship. It was during that time period that Murray was to become editor-in-chief of the OED.

The initial story of the meeting of James Murray and William Minor at Broadmoor is fiction; a story published in 1915 in London’s *Strand* magazine, as well as the *Sunday Star* in Washington, D.C., by an American journalist, Hayden Church. Although the story was repeated in many future publications, a letter from James Murray to a friend in Boston in 1902 speaks specifically to their first meeting. Murray states in his letter that having learned of Minor’s circumstances from a friend he was moved to go to Broadmoor and speak with Minor in person. By that time they had corresponded for years. Their meeting at Broadmoor in 1891 was the first of many over the next twenty years.

Minor’s physical and mental health worsened over the years, and his delusions regarding his perceived sexual lasciviousness led him to perform an autopenotomy (surgical removal of his own penis) with a pen knife he had in his possession for cutting pages of new books. He remained in Broadmoor until 1910, when, largely through Murray’s efforts, he was allowed to return to the United States and was happily ensconced in St. Elizabeth’s Asylum in Washington, D.C. By then, six volumes of the OED had been published to which he had been a major contributor.

James Murray continued his work until 1915, when, weakened by prostate cancer, he died of pleurisy, having completed through the letter “T” but not, as he had hoped, the entire OED. In 1920, William Minor, released from the



Karen Engwall, one of *Vanguard’s* two Book Review Editors, a full-time counselor at Central Connecticut State University, is an avid reader. She says “I love my work, and the kind of work I do requires me to have insight to go beyond the surface of what is presented to me. I think that quality is important in a reviewer as well.” In this issue’s review she discusses a book that celebrates the love of language and a surprising collaboration. Eminently

appropriate as a holiday gift or personal intersession indulgence!

army at the request of his nephew, was moved to The Retreat, a hospital for the elderly insane in Hartford, Connecticut, where he died in in his sleep of pneumonia. It is possible that had modern psychotropic medication been available, much of his distress could have been relieved. But had he been successfully treated or merely sedated, he likely would not have contributed to the OED, as his literary efforts were his therapy over the many years he was in Broadmoor. The announcement of the OED’s completion was made on New Year’s Eve in 1927, the culmination of a seventy-year project. It contained twelve volumes, 414,825 definitions, and 1,827,306 illustrative quotations, thousands of which were contributed by William Minor. The OED can be described in many ways—length, time needed to accomplish, number of definitions—but in the book *The Professor and the Madman*, it is the centerpiece of an enduring friendship between two very different, yet equally dedicated, men of intellect.

You will never view the OED as merely a monumental dictionary after you have read this passionate human story.

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

Vanguard will publish reviews of books on faculty roles, teaching, and the history of or future trends in higher education. We are also interested in reviews of novels and biographies that concern academic issues or feature academic characters (we love those professor-detectives!). We do not review scholarly works on narrow disciplinary issues.

If you would like to join our list of reviewers, contact Karen Engwall or Kenneth Weiss, *Vanguard* Book Review Editors, at the Conference office. They'll suggest a book or approve your suggestion, and arrange a deadline for your contribution; they are especially interested in books written by our colleagues in Connecticut.

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

In Memoriam Nicholas Welchman

The Autumn electronic Vanguard (which you may read at <http://csc.csuaaup.org/>) carried the sad news of the death of Nick Welchman—AAUP activist and officer at campus, state, and national levels, former president of the Emeritus Assembly, colleague, and dear friend. We present here two more tributes, from colleagues at Eastern Connecticut State University, that were among those presented at his memorial service. —Ed.

Nick Welchman

A Memorial by Kris Jacobi, Librarian, ECSU-AAUP Chapter President

Imitation is the sincerest form of flattery, and I find myself having become more and more like Nick Welchman than I would want to divulge, but... Suffice it to say that I believe Nick truly liked being a librarian and helping students, staff, and faculty with their research needs. He also understood the importance of, and worked unceasingly for, the good of his faculty colleagues with his service in various capacities in his union, the AAUP.

Initially, my personal interactions with Nick always left me puzzled. It was only upon reflection afterward that I would realize that he had such a dry sense of humor that most of the time I just didn't get it...which, now that I think back on it, makes me smile because I truly thought he was being serious.

Like a good Reference Librarian, I have tried to uncover more information about Nick's service to the Library. I know that he was in charge of the Library's User Education program, and he wrote and recorded User Ed statistics in the Smith Library Annual Report.

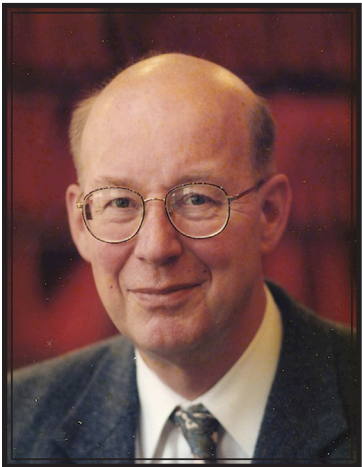
Although I don't have any particular personal anecdote to tell, I would like to let you look through a small window into Nick's character. As part of the Library's Annual Report, there is a section for each librarian to append his or her résumé or *vita*.

For the 1999-2000 Annual Report on User Education under "Résumés" Nick wrote, "Résumés are appropriately included and contained in one's personnel file. The AAUP contract says that there shall be only one personnel file and specifies its location. I consider that contributing résumé information for consignment to administrative files other than the official personnel file simply invites administrators to maintain unofficial personnel files and have *ad lib*

recourse to them. I promise that, in the year ahead, I shall review my official personnel file to ensure that the information therein is complete, so that any legitimate purpose that may be achieved by consulting the file is not hindered."

This is the Nick Welchman that I knew and worked with: always filtering his actions in light of the AAUP collective bargaining agreement.

It is often said that something may survive of a person after his death if that person was an artist and put a little of himself into his work. I believe that Nick was indeed an artist and put more than a little bit of himself into his work. He left an important and valued example and legacy as a professional librarian and faculty member at Eastern.



Nick Welchman
A Remembrance by Dr. Marcia P. McGowan, Distinguished Professor Emerita, ECSU

I retired from Eastern's English Department last year and am still trying to reconcile who I once was with who I am in the process of becoming. I am very mindful that this brief speech is not about me, but about Nick. However, I hope you will permit me a little indulgence, for as one gets older, it is, I suppose natural to reflect on those who have had an enormous influence on the trajectory of one's life, as Nick did on mine and on the lives of all those he represented in the

process of standing up for the rights of faculty through his leadership both in AAUP and the University Senate.

I first met Nick as an idealistic part-timer, lost in an academic milieu I had been part of previously only as a grad student. I had no idea that there WERE academic politics— that they not only *existed* but would *govern* the lives of my colleagues in the department and across the university. But I did come to Eastern with a strong sense of justice, and the lot of the hard-working adjunct faculty impressed me as vastly unfair. I went to department meetings, trying to sense why my Ph.D. was not regarded as equivalent to those of my full-time colleagues in terms of payment and benefits for work performed. But, of course, it was to AAUP and Nick Welchman that I finally turned. It was soon apparent to me that Nick did not differentiate between full- and part-time faculty and that he, too, thought adjunct faculty were worthy of better treatment. He chatted me up in his inimitably witty and persuasive fashion, and soon I found myself writing a rather long letter about the plight of the part-timer for the *Union Rag*, a publication Nick invented to inform faculty of AAUP efforts on their behalf. This letter was my introduction to the broader faculty and to the notion that I might make a difference at Eastern. Nick made it clear that he supported all that I said and that he was as committed to fairness and justice as anyone I had ever met.

After that, whenever I had a phone call from Nick, it was to suggest that I *do* something: run for Senate, join executive committee, attend training conferences, become President of the Senate, serve on AAUP council and as grievance officer. All of this, of course, gave me confidence and reinforced my leadership potential. Strange that I never saw it as that. But now I see that much of what I became at Eastern was simply the result of what Nick initially persuaded me to do. To how many others did he teach the importance of faculty governance? Many, I know, and I am deeply honored to have been chosen to represent them.

One more thing about Nick in his relations with faculty and management: his subtlety and irony. When meeting with Nick and testing any idea with him, Nick had the habit simply of saying "Yes." While at first glance this might sound like affirmation, in fact "Yes," to those who knew him well, would often mean "no" or "whoa" or "I've never hear anything so outrageous. Slow down. Don't send that angry letter to the President and governor. THINK before you act. Negotiate lest you declare yourself so publically NOT to be a team member. Use the instruments at hand."

"Yes."

How very gracious Nick was. How easily he seemed to save one's dignity, while all the while preserving his own.

Ah, that golden, witty, dignified, persuasive tongue. How we miss it! May we all reflect on its influence on our lives and the lives of others Nick influenced (whom we may never know about) because of his expert leadership. I'm sure they are legion and they join me in being grateful for having had Nick Welchman's example and zeal for justice and equity in our lives. He greatly influenced my own professional and ethical identity. He helped so many of us to become what we are. We are greatly in his debt.

Academic Freedom is not free.

The American Association of University Professors invites your participation in its ongoing mission of articulating and upholding standards of academic freedom, tenure, due process, and shared institutional governance.

Dear Professor Power,

Crowded Out’s letter in your last column prompted me to write about an unpleasant experience I recently had with a colleague. Last summer several departments on our campus changed location due to construction and other administrative matters. I was one of the faculty whose office was reassigned. When I arrived on campus in late August to set up my new space, I discovered that my predecessor had removed his books and other belongings from the desk and shelves, but he had left several large travel posters hanging on the walls. I knew that he had moved out in July, so I assumed that he no longer wanted the posters. Annoyed at having to clean up after him, I removed the posters, rolled them up, and asked the secretary to put them in her storage closet for the time being. A few weeks later, when I was not there, he came by to pick up the posters. He let himself into my office with a key I assumed he had returned to Security weeks ago, and was furious to find his posters gone. He stormed down the hall to the secretary’s office to lodge his complaints about me; she retrieved the posters and returned them to him. He then claimed that I had carelessly damaged the posters, and left me a nasty note in which he denounced my outrageous behavior.

I admit that I could have been more careful in removing the posters, but I thought he had abandoned them. Since this incident, whenever I see him on campus, he is careful not to make eye contact, and he seems determined to avoid me. It is ridiculous that we should become enemies over such a small matter, but I am not sure how to react to him or what to do. I hope you can help because, like the corners of his posters, I am

Torn

Dear Professor Torn,

It may seem ridiculous to be enemies, but let me remind you that wars have been started over less. Did the posters, by any chance, show scenes of

Professor Power explains it all to you . . .

France and Germany? I shall now attempt some diplomacy by pointing out that fault lies on both sides.

First, I must say that your colleague should not have left his posters hanging in the office for a month or more after he moved out. If the posters had sentimental or economic value that would justify his fury, he should have taken care to remove them himself and to see that they were carefully transported to his new space. His worst error, in my judgment, was entering your office without permission. I hope that you have called Security to complain about their laxity in collecting old keys from people who change offices!

In your colleague’s defense, however, I must say that I wonder why you did not call or e-mail him to ask if he had forgotten that the posters were still on the walls. You might have said, “If I don’t hear from you by Friday, I’m going to take them down. Please let me know whether I should discard them or save them for you to pick up later.” Of course, you could have been more careful when you removed them.

As you seem to be the more mature party to this dispute, I suggest that you write a simple note of apology, which should disarm him effectively. Thereafter, pretend that you don’t recall his bad behavior. Call out a cheery greeting even if he tries to act like he doesn’t see you. Eventually he’ll have to call a truce.

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 write in to share them. We could all use a laugh around mid-term and finals time. Sign me

Pearl Fisher

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. Still, if others wish to write in to share des perles, I won’t refuse to print them.

I.V. Power

Dear Professor Power,

Here we go again! I have just left the second meeting of my weekly seminar, where I find myself confronted with a type of student who has given me trouble before. This young man is very bright, and he has his hand up all the time. His comments are always worth hearing, but I am troubled by his apparent need to be in the spotlight. I can already see the other students rolling their eyes and shifting in their seats when he speaks, yet he doesn’t seem to be aware of

how others react to him. In the past when I have had these eager beavers in class, other students have complained to me angrily that they feel shut out of the conversation and are sick of hearing the same students speak. I’d like to nip this trouble in the bud if I can. I hope you can help because I’m not sure

Who’s in Charge Here

Dear WICH,

I advise you to take immediate action, as the other students in your seminar are bonding in a way that is not helpful to learning the subject matter. Yes, your problem student is bright, but don’t be seduced by his eagerness and give him more time than you give the others. Prepare some stock phrases that you can use to regain control of your classroom. You might say, “I’ll call on you again after others have spoken” or “I’d like to hear from those who haven’t spoken yet today.” If that doesn’t work, you might try talking to him privately after class. Tell him forthrightly that you admire his abilities and like to hear what he has to say, but you are concerned that other students do not get enough “talk time.” Ask him for suggestions about how to “make room” for his classmates. Perhaps all he needs to calm down and sit back is reassurance that you know he is an excellent student. Good luck!

I.V. Power

Dear Professor Power,

I have enjoyed taking part in a series of curricular arguments during department meetings. A friend of mine refers to these arguments as “the young bulls vs. the has-beens.” Our verbal jousts are usually in good cheer. When, on occasion, they become acrimonious, the department chair quickly calls us to a halt. One of my over-the-hill colleagues does not seem to join in the argument with as much enthusiasm as the rest of us do. In fact, he sometimes seems to become quite angry, and he focuses his negativity on me. That did not concern me unduly until the incident that caused me to write.

I encountered this colleague in the hall the day after we had argued in a department meeting. He said he wanted to speak to me privately, and so we stepped into the empty department lounge. We began to rehash our previous argument, but the discussion quickly veered off-topic and became personal. My colleague was verbally abusive, and when I called him on it, he lunged forward, grabbed me by the collar, and tried to lift and shake me. I was stunned. I reacted by shoving him away from me. He stumbled backward, but did not fall. Just then our department chair walked in. He saw the shove and stumble, but not what led to it. The chair berated me for unprofessional behavior and told us to go to our offices and simmer down. He then went to his office to telephone the dean and report the incident. We were called separately to the dean’s office. She listened to our stories, then reprimanded us both. Violence is never tolerated on campus, she said, and the incident would be documented in our personnel files. She warned us that, if another such incident occurred, we could be dismissed, regardless of our tenure status.

My chair agreed to keep this incident confidential, but he had no advice for me. I am worried that my hot-headed colleague might attack me again, and I fear losing my job and reputation. Is there anything I can do to prevent that from happening? Have you ever heard of colleagues fighting like this? I had no idea that academe could be so dangerous. Sign me

Bruised in Branford

Dear Bruised,

Your colleague may be “over the hill,” but he has clearly been spending time at the gym if he is able to lift and shake a “young bull.” Physical violence among faculty is rare (we usually prefer to cut each other with our wit), but it is not unknown. A few years back, right here in Connecticut, one professor shot another on campus. Of course, that incident resulted from a love triangle, not an argument over the curriculum.

I advise you not to be alone with your colleague in the near future. Do not sit directly across from him during department meetings so that you can avoid eye contact that might be considered aggressive. If he ever approaches you and becomes verbally abusive, exit the room immediately. If he ever threatens you, call campus security and report the incident. If he ever physically attacks you again, call the police and charge him with assault. Try not to talk about the incident on campus, and do your best to keep your anger and fear from showing.

I also encourage you to think about your own role in provoking this incident. Perhaps other members of the department do not enjoy these arguments as much as the young bulls do. Ask yourself why it is amusing to taunt older colleagues and think of them as “over-the-hill has-beens.” They were young once, you know. Picture yourself in 25 years and consider how you will feel when the tables are turned, as they inevitably will be.

I.V. Power

If you need expert advice from Connecticut’s wisest mentor to guide your professional career, ask Professor Power to explain it all to you. I.V. Power will receive your letter at the office of the State Conference. Send questions or other comments to Professor Power c/o CSC-AAUP, P.O. Box 1597, New Milford, CT 06776. Your objections to or elaborations on the advice presented are always in order.

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.



Graduate Employees and Students Organization · 425 College Street · New Haven, CT 06511 ·

The Graduate Employees and Students Organization (GESO) at Yale University will be holding a symposium December 7–8 on the future of academic work and decision-making and the changing economic and political roles of universities in their communities.

GESO, the union of graduate teachers and researchers at Yale, has organized for 20 years to construct a more inclusive, democratic, and responsible university. We are convening this symposium to bring together academics across disciplines; spur conversations between academics and non-academics; and focus on organizing solutions to changes in academia that affect us all.

Panels will include

- An opening plenary on the changing university
- Academia and the public good
- The university and its surrounding community
- Work and careers at the university

Prof. Irene Mulvey, President of the Connecticut State Conference of AAUP, will take part in the opening plenary and symposia.

For more information, contact Max Fraser, Ph.D. student, History, Yale, at max.fraser@yale.edu.

The adjunct problem is every professor's problem

by Jonathan Rees, *History*, Colorado State University; President, Colorado Conference, AAUP

While David Allen's "When Office Technology Overwhelms, Get Organized" from the *New York Times*'s business section (17 March 2012) is designed for any worker, it should have special relevance for academics:

These are the kinds of comments I hear in my work as a consultant:

- "I'm overwhelmed, and with all the changes going on here, it's getting worse. There aren't enough hours in the day to do my job."
- "I have new responsibilities that demand creative and strategic thought, but I'm not getting to them."
- "I have too many meetings to attend, and I can't get any 'real' work done."
- "I have too many e-mails, and, given day-to-day urgencies, the backlog keeps growing."
- "I feel like I'm not giving the right amount of attention to what's most important."

And here's a common kicker, for those willing to admit it:

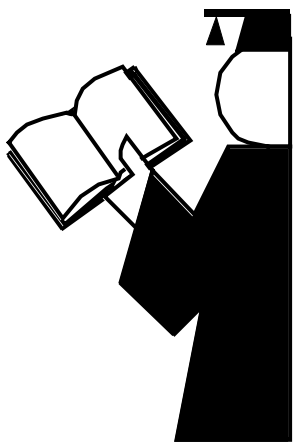
- "I just can't keep going like this."

To quote the Talking Heads, "How did I get here?" The answer is technology:

Though one person may now be producing the previous results of three, she's not being paid three times as much. That's the whole point of companies using technology and other improvements: fewer people are now needed for the same results.

But the workers who remain also tend to have much more responsibility. And they can't just comfort themselves with the notion that their companies are more efficient than they used to be, because all of their competitors have the same new tools, and are using them to gain any advantage they can.

While those of us on the tenure-track have not yet been replaced by machines, technology allows our managers to develop new and annoying ways to track



our productivity (whatever that means in an educational context). What we have been replaced by are adjunct faculty members who experience all of the problems of our coming all-online higher ed utopia and get none of the rewards. If we had more tenure-track faculty colleagues, there would be more people to share in the bureaucratic scut work that everybody hates. Instead, they get more classes and we tenure-track faculty get more technologically-inspired paper to push.

Yet their problem is our problem for more than just that reason. As Stacy Patton's *Chronicle of Higher Education* article (18 March 2012), "At Forum Fueled by 'Occupy' Energy, Liberal Scholars and Activists Take On the Corporatization of Academe," explains: "'Adjuncts are the people under the stairs' who have lost control over their career possibilities and their lives," said Ms. [Debra Lee] Scott. 'We have been deprofessionalized. And by de-professionalizing us, the administration has gained control and silenced the faculty. Now our influence is more managed, and they can keep us impoverished.'"

Notice the transition there. They've deprofessionalized adjuncts, but have silenced the whole faculty. I don't think that's a mistake. While people like me may not be deprofessionalized (at least not yet), the fact that this has already happened to our adjunct colleagues keeps most people like me silent in the hopes that they won't ever get around to deprofessionalizing us. I wouldn't count on that strategy working in the long run. What we should be doing is demanding the redirection of productivity gains towards better compensation for faculty of all kinds.

Solving tenure-track problems without solving the problems of adjuncts (assuming such a thing is even possible) won't make you any happier since you're still going to get too much scut work because you don't have enough colleagues who are paid to help you with it. More importantly, your chosen field will never get the respect it deserves as long as there are people who are being paid poverty wages just so that they can break into a profession that is hardly lucrative anyway. Heck, even business professors complain that they don't get wages equal to what they could earn in the private sector.

In short, we're all in this together. As Eugene Debs said in the Canton, Ohio, speech that got him arrested: "I would be ashamed to admit that I had risen from the ranks. When I rise it will be with the ranks, and not from the ranks."

If calls to solidarity have no effect on you, then just think about your own long-term material self-interest. You'll never earn the salary that you deserve as long as people are doing the same work that you are for substantially less money.

Reprinted, with permission, from Prof. Rees' blog, <http://moreor-lessbunk.wordpress.com/2012/03/20/the-adjunct-problem-is-every-professors-problem/>. For suggestions about what to do about the "adjunct problem," go to the blog and read the entries that follow. —Ed.

Survey Results on Contingent Faculty in Higher Education

The results of a 2010 survey of contingent faculty members and instructors in American higher education, published in June 2012 by the Coalition on the Academic Workforce (CAW), have confirmed much of what has been reported anecdotally: part-time faculty members demonstrate a dedicated level of commitment to teaching and to the institutions that employ them, but this commitment is not reciprocated by those institutions through compensation or other professional support. The findings also describe larger course loads for teachers, imbalances in compensation in relation to not only professional credentials but also gender and race, and minimal participation in academic decision-making. Further, contingent faculty face longer durations of provisional employment and slim prospects for career advancement, with schools failing to meet their preference for full-time status.

According to a 2009 government study, 75.5 percent of all faculty members at colleges and universities in the United States are contingent: that is, they hold part-time or adjunct positions, have full-time non-tenure-track jobs, or serve as graduate-student teaching assistants. Part-timers alone make up nearly half the total professoriate. The US Department of Education, however, has not kept statistics on contingent-faculty salaries since 2003, when it last carried out its National Study of Postsecondary Faculty. CAW's comprehensive survey, administered in fall 2010, was conducted in an effort to provide meaningful data for this rapidly growing concern. Of the nearly 30,000 survey respondents, 1,102 were CAA members: 591 in studio art and design, 362 in art history, and 149 in art education. The CAW report focuses on the largest group of contingent faculty: part-timers.

CAW is a group of higher-education associations, disciplinary associations, and faculty organizations committed to addressing issues associated with deteriorating faculty working conditions and their effect on college and university students in the United States. Specifically, CAW's purpose is to collect and disseminate information on the use and treatment of full- and part-time faculty members serving off the tenure track and the implications for students, parents, other faculty members, and institutions; articulate and clarify differences in the extent and consequences of changes in the faculty within and among the various academic disciplines and fields of study; evaluate the short-term and long-term consequences of changes in the academic workforce for society and

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On the Road... from 3

recently to meetings relating to personnel changes on the CSU Board of Regents. Since arriving in Connecticut, Peter has made numerous trips to UConn’s regional campuses to meet the faculty and hear their concerns.

May 10, New Haven, CT: Ruth Anne Baumgartner, David Bedding, Albert Buatti, Ira Braus, Joan Chrisler (Vice President Connecticut College AAUP Chapter and CSC–AAUP Liaison), Andy Fish, Irene Mulvey, Susan Reinhart, Charles Ross, David Stoloff (*Vanguard* Media Features Editor), Mort Tenzer, Vijay Nair, Peter Nguyen, officers of the Emeritus Assembly, members of Robert Bard’s family, and Mary-Beth Lang gathered in New Haven for the 2012 CSC–AAUP Spring Meeting. Yale Law School Dean Robert Post gave a thought-provoking presentation on Academic Freedom and the Law. The event was dedicated to Bob Bard, distinguished Chair of the CSC–AAUP Committee on Academic Freedom (Committee A). The fifth George E. Lang Jr. Award was presented this year. Sixty-five faculty representing thirty-two disciplines and sixteen Connecticut campuses, attended the outstanding event.

June 13–17, Washington, D.C.: Delegates Irene Mulvey, Ruth Anne Baumgartner, Albert Buatti, David Bedding, Susan Reinhart, Joan Chrisler, Vijay Nair, and Flo Hatcher traveled to Washington, DC, for the 98th AAUP Annual Meeting on the State of Higher Education held at the Mayflower Renaissance Washington Hotel. Irene organized a series of highly successful legislative office visits as part of Thursday June 14 Capitol Hill Day activities. Conference members were joined by UConn–AAUP Assistant Director Leslie Gemme, Director Peter Nguyen, and Chapter President Lyle Scruggs for these meetings. Thursday evening Conference members participated in Collective Bargaining Congress business meetings. Friday, delegates participated in Assembly of State Conference meetings, and on Saturday and Sunday Joan Chrisler and Vijay Nair participated in Council meetings. (Irene had been replaced on Council by Julian Madison in the election re-run, so she did not participate in the Council meetings.) Irene joined Ruth Anne, David, Albert, Susan, and Flo for national membership meetings and events on Saturday and Sunday.

July 26–29, Chicago, IL: Irene Mulvey, Flo Hatcher, joined Jocelyn Boryczka (FWC/AAUP President), and Peter Nguyen for the AAUP Summer Institute at Roosevelt University. Faculty members from across the U.S. traveled to the Windy City to attend intensive workshops and seminars on shared governance, the ABC’s of contract negotiations, grievance procedures, and new threats to academic freedom and tenure, among others. Michael Harkins, President of the Illinois State Conference, gave the welcoming address at the brand-new Roosevelt University facility located in the heart of the city. A special Summer Institute feature was the Labor History Tour conducted by Larry Spivack, president of the Labor History Society, that introduced members to Chicago’s storied past. Irene co-presented, with Joerg Tiede of Illinois Western University, two three-hour workshops—“Chapter Development: Start a chapter, revive a chapter, strengthen a chapter”; and “Effective Faculty Governance: Action-Oriented Meetings Parliamentary Procedure.” Peter Nguyen presented on “Special Topics in Collective Bargaining: Preparing for Arbitration” (with Mike Mauer); and “Building Union Power: Using a Contract Campaign to Involve Members in Successful Bargaining.” This Summer Institute was particularly energizing and enervating, and one of the most successful AAUP “union camps” to date.

August 23, Wilkes Barre, PA: Irene Mulvey was invited to address the Wilkes University AAUP chapter. The title of her presentation was “Making the Most of Shared Governance and Faculty Voice.” Irene’s talk stressed the importance and relevancy of direct faculty engagement in department and university affairs. Wilkes University is a private, non-denominational American university with over 2,200 undergraduate students and over

2,200 graduate students.

August 30, Fairfield, CT: Irene was a featured speaker at Fairfield University’s New Faculty Orientation. The annual event brings new faculty together and seeks to acquaint them with various aspects of campus life. Irene spoke to the new faculty about Fairfield’s AAUP chapter and its importance to their academic lives and to the university structure. Fairfield enjoys an impressive percentage of AAUP members within the faculty, and half of the new faculty joined the Fairfield Welfare Committee–AAUP (FWC/AAUP) on the spot.

September 26, New Haven, CT: Irene was joined by Mort Tenzer and Flo Hatcher at a gathering of interested faculty at Yale University. In a presentation titled “Is It Time to Revive an AAUP Chapter at Yale?” Irene spoke directly to the advantages of having a strong faculty organization representing faculty interests. Thirty faculty, representing various disciplines, attended and spoke to the need for a strong, consistent faculty voice in university affairs. A presidential search is underway at Yale, new campuses have been established with scant faculty involvement, and there is no faculty senate. The decision was made to re-establish a chapter.

October 9, Hartford, CT: Mort Tenzer and David Bedding joined members of the Connecticut Emeritus Assembly at the Connecticut Science Center to hear a talk by Hank Gruner, Vice President of Programs for the Center. David Bedding was recently elected Emeritus Assembly Vice President.

October 11, New Britain, CT: Vijay Nair and CCSU–AAUP Chapter President Jason Jones acted as hosts for an Executive Committee meeting on the Central Connecticut State University campus. Also attending were Ruth Anne Baumgartner, David Bedding, Albert Buatti, Irene Mulvey, Peter Nguyen, Susan Reinhart, Charles Ross, Mort Tenzer, and Flo Hatcher.

November 14, Storrs, CT: Mort Tenzer and David Bedding joined members of the Connecticut Emeritus Assembly on the University of Connecticut Storrs campus to hear a talk by Political Science Professor Ronald C. Schurin titled “The Recent Presidential Election: How did it come to this and what comes next?”

November 26, Fairfield, CT: Irene will join faculty at an event celebrating the Fairfield Faculty Welfare Committee–AAUP in the Dimenna–Nyselius Library. A number of notables will travel to the campus to take part, including Jane Buck, former AAUP President; Estelle Gellman, CBC past Chair; former AAUP 2nd Vice President Barbara Bowen, Professional Staff Congress–CUNY President; Mariann Regan, Professor Emerita of English and FWC Legend; and Marty Lang, Professor Emeritus of Religious Studies and FWC Legend. CSC–AAUP members will join in the celebration at Fairfield.

December 7–8, New Haven, CT: The Graduate Employees and Students Organization (GESO) of Yale University has invited Irene to be part of the opening plenary and to participate in symposiums on the future of academic work and decision-making and the changing economic and political roles of universities in their communities. The CSC–AAUP has lent its support to GESO activities over the years (GESO is 20 years old), and GESO members serve and have served on national AAUP committees. Through teach-outs, demonstrations, and organizational solidarity, Conference members have joined in the work of this important graduate student group.

Contingent... from 7

the public good; identify and promote strategies for solving the problems created by inappropriate use and exploitation of part-time, adjunct, and similar faculty appointments; promote conditions by which all faculty members, including full- and part-time non-tenure-track faculty members, can strengthen their teaching and scholarship, better serve their students, and advance their professional careers.

As the College Arts Association observes,

“while no hard evidence has determined that an increase of adjuncts has diminished the quality of teaching in higher education, the CAW survey results clearly demonstrate pressure on part-time faculty due to not only expanding workloads and larger classes—especially for part-time faculty teaching at multiple institutions—but also expectations to be involved in academic decision-making without additional compensation.”

The individuals who volunteered their time and expertise to develop and tabulate CAW’s survey were John Curtis, director of research and public policy, American Association of University Professors; David Laurence, director of research, Modern Language Association; Kathleen Terry-Sharp, director of academic relations and practicing and applied programs, American Anthropological Society; Craig Smith, director of higher education, American Federation of Teachers; and Robert B. Townsend, deputy director, American Historical Association.



President... from 2

common good. For your state conference Executive Committee, it is always time to get to work. Our biennial elections are underway (see Notes on p.1). Planning for our annual spring meeting is underway. Plans for chapter development, more engagement with our current member chapters and our members at institutions with no formal chapter continues. If you are interested in thinking about and working on higher-education issues in our state, I hope you will consider getting more involved with us, your colleagues in the state conference.

At my own chapter, in anticipation of vitally important topics that we have agreed to discuss this year in contract negotiations, the chapter leadership organized an event with national and local AAUP leaders designed to celebrate our chapter. And there’s no better way to celebrate than not only to educate our members on our chapter history, but also to emphasize again and again the fundamental AAUP principles which have made American higher education the envy of the world—academic freedom and the academic tenure needed to make it secure, genuine and meaningful shared governance, and the promotion of fundamental professional values to ensure higher education’s contribution to the common good. As in our classes, it’s essential that we cover the fundamentals again and again for each new generation of teacher-scholars.

What I’ve been talking about in these last two paragraphs, first from a state-wide perspective and then from an institutional perspective, is service to the profession—a topic that is thoughtfully and comprehensively covered in the November–December issue of *Academe*, guest-edited by Michelle Massé. Massé notes, in her editor’s column, that corporate-style demands for “more labor to assess outcomes, create metrics, and plan strategies” lessens our “ability to dedicate sustained time and thought to larger humanistic goals” and yet, as a labor of love, we continue to “dedicate the best of what we have learned and thought to ensuring fairer labor practices, more thoughtful policies, and a better professional life for the next generation.” What I take away from that is an acknowledgement that we are the profession and it’s time we all got to work.

So, here’s *Vanguard*, and on its heels will be the November–December issue of *Academe*. I hope you will set aside some time to read both of these publications. Talk to colleagues about issues that catch your eye. Get involved, and get to work. —I.M.



CSC–AAUP Working in Partnership

Legislative Efforts

The CSC–AAUP, in solidarity with CSU–AAUP and UConn–AAUP, approved support for two critical issues affecting state conference members in Ohio and Michigan.

Ohio’s Issue 2 sought to change the current redistricting process that leaves “Ohio independents with little or no voice in government unless they happen to live in an area that has been coincidentally gerrymandered in alignment with their interests or principles.” Issue 2 provided for the creation of positions on a citizen commission for members who are not politically aligned, and would give independents a voice. In October 2011, the CSC–AAUP, and CSU–AAUP and UConn–AAUP, approved donations to the Ohio State Conference–AAUP, enabling them to participate in a coalition effort—“We Are Ohio”—dedicated to bringing about the desired constitutional change. In the end, the voters did not support the change to Ohio’s Constitution. The Ohio State Conference–AAUP is a robust collection of strong individuals who live to fight another day.

Michigan’s Proposal 2 would have added a new section to Article 1 of the State Constitution guaranteeing “The people shall have the rights to organize together to form, join or assist labor organizations, and to bargain collectively with a public or private employer through an exclusive representative of the employees’ choosing, to the fullest extent not preempted by the laws of the United States.” In October 2012, CSC–AAUP joined with CSU–AAUP and UConn–AAUP in approving funds to make it possible for the Michigan State Conference to join in a massive effort to get out the vote. The opposition spent millions of dollars, and Michigan’s Proposal 2 seeking a constitutional change was defeated. Michigan State Conference members expect legislative language to be introduced soon denying the

rights to organize or bargain collectively; and the fight will begin anew.

Academic-Industry Relationships

Several months ago three national AAUP standing committees—Committee A on Academic Freedom and Tenure, the Committee on Professional Ethics, and the Committee on College and University Governance—reviewed a major AAUP report: *Recommended Principles & Practices to Guide Academic–Industry Relationships*. This all-inclusive account investigates threats to the independence and integrity of university research and teaching and sets forth an analysis and set of guidelines on how best to handle the financial relationships between industry and the academy to achieve the greatest social good.

At 450 pages, this impressive report is the longest the AAUP has ever produced, and responses from outside experts testify “that it is the single most important effort to establish such guidelines.” A draft of the report, following AAUP rules, will be published online for comment. This makes it impractical for a publisher to issue it independently, so distribution through a university press is anticipated if adequate funding is secured.

Recently, the CSC–AAUP joined members of the CSU–AAUP, the University of Rhode Island AAUP Chapter, the Illinois Conference–AAUP, and the University of New Hampshire AAUP Chapter in funding this significant publication. Other AAUP chapters contributing include Rider University and Wayne State. The Minnesota State Conference has done so as well.

See the Autumn Electronic *Vanguard*, available on the Conference website, and information on the National AAUP website for more details on this publication.

AAUP/CHEA... from 1

extent do their standards give adequate guidance on the subject and capture the significance of institutional decision making and the faculty’s role in that process? To what extent are these standards realized in application, by periodic inspection and, particularly, on occasions when major controversies erupt? Need more be done?

The Council for Higher Education Accreditation and the American Association of University Professors believe it timely and important to address these questions. Timely because the phrase “academic freedom” has become subject to promiscuous usage as, on occasion, institutions and faculty have sought to shelter actions or utterances under that rubric without regard to its meaning. Important because the prospect of threat in today’s highly charged political environment shows no promise of abatement.

The following suggestions are offered about the role of accreditation with regard to academic freedom. They are not prescriptive. Given their historical responsibilities, the drafting organizations are uniquely situated to engage the accrediting community and the broader public in this conversation.

Accrediting organizations, working with institutions and programs, are well-positioned to take the following actions to sustain and enhance the importance and centrality of academic freedom:

- Emphasize the principle of academic freedom in the context of accreditation review, stressing its fundamental meaning and essential value.
- Affirm the role that accreditation plays in the protection and advancement of academic freedom.
- Review current accreditation standards, policies and procedures with regard to academic freedom and assure that institutions and programs accord with high expectations in this vital area.
- At accreditation meetings and workshops, focus on challenges to academic freedom,

with particular attention to the current climate and its effect on faculty, institutions, and programs.

- Explore developing partnerships among accreditors to concentrate additional attention on academic freedom and further secure the commitment of the entire accreditation community.

Editorial... from 2

the semester. Certainly education includes the development of informed and examined beliefs, the acquisition of usable knowledge, and the nurturing of the judgment necessary to decide just how relevant or revelatory their own experiences are, and first-year students aren’t expected to be very far along in this process. But they do have to trust their own typicality enough to recognize a far-fetched idea or a narrow mind when they see one. And they have to trust their own social savvy to alert them to the possibility that articles, like boyfriends, sometimes have ulterior motives.

I tell my classes, “Here’s what I’d like you to say to yourself when you sit down to draft your essay: ‘I’ve read a number of articles on this, and I’ve given them careful thought. I’ve looked at what the authors say and what they imply or assume. I’ve also reflected on my own experience and values as they relate to the subject, and I believe I understand what I think about it all, and why. *AND NOW, HERE’S WHAT I WANT TO SAY.*’”

Critical thinking develops authority. Many students really get excited when they discover this. Of course it also makes people much harder to boss around, much harder to confuse, much harder to deceive. It’s essential for a democracy to work; it’s essential for a culture to develop; it’s essential for learning and discovery and invention to happen.

Scholars are eager to share the fruits of their thinking; teachers are eager to encourage students to learn how to think fruitfully. And it is also incumbent on us to evidence, through our actions and activities, the value and empowerment of thought. This issue of *Vanguard* is, I’m happy to say, full of people doing just that. —RAB

Save the Date

Thursday, February 28, 2013
5:30 - 8:30 PM

at the Courtyard by Marriott
4 Sebethe Drive, Cromwell, CT

Special Presentation by National AAUP President Rudy Fichtenbaum

Economics, Wright State University
Dayton, Ohio



photo by Michael Ferguson

Sponsored by the
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All AAUP Members Welcome

Dinner and program \$50.00

Please contact the
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CALL FOR PARTICIPATION

Fighting Forward—A Labor & Working-Class Summit

THE LABOR & WORKING-CLASS STUDIES PROJECT (Madison, WI) hosts the 2013 conference of the Working Class Studies Association
June 12–15

Madison College, Madison, Wisconsin

Join us at the epicenter of the “Wisconsin Uprising” for a gathering of working people, community and labor activists, students, and educators focused on building a revitalized movement in support of labor and the working class.

The Program Committee welcomes proposals on topics addressing the wide range of social, economic, political, and organizational challenges confronting working-class people.

Sessions will be 75 minutes. Panel, roundtable, training session or workshop; Individual presentation, paper, or talk; Performance, reading, display, or screening of creative work.

Proposals should include proposed title and a brief description; topic category (see website); brief biographical statement and contact information, including mailing and e-mail addresses; technology needs, if any.

Proposals for presentations, papers, and sessions are welcome until January 14, 2013. Notification of acceptance will be made by March 1.

Submit proposals electronically to <fightingforward2013@gmail.com>. Direct inquiries and special requests to Don Taylor at the same e-mail address.



The November 26 FWC/AAUP Chapter Celebration Day panel (above) included (left to right) Barbara Bowen, Professional Staff Congress, CUNY; Marty Lang, *Religious Studies* (emeritus), Fairfield University, and "FWC Legend"; Mariann Regan, *English* (emerita), Fairfield University, and "FWC Legend"; Estelle Gellman, past Chair of the AAUP Collective Bargaining Congress and former AAUP Second Vice President"; and Jane Buck, former president of National AAUP. Story on page 3, Fairfield University Chapter Note.

On Capitol Hill Day 2012 (below), as part of the AAUP Annual Meeting, a delegation from the Connecticut State Conference lobbied on Capitol Hill for preserving quality and expanding access to higher education. Lobbyists (left to right, front row): David Gregorio, President, UCHC-AAUP (University of Connecticut Health Center); Leslie Gemme, Assistant Director, UConn-AAUP; Lyle Scruggs, President, UConn-AAUP; Peter Nguyen, Director, UConn-AAUP; Diana Rios, UConn-AAUP Executive Committee; Faquir Jain, UConn-AAUP Vice President. (left to right back row): David Bedding, Connecticut State Conference-AAUP Vice President; Al Buatti, CSC-AAUP At-Large, Ruth Anne Baumgartner, CSC-AAUP At-Large; Irene Mulvey, CSC-AAUP President; Flo Hatcher CSC-AAUP Executive Director. Standing in the doorway is Ezra Deutsch-Feldman, staff member in the National AAUP Office.



Peter Nguyen (Director, UConn-AAUP) listens to the discussion.

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



David Bedding (CSC-AAUP Vice President) enjoys the give-and-take in the office of Rep. Rosa DeLauro.



National News

Special Message from AAUP President Rudy Fichtenbaum: Help with Fight against "Pathways" at CUNY

aaupnewsletters@aaup.org

Please sign the national petition at < http://action.aft.org/c/521/p/dia/action3/common/public/?action_KEY=5116> calling for a moratorium on the implementation of Pathways at CUNY. And please consider forwarding the petition to your professional networks throughout the nation and the world.

This is a watershed moment for higher education. The “reform” agenda that brought relentless testing and widespread privatization to K–12 schools has surfaced in higher education. Forty years of public policy focused on access to college is being replaced by a single-minded demand for increased graduation rates—whatever the cost in academic quality.

The battle for educational quality is being fought hard by faculty and staff at The City University of New York (CUNY), long a focal point in struggles for educational justice.

CUNY’s educational mission is under attack. Chancellor Matthew Goldstein and the CUNY Board of Trustees, led by Benno Schmidt, Jr., are trying to impose a diluted system of general education, “Pathways,” that seeks to save money at the expense of students’ learning. Facing intense faculty resistance, the CUNY administration has resorted to threats and intimidation. Under the pretext of easing student transfer and increasing graduation rates, Pathways will deliver a minimal curriculum for CUNY’s working-class students: it removes science lab requirements, limits foreign language requirements, and cuts back on faculty time with students in English classes. Pathways is an attempt to move students through the system more quickly even as budgets are cut—by reducing academic requirements. Pathways is austerity education for an austerity economy.

With your help, we can defeat Pathways and achieve a victory for educational quality that could have national implications. Please add your voice to ours and take a stand for the integrity of higher education.

Loretta Capeheart’s Struggle for Academic Freedom

by Steve Macek, North Central College, IL

originally published in the Fall 2012 issue of Illinois Academe; reprinted by permission of the author

For the past five years, Loretta Capeheart—a tenured professor of Justice Studies at Northeastern Illinois University (NEIU) and a member of the Illinois AAUP’s Committee A—has been engaged in a protracted battle for free speech and academic freedom at her university that has gotten remarkably little public attention. But as the AAUP and an increasing number of faculty around the country have recognized, it is a fight that may well have enormous consequences for the rights of academics and public employees everywhere.

Dr. Capeheart has taught at NEIU, an affordable and extremely diverse state school on Chicago’s north side, for over ten years. A committed anti-war and labor activist, she has also been a vocal participant in academic governance at her institution, a leader in her faculty union, and a mentor to the student Socialist Club.

Not one to hold her tongue, when a group of

Latino state legislators visited her school in September 2006 on a fact finding mission, Capeheart told them that the university needed to do more to recruit qualified Latino faculty. A few months later, when members of the Socialist Club were arrested in an anti-CIA demonstration on campus, she spoke out on their behalf and publicly questioned the supervisor of campus security about NEIU’s handling of the incident.

Such candor ought to be the defining characteristic of all discussion taking place inside the walls of the ivory tower. Yet, rather than accept Capeheart’s criticisms as part of the open give and take appropriate to an institution of higher learning, the administration at NEIU chose instead to punish and intimidate her.

Stunned into Silence

At a faculty meeting at which the student arrests were discussed, NEIU Vice President Melvin Terrell attacked Capeheart, falsely claiming that a student had filed “stalking” charges against her.

“I was shocked and stunned into silence,” said Capeheart. The slanderous allegations were completely unfounded, but were serious enough that she feared they could damage her reputation. Later, then-NEIU Provost Lawrence Frank told her a student aide in Terrell’s office had “misidentified” her in a complaint that was in fact withdrawn two days after the Vice President’s defamatory outburst.

The administration subsequently denied Capeheart a merit raise and a faculty excellence award for which she was recommended and eminently qualified. Even more troubling, when Capeheart’s colleagues

elected her to serve as department chair, the administration refused to let her assume the position and ultimately put her department into receivership.

Initially, Capeheart chose to combat this pattern of abuse via the NEIU’s internal grievance procedure. Eventually, though, she decided to sue the school’s administration in federal court for defamation (the bogus “stalking” claim) and for retaliating against her for speech protected by First Amendment. That is when things went from bad to worse.

Dangerous Precedents

NEIU’s lawyers responded to Capeheart’s lawsuit by invoking the Supreme Court’s 2006 decision in *Garcetti v. Ceballos* to claim that her criticisms of the university administration were not covered by the First Amendment. In *Garcetti*, the Court ruled that expression by public employees “pursuant to official duties” is unprotected by constitutional free speech rights. Even though the original *Garcetti* decision explicitly exempted professors at public universities, the federal district court for Northern Illinois accepted wholesale NEIU’s reasoning and in February 2011 threw out Capeheart’s suit on the grounds that the speech that got her into trouble with her administration was part of her official responsibilities as a member of faculty.

The district court’s ruling potentially imperiled the academic freedom of faculty at all public colleges and universities. As the AAUP put it at the time, “the message of the district court’s ruling is chilling and clear: university administrators need not tolerate outspoken faculty dissent on matters of broad public concern or on the university’s institutional response to those concerns.”

With the backing of a \$5,000 grant and a friend-of-the-court brief from the national AAUP, Capeheart made the difficult decision to take the case to the 7th Circuit Court of Appeals, despite the fact that she was already \$100,000 in debt. At the same time, she and her lawyers decided to file a state defamation claim in Cook County Court.

Unbelievably, on June 19th, 2012, Cook County Judge Randy Kogan granted NEIU and Terrell immunity from Capeheart’s defamation suit under

provisions of the Illinois Citizen Participation Act (CPA). The CPA was passed to prevent corrupt government officials and wealthy corporations from using nuisance lawsuits—sometimes called Strategic Lawsuits Against Public Participation (SLAPPs)—to discourage ordinary citizens from speaking out about abuses of power. Perversely, Kogan’s decision turned the CPA on its head, framing Capeheart as the powerful interest supposedly interfering with Vice President Terrell’s ability to “participate in government” by means of her defamation lawsuit. In the process, yet another dangerous precedent—this one limiting the free speech rights of all Illinois citizens—had been set.

To make matters worse, because the court found that Capeheart’s suit violates the CPA, she is now liable to pay NEIU’s legal expenses related to the state lawsuit—according to NEIU’s estimate, some \$88,000.

Finally, Some Good News

On August 29, 2012, the 7th Circuit Court of Appeals vacated the district court ruling invoking *Garcetti* on the grounds that the case was “unripe” at the time it was brought and that Capeheart’s claim of retaliation by the administration was “too speculative.” While this outcome was a setback for Capeheart and her original case, it did nullify the district court’s disastrous application of *Garcetti* to faculty speech.

Capeheart and her supporters are now pursuing an appeal of the Cook County ruling that struck down her state defamation case. They expect NEIU to spend enormous sums of money to prevent her from getting a hearing on the merits of her charges. Indeed, a FOIA

request filed by one of her supporters over the summer revealed that NEIU paid a Chicago law firm an amazing \$430,000 for work related to her lawsuits in 2008–2009 alone.

Fortunately, academics around the country are beginning to rally to Capeheart’s cause. In addition to the grant from the national AAUP, the faculty union at Rutgers University has contributed money to help cover Capeheart’s legal expenses. Faculty at Harper College, the Chicago city college system, and the University of Texas at Austin have passed resolutions of support. But more needs to be done. Everyone who cares about the future of higher education in America should support Loretta Capeheart in this struggle. For more information on the case and how you can help, visit <<http://justice4loretta.com>>.

Shared Governance Conference

The AAUP hosted its annual Shared Governance Conference from October 26 through 28, 2012, in Washington, D.C. Speakers included Rudy Fichtenbaum, president of the AAUP; Larry Gerber, chair of the AAUP’s Committee on College and University Governance; Robert Kreiser and Greg Scholtz of the AAUP’s national office; Rick Legon, president of the Association of Governing Boards; and George Cohen, chair of the University of Virginia’s faculty senate, who spoke about the removal and then reinstatement of UVa’s president, Teresa Sullivan.

150 people from around the country attended the conference. Among the workshops for faculty-senate leaders that were offered by AAUP’s Committee on College and University Government were sessions on how to make senates more effective, the role of contingent faculty in shared governance, and the role of faculty when administrations decide to end programs for reasons of financial exigency. Paper presentation topics included current challenges facing shared governance at Rutgers-Camden, the California State University system, and the City University of New York.

Read Fichtenbaum’s presentation about strong faculty governance on the National AAUP website, <<http://www.aaup.org>>.



Loretta Capeheart. Photo courtesy of Illinois Academe.

State of the Union 2013

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