



## Leadership...



Memories of the tumultuous year 1968 are particularly vivid this year, the 50th anniversary of so many history-making events. Attendees at this past summer's COCAL XIII saw this breath-taking commemoration of the moment during the 1968 Olympics when American medal-winners Tommie Smith and John Carlos raised the Black Power salute during the National Anthem. The statue is on the campus of San Jose State University. (Photo by Jane Hikel.) More on COCAL inside.

## CSU-AAUP Issues Reminder to Members

CSU-AAUP President Elena Tapia welcomed the faculty back to campus this Fall with a reminder of the Supreme Court ruling in *Janus v. AFSCME* this past summer that essentially made all states “right-to-work” states as far as public workers go: employees could not be required to pay union dues or fees even where workers are represented by a union—as Tapia puts it, “employees should not be unwilling members of a union.” The ruling does not delegitimize unions for public employees; it merely makes the payment of dues and fees optional—which means that if employees choose not to pay dues and fees, the union will not be able to afford to work on behalf of any employees. She urges: “to ensure our members keep [benefits already achieved through collective bargaining] and a strong faculty voice,...please be sure to recommit or sign up as a member” at the [CSU-AAUP website](#).

Tapia also urged members and prospective members to speak with chapter officers if they had any questions about the benefits of union membership and the importance of faculty solidarity, either personally or during departmental visits from union representatives. Members will now be billed for dues: anyone not receiving a bill should request one immediately.

## Notes from the Conference Executive Committee

### National AAUP Election: Rerun for Second Vice President

#### **WATCH FOR BALLOTS ... and VOTE!**

In May, the AAUP Election Committee concluded “that the election for the position of AAUP Second Vice President should be set aside and a new election should be conducted,” and in August the AAUP Election Appeals Committee sustained the decision of the Election Committee. The AAUP is therefore conducting a rerun of the election for AAUP Second Vice President.

Since this is a rerun election, it involves the same two candidates who were on the initial March 2018 ballot—profs. Robert Henrich and Caprice Lawless—there are no nominations. The election follows the provisions of the AAUP Constitution and the modified version of the AAUP Election Rules approved by the AAUP’s national Council in September.

In accordance with the modified election rules, ballots will be mailed to eligible members’ home addresses beginning October 17. In order to be counted, completed ballots must be received by December 6. Any eligible member who does not receive a ballot or any member who spoils a ballot may request a new ballot by contacting Election-America at (888) 914-5654. Article II of the AAUP Constitution defines eligibility for voting in AAUP elections.

The candidate statements and biographies of the two candidates for Second Vice President are posted on the [AAUP website](#) and can also be found on page 6 of this *Vanguard*.

### Campus Equity:

In observance this month of Campus Equity Week and the principles and people it celebrates, the Conference Executive Committee dedicates this issue of *Vanguard* to part-time faculty. The articles in this newsletter, many of which highlight the contributions of and challenges facing part-time faculty, remind us of the urgency of standing together and working together—all who are employed in academia—especially in these difficult times. One Faculty!

#### What’s Inside

Editorial.....	2	First Amendment-lite.....	7
Note From the President .....	2	Contingent Faculty News ....	8
Letters.....	2	COCAL XIII .....	8
Chapter News.....	3	New RIR 13 Footnote.....	9
Chapter Service Program .....	3	In Memoriam Robert O’Neil	9
Named Funds .....	3	National News .....	10
Building Coalitions.....	3	Unexpected Pleasures .....	11
Book Reviews.....	4-5	Personal Curriculum.....	11
Yale Law Faculty Letter .....	.6	Conference At Work.....	12
Rerun Candidates .....	6	Consolidation Resolution ...	12



## CSC-AAUP State Conference Executive Committee Officers 2018-2020

**President**—**Uchenna T. Nwachuku**,  
*Counseling & School Psychology*,  
SCSU

**Vice President**—**David L. Stoloff**,  
*Education*, ECSU

**Secretary**—**Susan Reinhart**, *Fine Art*,  
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**Treasurer**—**Irene Mulvey**, *Mathemat-  
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**Ruth Anne Baumgartner**—At-Large  
Member #1. *English*, CCSU. Chair,  
CSC-AAUP Editorial Committee

**Jane Hikel**—At-Large Member #2.  
*English*, CCSU

**Steve Krevisky**—At-Large Member #3.  
*Mathematics*, Middlesex Community  
College. Chair, CSC-AAUP Committee  
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**Andrew Fish, Jr.**—At-Large Member  
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University of New Haven

**Executive Director (ex officio)**—**Flo  
Hatcher**, *Fine Art* (formerly), SCSU

## CSC-AAUP Advisory Council 2018-2020 (includes Executive Committee officers)

**David Amdur**—Associate Director,  
UConn AAUP

**Michael Bailey**, Executive Director,  
UConn AAUP

**Joan C. Chrisler**, *Psychology*, Con-  
necticut College

**Cindy Polinsky**, Executive Director,  
UConn Health Center-AAUP

**Charles Ross**—*English* (emeritus), Uni-  
versity of Hartford; Co-chair, CSC-AAUP  
Committee A; Director, Chapter Services  
Program

**Morton Tenzer**—*Political Science*  
(emeritus), UConn; Chair, CSC-  
AAUP Committee on Government  
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## Campus & Organizational Liaisons

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

CCSU-AAUP—**Jane Hikel**, *English*,  
CCSU

ECSU-AAUP—**Christine Guarnieri**,  
Chapter Staff

Emeritus Assembly—**Morton Tenzer**,  
*Political Science* (emeritus), UConn

Fairfield University—**Irene Mulvey**,  
*Mathematics*

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

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

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Trinity College—**Diane Zannoni**,  
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University of Hartford—**Charles Ross**,  
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University of New Haven—**Andrew  
Fish, Jr.**, *Electrical & Computer  
Engineering*

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**Joan C. Chrisler**—*Psychology*, Con-  
necticut College

**Flo Hatcher**—Proofreader. *Fine Art*,  
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University of Hartford

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

**Website Design  
and Maintenance**

**David Stoloff**, *Education*, ECSU

## Editorial: How to Beat Janus

Once upon a time, many years ago, I belonged to a collective-bargaining or-  
ganization that, because of adamancy on the part of Management born of factors  
we knew nothing of (and some we knew quite well) and the weakness of some of  
our own reeds when faced with adversity, lost a strike. Refusing to sign a contract  
that eliminated tenure in all but name, academic freedom as a condition of work,  
and a voice in governance that might have balanced the reckless desperation or  
incompetence of the administration, most of us stayed on the picket line...and were  
permanently replaced. Some members of our bargaining unit did return, accepting  
the 30% cut in pay and the precariousness of the contract's working conditions.  
Several of them were promptly "let go," and the next day two of those called us  
at strike headquarters to ask for AAUP's help. I hope my readers will forgive my  
reply, which was "well, of course you were right to call us. We'll call National  
and do what we can for you." They evidently didn't know—and we were certainly  
not going to tell them—that any faculty member, not just AAUP members, can



bring a grievance to National. We called D.C. and  
thus launched the investigation that resulted in the  
Censure you will see if you look at the box on page  
10. The members of the investigating team, in their  
presentation to the Annual Meeting two years later,  
gave us a bit of the glory, for which I will always  
be grateful.

Now, in fact those scabby colleagues had been  
paying AAUP dues all along and thus had the right  
to expect service. But the point is that AAUP would  
have helped them with or without dues. The founding  
principles of AAUP, which we continue to elaborate  
but have never given up on, commit us to service  
to the professoriate, the academic enterprise, not  
merely to individuals in the profession. We're not  
Wobblies (IWW), but I think we could justly pick up the cry nevertheless: *An  
injury to one is an injury to all.*

I wasn't raised to feel entitled to share in the fruits of another's labor. When  
the Danes won a battle, King Hrothgar gave out rings to those who had fought,  
not to everyone in the mead hall. My predecessors in the AAUP conceptualized  
and won the principles and rights on which my own practice rested, but I stood  
up to protect them.

That's why I am so saddened that the *Janus* ruling is, as intended, a threat  
to the existence of public-sector collective bargaining by means of impoverish-  
ing public-sector unions. (The notorious *Yeshiva* decision managed to disqualify  
most private-sector university faculties from pursuing collective bargaining. Did  
you hear a couple of days ago what I'm pretty sure I heard, by the way—Mitch  
McConnell referring to the successful completion of "the judge project"—?) We  
have always acknowledged the right of colleagues to refuse to "join the union,"  
but "conscientious objectors" still could be required to pay an "agency fee" to  
cover the efforts the union was expending on behalf of members that would also  
benefit them: salary increases, tenure protections, due process, retirement. Law-  
yers cost money; lobbying costs money; travel costs money; even the reams of  
paper involved in contract negotiations cost money. Henry Reichman's excellent  
*Academe* blog entry "[Janus, Agency Fees, and the First Amendment](#)" lays out the  
Supreme Court argument simply but clearly. Without the ability to collect agency  
fees, what union will be able to serve its members, and the non-members it is also  
supposed to serve regardless?

Reichman makes even more clear, in a later post ([Janus is Law: Time to Step  
Up!](#)), how *Janus*, in the words of Associate Justice Elena Kagan, "weaponized the  
First Amendment" against working people. AAUP, he says, recognizes that "our  
fight as AAUP members to have a positive impact on our colleges and universi-  
ties, to strengthen public higher education, and to protect academic freedom is not  
over. Together, we will continue to fight for our students, our campuses, and our  
communities. We will continue to say, loudly and clearly, that strong universities  
and well-educated citizens are essential to our survival as a democracy" (I thank

Editorial... 9

## Letters

Dear All,

As part of Students First, and our ongoing community college consolidation  
efforts, we are pleased to announce a new position available at CSCU! We are  
now actively searching for a Vice President of Enrollment Management to work  
across all 12 community colleges. Among other things, the VP of Enrollment  
Management will develop and oversee a comprehensive enrollment management

Letter...11

## VANGUARD

A publication of the Connecticut State Conference of the American Association  
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ganization. Articles or letters for publication may be sent to the Conference office.  
The Editorial Committee reserves the right to edit submissions but will not make  
substantial changes without consultation with the author. Submissions are always  
welcome and may be addressed to the Conference office. Permission to reprint  
articles in not-for-profit publications is granted; however, *Vanguard* must be cited  
and a sample copy of the publication sent to the Conference office.

## A Note from the President:



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

## Wake-Up Call

During most of my conference  
travels and overnight stays at different  
cities here and overseas, I schedule a  
wake-up call when I check into hotels.  
Besides the wake-up music from my  
portable travel alarm clock, I always  
need that jangling telephone ring from  
a landline phone to wake me up each  
morning. I find most overseas hotel  
telephone ring-tones a bit annoying;  
nevertheless, I allow them to nudge  
me out of bed each morning. After the  
first busy day of conference activities  
or tour of the conference city, though,  
fatigue and lethargy creep in, and I  
sometimes forget to set my travel alarm  
clock or call the front desk to schedule  
the next wake-up call.

I consider Trump-era economic,  
social, and political challenges in  
academe wake-up calls for AAUP and  
other academic labor organizations.  
Barely two decades ago, during the  
Tea Party attacks on labor, these orga-  
nizations worked tirelessly to confront  
similar challenges. We've seen this  
movie before; we shouldn't let fatigue  
or lassitude creep in this time. As we  
face persistent challenges from board  
rooms, state capitals, and Washington,  
D.C., we need to heed the wake-up call  
and rise with a united strong voice in  
defense of academic freedom, shared  
governance, the right to bargain col-  
lectively, and quality higher education  
for our students.

We do not yet know, but are fearful  
of, the practical effects of the Supreme  
Court's *Janus* decision and particularly  
its impact on union membership; we  
must continue to strengthen the col-  
lective power of faculty and students  
to advocate for academic freedom and  
resist further political intrusions into  
shared governance in higher education.

Amid the growing structural  
deficit, diminishing state support,  
and other challenges, faculty continue

President...9

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# Chapter News

## Connecticut State University

On October 5, CCSU-AAUP hosted a “Work Life Family Conference.”

The conference continued a discussion of how we at CSU can improve our campuses and state as a whole so all members of the community can thrive, looking at how to achieve practical solutions to some difficult problems.

The conference included a keynote address by Julie Wilson, author of *Mothering Through Precarity*, and two panels about initiatives on university campuses and around the state to improve family, life, and work in ways that will have a real impact: the first panel was “Solutions in Academe,” comprising “Age-Friendly Campus,” presented by CCSU’s Carrie Anderson; “Breastfeeding Friendly Campus,” by Kari Swanson of SCSU; “Paid Leave,” presented by Even Weinbaum of UMASS Amherst; and “Campus Child Care,” by Amanda Freeman of the University of Hartford. The second panel, “Solutions in Connecticut,” was presented by Gary Winfield of the Connecticut State Senate, Lori Pelletier of the AFL-CIO, Maureen McIntyre of the North Central Area Agency on Aging, Maddie Granato of the Connecticut Women’s Education and Legal Fund, Carlos Moreno of the Working Families Organization and Party, and Anthony Gay of the Fatherhood Engagement Leadership Team.

## Emeritus Assembly

The Emeritus Assembly had its first meeting of the academic year on September 27, in the form of a “Lights and Sights Cruise” on the Cross Sound Ferry out of New London. We enjoyed views of, and commentaries about, lighthouses and other landmarks in and around New London Harbor, including the New London Harbor Light, the North Dumpling Light, Watch Hill Light, the Ocean House Hotel at Watch Hill, and Simmons Castle.

**OPEN TO THE PUBLIC:** The second meeting will be at the Legislative Office Building in Hartford on Wednesday, November 14, from 2:00 to 3:30 p.m., when Professor Ronald Schurin of the University of Connecticut will speak on “The Midterm Elections Displayed, Dissected, and Discussed.” This meeting, open to the public, will be-

gin with lunch in the Cafeteria and then proceed to a meeting room (to be announced) for the talk and Q & A. There is no charge for this meeting, but preregistration is recommended.

For more information on the November event or on joining the Emeritus Assembly, contact Gerald Liebowitz, Treasurer of the Emeritus Assembly (jerryzoe1@gmail.com), or go to the [EA website](#).

## from National: Building Campus Coalitions

Originally written for activists working on Campus Equity Week, which highlights the overuse of contingent faculty positions and the exploitative labor practices inherent in these positions, this document contains useful advice for building coalitions around other issues as well.

### Why coalitions on campus?

Since the emergence of the new social movements in the middle of the 20th century, coalitions have become a crucial form of organization. Coalitions are successful because they accomplish many complex functions.

1. **Coalitions amplify political power.** Coalitions amplify political power because they can mediate conflicts of interest among various constituencies. Coalitions can articulate a single voice on issues involving the whole community while preserving the distinctive qualities of the various member groups and constituencies. Coalitions give us the possibility of unity without uniformity. The power of coalitions flows from the age-old political logic that rulers must divide to conquer and that we must unite and coordinate our fragmented and scattered forces to win.

2. **Coalitions are learning and teaching opportunities.** Coalition activity provides one of the best settings for real learning because it exposes activists to ideas, tactics, strategies, cultures, and styles from other communities. By speaking in the name of community standards and high ideals, coalitions garner public notice and media attention and overcome the limitations of narrow interest group politics.

3. **Coalitions promote innovations in organizing.** The campus is uniquely positioned to be a crucible for new ways of confronting contingent employment and corporate power. In many regards the campus reflects the workplace of the future. Coalitions are based on grassroots organizing and move us away from dependency on staff

*Campus Coalitions... 6*

## Conference Election Results

Votes for CSC-AAUP officers and Executive Committee members for the term 2018–2020 have been tallied. The results:

President.....Uchenna Nwachuku (Southern Connecticut State University)  
Vice President.....David L. Stoloff (Eastern Connecticut State University)  
Secretary.....Susan Reinhart (Gateway Community College)  
Treasurer.....Irene Mulvey (Fairfield University)  
1st At-large Member..... Ruth Anne Baumgartner (Central Connecticut State U)  
2nd At-large Member.....Jane Hikel (Central Connecticut State U)  
3rd At-large Member.....Stephen A. Krevisky (Middlesex Community College)  
4th At-large Member.....Andrew J. Fish, Jr. (University of New Haven)

## 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
- Chapter Events Publicity Support (via Conference MailChimp)

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 Bard Fund from  
*an anonymous donor*

*in memory of Robert O'Neil, with grateful appreciation for his generous spirit and passion for academic freedom.*

## 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 Tenzer Fund from  
*an anonymous donor*

## The George E. Lang Award

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

We have received a generous contribution to the Lang Fund from

*Mary-Beth Lang*

## The David R. Bedding Award

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

## The Walter F. Brady Jr. Award

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

## The CSC-AAUP Award

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

Donations to the Bard, Tenzer, and Lang funds, and to CSC-AAUP, are welcome and may be sent care of Flo Hatcher, Executive Director CSC-AAUP, P.O. Box 1597, New Milford, CT 06776. The Bedding and Brady awards are funded by the conference; donations to CSC-AAUP can be earmarked for one of these awards if you so direct us.

*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 Reviews . . .

**Julie Schumacher. *The Shakespeare Requirement*. New York: Doubleday, 2018.**

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

Regular readers of *Vanguard* may recall a rave review I wrote of Julie Schumacher's (2014) novel *Dear Committee Members*, which was also published by Doubleday. That book consisted entirely of letters of recommendations written by Professor of English Jason (Jay) Fitger of Payne University. I described *Dear Committee Members* as laugh-out-loud funny, and predicted that other faculty would, as I did, like Jay and find it easy to identify with his struggles as his building undergoes renovation and his department is reluctantly chaired by a sociologist. When I heard that Schumacher's new novel, *The Shakespeare Requirement*, also featured Jay as its protagonist, I immediately procured a copy and prepared to be entertained.

It's the beginning of a new academic year. The sociologist "abandoned his post after only nine months, racing out of the office as if his head were on fire" (3). Only the floors of the building occupied by the Economics Department were renovated, which makes the floors occupied by the English Department (including the dismal, airless basement where the adjuncts have their offices), look even worse than ever. Jay has been elected chair, perhaps because "as a novelist, not a scholar, he was generally regarded as a member of a subspecies" (4). We encounter Jay moving into the Chair's office, his faculty office having been reassigned over the summer—and his books and files moved into storage *somewhere*—to a visiting professor from Norway, whose expertise no one seems to know. The office is a mess, the computer doesn't work properly and neither do the electrical outlets, the window has to be propped open with a stack of books (even so, it is "barbarically hot"—2), and he gets off to a bad start with Fran, the new administrative assistant, who tends "toward eccentricity as well as recalcitrance" (5). Fran, who "had never intended to work at a university, which everyone knew was full of misfits with badly swelled heads" (7), is unhappy about having to train yet another new department chair and believes that her reassignment to English is punishment for some unknown transgression.

Things go from bad to worse, as Jay discovers that Roland Gladwell, the chair of the Economics Department, is scheming to expand to the floors occupied by English and has managed to get appointed to chair a committee (because no one else would take the job) that will assess all departments and programs with a view to cancelling some that don't bring in sufficient grants funds or graduate students. Jay also discovers that his department has no budget because the English faculty did not submit the required Statement of Vision (SOV) to describe the department's purpose and goals. No funds will be approved until the department votes unanimously on an SOV and submits it to the required authorities: the Dean (who is dating Jay's ex-wife) and Gladwell's committee. Jay realizes that reaching unanimity in an English Department would be like finding "a rainbow over a field of unicorns" (122), but he must try.

Over the course of the novel, Jay will rewrite the SOV again and again and again and again, trying to nudge his colleagues toward a compromise. The major sticking point is, of course, the Shakespeare requirement. The younger members of the faculty, who are more interested in cultural studies than classic

*Fran, who "had never intended to work at a university, which everyone knew was full of misfits with badly swelled heads," is unhappy about having to train yet another new department chair and believes that her reassignment to English is punishment for some unknown transgression.*

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

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

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

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

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



literature and who assign more films than books in their courses, believe that it is not necessary for English majors to study *Beowulf*, Donne, or Shakespeare. The older members disagree, and the oldest member (a Shakespeare scholar) insists that majors take, at a minimum, a one-semester course on the works of William Shakespeare. There seems to be no way out of the dilemma, and for the entire year the department will have no budget.

The SOV and the power grab by Economics are Jay's biggest problems, but not his only ones. His computer does not "recognize the letter S," so he has to compose his "email and other documents to avoid this letter, steering clear of 'is' and 'was' and plurals, his correspondence beginning to sound as if it were translated from Quechua or Madurese" (73). His students want to know if they'll be graded on their ideas or their grammar, and Jay struggles to explain that it is not possible to express the former without the latter. He is dismayed by his "students' essays, at least half of which, contrary to explicit instructions, include floral or multicolored paper or typeface, plastic cover-sheets, emoticons, and

links to YouTube videos. Most of the essays, on the basis of faulty grammar alone, would earn well-deserved Cs" (102). A disgruntled adjunct sets up a Facebook page titled "Save Our Shakespeare (SOS)" and convinces some campus activists that the English Department is trying to cheat them of a quality education by dropping the Shakespeare requirement. Soon "SOS" and "Don't Kill Will" buttons appear all over campus, and an editorial in the students' newspaper accuses Jay of theft. A student in Jay's Literature of the

Apocalypse course files a complaint against him for insensitivity because the works assigned are triggering. Jay wonders how "a class on the subject of the apocalypse could be personally triggering when none of his students had yet lived through the end of the world" (224). Jay arrives late to dinner with his ex-wife, their annual celebration of the anniversary of their divorce. She has already ordered him the 'special' pasta and a "cesar salad" (240), even though she knows he "can't eat things that are badly punctuated or misspelled" (234). As if all this were not enough, Jay ends up with the most eccentric member of his department, Franklin Kentrell, as a houseguest for weeks because Fran told Kentrell to list Jay as his contact person on a hospital admission form Kentrell had to complete before a planned surgery.

I won't tell you how Jay manages to solve his problems, in case you decide to read this book. However, if you have time for only one Schumacher novel, I recommend *Dear Committee Members*. The Jay I knew and liked so much does not appear until about halfway through *The Shakespeare Requirement*. Until then, I saw him as Fran did: inept, disengaged, dull-witted, and uncaring. The book is also not as funny as its prequel. However, there are many amusing characters and scenes with which the average faculty member is likely to identify: the student activists who think Shakespeare is a blacklisted writer, the university president who is "as expressive as a department store mannequin" (146), the dean who can "speak for fifteen minutes without saying a thing" (112), and the unending paperwork and superfluous communications aimed at department chairs. I can't help but wonder what Shakespeare might do with this plot. —J.C.C.

## Book Notes . . .

**Noted by David Stoloff, *Education*, Eastern Connecticut State U:**

**D. P. Barbezat and M. Bush. *Contemplative Practices in Higher Education*. San Francisco: Jossey-Bass, 2014.**

This text from the Center for Contemplative Mind in Society in Northampton, Massachusetts, is a book being discussed by the Eastern Connecticut State University Pedagogy Book Club. The authors review the uses of meditation and attention to brain states, health and physical well-being, social connections, and introspection as "powerful means for a deeper engagement with life and

*Book Notes... 5*

AUTUMN 2018 ... VANGUARD



Book Notes...from 4

greater insight into ourselves and others.”. Bush describes the building of professional skills for social work students through practices in caring, listening, and resilience. Barbezat examines contemplative practices in economics that consider the balance of kindness and selfishness. The authors discuss issues of teacher preparation and classroom challenges, including avoiding imposing religious views on students, making connections with other teaching practices, and planning for student motivation and clarity of goals for the practices. They overview such contemplative practices as mindfulness, critical approaches to reading and writing, deep listening and beholding, contemplative movement—including Tai Chi, walking meditation, yoga, and labyrinth walking—practices of loving kindness, guest speakers, and retreats. They conclude that since society continues to “subsidize postsecondary education ... to produce benefits beyond those that simply accrue to the individual students through vocational training and employment, ... education must create environments for students to inquire and challenge themselves about the meaning of their lives and the lives of others; this is the primary mission of education.” This perspective would lead to much discussion on campuses about the goals of education and the role of learners in guiding their own paths to self-actualization. —D.S.

noted by Irene Mulvey, *Mathematics*, Fairfield University:

I actually read more than I usually do this summer. I began with *The Way Some People Die*, by Ross MacDonald, for a vintage escapist mystery. Loved it. Just what I needed.

Then I read *The Blazing World*, by Siri Hustvedt. A female artist, overshadowed by her famous and powerful art dealer husband and subsequently dismissed by the art world, finds a young and unknown male artist who agrees to go along with her performance-art type endeavor where he pretends to be the artist responsible for an installation created by her. He is proclaimed to be brilliant, and people are only a little surprised when his knowledge about art and about “his own” work appears to be severely limited. She continues by finding two additional male artists to pretend to be the creators of her work, and the story is, by turns, very dark and extremely hopeful.

Then I read *An Object of Beauty*, by Steve Martin. It was serendipitous that this book was also all about the art world and the art dealer world that accompanies it.

Now, I’m finally ready and able to read *What Happened*, by Hillary Rodham Clinton. I am amazed at this woman’s clear-eyed assessment and directness in explaining the campaign. She is my hero #stillwithher.—I.M.

noted by Ruth Anne Baumgartner, *English*, CCSU:

When we are free to read any book in the world, how do we choose what we read? Often we're guided by sheer serendipity (I read *The Girl on the Train* one year, for instance, because I thought reading it while I was a “girl on a train” down to D.C. would be cool in an Escher kind of way).

I'm enthusiastic about two books I chose in this serendipitous way this past summer.

Listening to NPR (90.5 fm) on my way to CCSU one day I heard an interview with Tara Westover about her memoir *An Education*. While the narrative voice and level of detail are uneven, the story is deeply compelling—to an educator (particularly a proponent of public education), someone with a life-long fascination for stories of feral children, a feminist, and a citizen of the 21st century. One *goodreads.com* commenter called it “difficult to read and impossible to put down.”

Westover's extraordinary personal journey begins with a picture of this young girl, one of seven children, looking out over the beautiful and powerful mountain on the side of which her family lives in a many-roomed shack with a sensitive and chronically ill mother (self-taught herbalist and midwife) and a fiercely independent but domineering father Westover later speculates is acutely bipolar. He sees education as just one of numerous government agencies intended to entrap and brainwash, and so keeps most of his children, including the author, out of school (he claims, almost completely inaccurately, that they are being home-schooled). For Westover this does enable a self-directed ramble through an assortment of books, some very good indeed, that happen to be in the house.

All the children work at the remarkably unsafe scrapyard their father relies on for a living; all help grow and preserve the family's food; all keep a bag packed with essentials (including preserves) should they have to flee an armed invasion by the government (a fear her father has harbored since hearing about Ruby Ridge). They belong to a fundamentalist Mormon sect that seems to promote a mix of music, very conservative manners and dress, and social generosity while turning a blind eye to oppressiveness and abuse within the flock. The family also has some loving members who are available and concerned in emergencies but generally refrain from active interference. From here young Tara makes her own discoveries of the world and how others live in it. In the music of church services she hears a call to a future she seems to have no access to. But driven in turns by desperation, desire, and determination, she manages to learn enough to gain admission and, at 17, a scholarship to Brigham Young University.

Her journey is not a straight line—she loves and feels a duty to her family at the same time that she works to get away from them and into the larger world—but somehow it takes her to a BA from Brigham Young, then a scholarship to Cambridge, an MPhil from Trinity College, a visiting fellowship to Harvard, a PhD in history from Cambridge, and a career in teaching and writing.

I return to the image that opens the book—the vast spaces and blowing grasses on that mountain in Utah, an eloquent description that literally sings “Freedom!” And this perception remains very much alive for the narrator. But

what we see as the memoir (names and some events altered but the narrative arc and message true) unfolds is the infinitely vast landscape of human potential discoverable through education.

I hope my summary has not ruined the suspense; but then, when I read the book I knew from the beginning how it would all come out, having heard Westover interviewed on NPR. You don't need suspense to carry you through.

The other book I found by serendipity was *Salvage the Bones*, by Jesmyn Ward. I don't even recall where I heard, or saw, mention of it; but admitting what caught my imagination may undermine my pretensions of high intellectuality: it had Hurricane Katrina in it, and it had pit bulls in it.

My sister's family has had pit bulls ever since they've had dogs, and every one of them has been remarkable, personable, loving, mysterious. Really, I can't get enough of them. As for Katrina, the power and horror of that storm is still vivid, I'd think, for all of us, from the first reports that the storm was forming to the devastating consequences of the hit. It is a name forever to conjure with.

Katrina doesn't actually appear until the last chapters of the book, but the entire narrative takes place in twelve days while she grows from distant dread to shaper of events to cataclysm. What begins the book is the voice of the narrator, Esch; and that voice puts the reader in a place and time and personal circumstance that may make the reader decide to look for another book:

I like to think I know what death is. I like to think that it's something I could look at straight. When Pop tell me he need my help and I see that black knife slid into the belt of his pants, I follow Pop out the house, try to keep my back straight, my shoulders even as a hanger; that's how Pop walks. I try to look like this is normal and boring so Pop will think I’ve earned these thirteen years, so Pop will know I’m ready to pull what needs to be pulled, separate innards from muscle, organs from cavities. I want Pop to know I can get bloody. Today’s my birthday.

I’m going to lean on *New York Times* reviewer Paru Sehgal’s full, taut summary of the situation of the novel, winner of the 2011 National Book Award for fiction:

Job has nothing on 15-year-old Esch. She’s poor and pregnant and plain unlucky. Mama’s dead, Daddy’s a drunk and dinner is Top Ramen every night. Sex is the only thing that has ever come easily to her. When the boys used to take her down in the dirt or in the back seats of stripped cars in her front yard, she could escape briefly, pretend to be Psyche, Eurydice, Daphne, her favorite nymphs and goddesses from the Greek myths. But Manny, the boy who put the baby inside her, won’t look at her anymore. Esch can’t lie down in the dirt and pretend to be someone else or anywhere else. She’s stuck in shabby Bois Sauvage, a predominantly black Mississippi bayou town in the direct path of a hurricane they’re calling Katrina.

Esch's favorite brother has a pit bull named China. He acquired her to breed for dog-fighting; but his love for her is fierce, protective, proud—almost maternal. She gives birth to pups near the beginning of the book, and one of the true fights is to keep the pups alive. A second battle, for Esch, is to win back—or win—the love of Manny while doing her best to conceal her pregnancy. You can see the symmetry in the novel already, and you continue to notice parallels, contrasts, counterpoint, as well as archetypical situations and allusions; but the characters are stronger than any literary commentator, The book will sweep you away as surely as Katrina sweeps away Bois Sauvage.

Of course the literary commentator in me is part of the reason why I was swept away. The pit bull was another, the beautiful and powerful China. Esch was the third, the one who carries Ward's narrative as well as Manny's baby. Sehgal calls the story "salvific" and says of the style, "Jesmyn Ward makes beautiful music, plays deftly with her reader’s expectations: where we expect violence, she gives us sweetness. When we brace for beauty, she gives us blood. Best of all, she gives us a singular heroine who breaks the mold of the typical teenage female protagonist. Esch isn’t plucky or tomboyish. She’s squat, sulky and sexual. But she is beloved.... And Esch is in bloom.”

The next time you find yourself with time to make a free choice of what to read, either of these books would serve you well. Or you might respond to your own moment of serendipity. — R.A.B.


History that reads like a detective novel. A mystery that illuminates our history.

# Beggarman, Spy

*The Secret Life & Times of Israel Potter*  
BY DAVID CHACKO & ALEXANDER KULCSAR

In 1775 an American soldier was captured by the British and taken as a prisoner to England. He finally returned home in 1823 with a wild story of what had happened to him. But nothing was wilder, stranger, or more tragic than the truth.

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On Friday, September 21, 2018, fifty members of the Yale Law School Faculty published an open letter on the subject of the nomination of Brett Kavanaugh to the Supreme Court. We publish it here, with permission:

# Open Letter to Senate Judiciary Committee from Yale Law Faculty

As the Senate Judiciary Committee debates Judge Brett Kavanaugh’s nomination, we write as faculty members of Yale Law School, from which Judge Kavanaugh graduated, to urge that the Senate conduct a fair and deliberate confirmation process. With so much at stake for the Supreme Court and the nation, we are concerned about a rush to judgment that threatens both the integrity of the process and the public’s confidence in the Court.

Where, as here, a sexual assault has been alleged against an individual nominated for a lifetime appointment in a position of public trust, a partisan hearing alone cannot be the forum to determine the truth of the matter. Allegations of sexual assault require a neutral factfinder and an investigation that can ascertain facts fairly. Those at the FBI or others tasked with such an investigation must have adequate time to investigate facts. Fair process requires evidence from all parties with direct knowledge and consultation of experts when evaluating such evidence. In subsequent hearings, all of those who testify, and particularly women testifying about sexual assault, must be treated with respect.

The confirmation process must always be conducted, and appointments made, in a manner that gives Americans reason to trust the Supreme Court. Some questions are so fundamental to judicial integrity that the Senate cannot rush past them without undermining the public’s confidence in the Court. This is particularly so for an appointment that will yield a deciding vote on women’s rights and myriad other questions of immense consequence in American lives.

For the 50 signatures and other related information, go to the [Yale Law School website](#).

## Coalitions...from 3

and money. Coalitions are flexible and can be formed around an issue such as contingent faculty, a sector of the economy such as education, or a geographic location such as a metropolitan area or state.

4. **Coalitions can help create real community.** One vision of what a campus community should be is based on an ideal we call the "community of scholars." The community of scholars places the teacher-student relationship and the pursuit and transmission of knowledge at the heart of the institution. Everything else about that institution is inspired and

connected to those people and their mission. Admittedly, that ideal was only an occasional reality in the history of higher education but one eminently worthy of reconsideration. Now that corporatization is threatening to fragment and unbundle the teacher-student relationship and replace the pursuit of knowledge with the pursuit of maximum profits as the motivation for campus life, alternative notions of the university become a practical political need.

## Practical tips for coalition building

Keep in mind that coalitions take many different shapes and these are only some rules of thumb for starting out.

1. **Have patience.** Coalition building takes time....
2. In the early planning stages, **focus on wide and inclusive representation.** Make sure invitations go out to all concerned parties to attend early planning meetings....
3. **Start small** with actions or events you can assure will have a good outcome. Hold educational events. Focus on consciousness raising. Have a public meeting with a brief presentation and an experienced facilitator to involve the participants in agenda setting and decision making. Be sensitive to process as much as to outcome. It will take time, experience working together, and some initial "victories" to build up trust and the willingness to act in concert....
4. **Coalitions have a low level of unity.** Do not overburden them with every problem or issue at once....
5. **Move from your strengths to your weaknesses** and from the administration’s weaknesses to their strengths. Like unions, coalitions use the resources of stronger citizens to help promote the organization of weaker ones because it is in everyone’s long term interest to do so. Start acting where you are strong and move gradually into areas where you are weak....
6. **Coalitions are fragile--do not try to control them.** Overzealous steering committees or forcing through agendas are the kiss of death because people will simply withdraw. Establish accountable and transparent leadership structures. Avoid “consensus” in meetings larger than a handful....
7. **Leaders should avoid expediency.** Politics is the mobilization of people and ideas, not the administration of tasks. The aim of coalitions is movement building and that means developing new leaders and passing on skills....
8. **Focus on tactics and events that make people feel they are part of a growing movement....**
9. **Know your audience.** When starting out, a coalition’s primary audience is its prospective members and activists, not the administration or media....

For elaborations on these tips, plus a helpful “Organizing Scenario,” follow the link in the title to the complete document on the National AAUP site.— Ed.

# 2018 Rerun Election Candidates: Second Vice President

**Daniel Henrich**  
Edward Waters College



Dan Henrich will bring an innovative perspective to the Second Vice President position as he will be new to AAUP leadership. He believes strongly in the right of small colleges to organize, and serves as VP of his college CBA chapter.

He has taught communication at Edward Waters College (EWC) in Jacksonville, Florida since 2013. EWC is the oldest Historically Black College in Florida and serves a small student body of under 900. 26 of the 55 faculty are paying members of the EWC-CBA chapter —up from 10 when Henrich joined

in 2015. EWC has had an AAUP CBA chapter since 1995. The last CBA was signed in 2001. Last academic year Henrich was part of the bargaining team to update the existing CBA. Although the CBA is in force, the administration has ignored a number of key parts to the existing one—including faculty pay equity and shared governance. As Vice President of EWC’s chapter, Henrich brings in a wealth of experience previously holding such positions in academic associations as the new AAUP Second Vice President—bringing new ideas and energy to the position. And, as AAUP leadership is under represented in the south, he will represent several Florida chapters in a special way.

Professor Henrich has taught video production, script-writing and photography in 15 countries, including the USA. He has written and produced faith-based feature films and videos in Africa and India. His award-winning Kenyan film, *Sabina’s Encounter*, has aired on national TV across Africa and on three mobile cinema networks—an estimated viewership of well over 30 million. *Healthy Step* was shot in Kenya and aired in three African countries. His most recent project was shot in India on the RED camera and is a prosocial film on marriage called *Unlimited Love*. He is the author of three books on media effects and was awarded two honorary doctoral degrees for his work in establishing educational institutions in West Africa. He and his wife will be teaching Smartphone filmmaking in India and Thailand in the summer of 2019.

## *candidates’ statements*

**Caprice Lawless**  
Front Range Community College



What started with a few adjunct faculty crying into their beer over the way things are at school evolved rapidly into something far more powerful, once we found the AAUP. Our tiny chapter at Front Range Community College grew to scores of members within our 13-college system. Before you knew it we were hosting the first-ever Mini-Innie, the Damn It! Summit, Adjunct Survival Workshops, the Faculty Unservice, an adjunct-focused Health Care Fair, an Adjunct Film Series, monthly pubcrawls, launching first a House bill and, the next year, a Senate bill in the Colorado Legislature. We published *The Adjunct Cookbook* in 2014, then *The Adjunct Coloring Book*.

In 2017 we hosted the first-ever AAUP Winter Break Unemployment Workshops in three metro-area cities. This year we contributed to the Colorado Conference production of a video about the explosive labor practices in the CCCS: “Secrets, Scams, and Scandals: The Dirty Little Secrets of the Colorado Community College System.” Our work finds facts, turns heads, changes minds, snags headlines, and dogs college administrators.

In this work, my B.A. in Communications, M.A. in Journalism and M.A. in Education are being used to help higher education stay strong. The towering purpose of this work and the wonderful people in it inspire me to keep at it, with an imaginative and not-too-lawless caprice.



**JOIN AAUP... it's easy!**

Go to <http://www.aaup.org/AAUP/involved/join/>  
(and tell them *Vanguard* sent you!)



# Low-fat, Gluten-free, First Amendment-light: A product of the Colorado Community College System

Caprice Lawless (*English Composition*, Front Range Community College; Chair, Contingency and the Profession Committee, National AAUP)

Imagine a college campus of 10,000 students with no newspapers, paperbacks, or magazines in the bookstore, and where every word on every wall is controlled by administration.

I work at what was formerly a lively, albeit gritty college that was of, by, and for the community. Ours was a community college. The people there who studied or taught there, along with the people who staffed, maintained, and cleaned it, were encouraged to linger in its humble hallways. Welcome to the still—public institution that has been sanitized of signs of life for corporatization, much the same way a lived-in house is made lifeless, staged for sale to an outside investor.

### "Efficient" work spaces

We might be able to forgive administrations' mistaken plan to make our campuses more efficient, were it not for the subtext the remodeling conveys. To best consider what a corporatized, efficient campus looks like, we need only look around at this anti-thinking, anti-social, anti-First Amendment campus that now works to discourage dissent.

Our scattered, semi-messy, friendly adjunct faculty offices have been replaced by oppressively spiffy adjunct workrooms near each department's administrative clerk. He/she watches over who comes and goes. Gone is the casual collection of desks. Also gone is the primary medium we used for organizing: the assortment of ratty bulletin boards we were free to use to post whatever we liked. We used them to help organize AAUP chapters, announce our food bank visits, our Adjunct Survival Workshops, etc. Now the walls are bare. We are not allowed to post anything whatsoever on them. The new rooms are fitted with counters. Chairs face the walls to stifle eye contact and impromptu conversation. All of this is far more efficient. Administrators long ago determined, in their interpretation of the First Amendment, that on-site and online faculty mailboxes could not be used for AAUP communications, as they have named AAUP's quest for academic freedom, shared governance, and equitable wages "political activity." They are threatened by our grassroots methods of communication among the 80% of the teachers who are the backbone of the entire enterprise. Having already claimed faculty mailboxes and faculty e-mail off-limits, they then had to corporatize the remaining media for communication, such as workspaces. An e-mail announced that anything hanging on a wall had to be approved by the Vice President.

### "Approved" postings

Even more shocking is to see that the hallway bulletin boards students could use to post notes about local band concerts, weekend parties, advertisements for housemates, photos of motorcycles or bookcases for sale, or the occasional thumb-tacked FOUND car key, boyfriend photo, or shoelace are gone. Where once was posted ever-changing, rich evidence of community and some guaranteed fun reading, our hallways are punctuated by outrageous non-information information boards. Signs at the top warn that anything not approved by administration will be removed. As if the slick, obvious efforts at group-think produced by the Communications Staff weren't enough, custom-printed borders branded with the hapless Wolf mascot drive the point home: "This bulletin board is for Science Department use only. All other postings will be removed." Miles of unblemished hallways are punctuated by the occasional administration-controlled, symmetrically-arranged bulletin board.

### Curtailed communication

Gone are the large cubbies in the faculty mailroom we once shared with our full-time colleagues. Each of the 500+ adjunct faculty is allowed only a folder for mail. That collection of folders is housed in a file cabinet behind the department administrator's desk. We used to be able to leave one another books or small gifts; no more.

### No-books bookstore

Our bookstore contains nothing to read other than assigned textbooks, and sometimes visitors have to show an ID to look at those. There are no newspapers, periodicals, paperbacks, general reference books sold in the bookstore. There is, though, plenty of merchandise stamped with the college logo and name: sweatpants, sweatshirts, T-shirts, backpacks, lanyards, notecards, pencils, and notebooks.

### No room at the table

At the main intersection of our campus, an empty table is the prime real estate for our AAUP organizing. To get it, we have to jump through numerous hoops, a type of obstacle course created by our administration. We have been able to use it now and then to distribute AAUP membership information, but it cramps our style. Besides, the new trend for our administration (already in place at other colleges in our 13-college system) is to require our AAUP chapters to

provide to administration a one-day insurance policy (\$250, average) that protects them from any lawsuit a person might file if he/she trips over a chair or this table. The administrators have determined that the AAUP is a vendor much like a T-shirt seller, and so we have to carry such a policy. Previous hallway AAUP displays in this same spot, prior to the remodel, used numerous tables to make various kinds of information in various formats available, accessible, and attractive, with room to sit and talk as well. We go off-site now for most of our events—the Denver Press Club, local parks, pubs, coffee shops, outdoor areas of restaurants.

### Minority of 80%

Until a few months ago, our adjunct faculty—80% of the faculty, remember—were not allowed to serve in the Faculty Senate. Lately, we have been invited to attend, and two or three adjunct faculty already close to the administration were "elected" to "represent" adjunct faculty. It is a very weak Faculty Senate, as non-faculty outnumber faculty in our college system. Full-time faculty are now only 9% of the total employees within the Colorado Community College System.

I have spoken at two meetings of our governing board, the State Board for Community Colleges and Occupational Education. At the first meeting, the Chair announced that I had two minutes to speak. That was not nearly enough time, of course, for issues covering thousands of adjunct faculty and my own experience across nearly two decades of teaching in the CCCS. The next time, more than a dozen of us, plus two proxies representing others too afraid to go, attended the

SBCOE meeting. A state senator had intervened prior to that meeting, and so I was allowed to address the Board for more than two minutes. We presented a 14-page report outlining our concerns. We heard nothing back for months. Finally, after we inquired, the system president wrote an e-mail, much of it all-caps, explaining that the established model [of exploited adjunct labor created by the SBCOE] had to be followed and there was nothing to be done.

### Ex-communication

We are allowed to use faculty e-mail for one-way communication only, and those must be sent from our personal e-mail accounts. We have to scrape faculty addresses from the directories, one by one, to do this. Even so, we managed to let faculty know of the Winter Break Unemployment Workshops we held in three cities earlier this year.

### For now...

For now, we used the trays of classroom SmartBoards to communicate with faculty and to make an AAUP presence on our campuses. For Campus Equity Week last fall, we put miniature pumpkins and packages of "Vitamin AAUP" in each of the 75 SmartBoard trays on campus. Remaining venues for us to use to promote the AAUP at our camps: tailgate parties in the parking lot; inside refrigerators and microwave ovens, and under computer mice in classrooms.



*A venue for promoting AAUP: a tailgate display in the parking lot.*

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

*Join AAUP.*



# 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.*

## AAUP Adds New Endnote to Regulation 13, “Part-Time Faculty Appointments,” in Recommended Institutional Regulations on Academic Freedom and Tenure.

“There should be no invidious distinctions between those who teach and/or conduct research in higher education, regardless of whether they hold full-time or part-time appointments or whether their appointments are tenured, tenure-track, or contingent. All faculty members should have access to the same due-process protections and procedures,” the endnote reads.

Henry Reichman, Chair of Committee A, explains: “[The words] were added by the AAUP’s Committee A on Academic Freedom and Tenure in June as part of a broader revision of the Recommended Institutional Regulations intended to clarify the Association’s current policy on the rights of faculty members on part-time appointments.”

The Committee has been engaged in discussions intended to clarify the AAUP position on part-time faculty in general and to develop a policy regarding tenure for part-time faculty.

Guiding these discussions is this intention,

Reichman says: “The rights of all faculty members—part-time or full-time, tenure-track or contingent—are best protected when we unite and organize in solidarity across ranks. What we now consider the fundamental principle of tenure is the product of years of patient collaborative effort, and this next step will also continue to require working together on a series of incremental steps; but, Reichman says, “Where we can’t yet guarantee tenure, we can move terms of faculty appointments closer to tenure by establishing longer periods of appointment, increased opportunities for advancement, greater due-process protections, recognition of seniority, and conscientious peer evaluation.”

“The rights of all faculty members—part-time or full-time, tenure-track or contingent—are best protected when we unite and organize in solidarity across ranks.

Go to the [September–October 2018 Academe](#) to read this news in fuller form.

## Resolution on Website Accuracy Approved at Annual Meeting

by Jane Hikel, *English*, CCSU

Concerned about misleading statements and disproven assumptions on the AAUP website in information on part-time or contingent faculty, Kevin Kean (*English*, CCSU) offered a proposal during the Resolutions portion of the 104th Annual Meeting of the American Association of University Professors, June 2018:

**“Be it resolved** that the AAUP commits itself to determining the factual accuracy of the statements it makes about contingent and part-time faculty. The AAUP will examine these various statements, using the best and most complete empirical evidence available; and

**Be it likewise resolved** that the AAUP affirms that it supports the contingent and part-time faculty, and commits itself to helping improve their working conditions; and

**Be it finally resolved** that the AAUP will remove all factually incorrect material about contingent and part-time faculty from its online and printed resources.”

After some discussion, the motion was passed by the body on a voice vote.

## Data Snapshot: Contingent Faculty in U.S.

As articulated in the 1940 *Statement on Tenure and Academic Freedom*, “Tenure protects academic freedom by insulating faculty from the whims and biases of administrators, legislators, and donors, and provides the security that enables faculty to speak truth to power and contribute to the common good through teaching, research, and service activities.” But the tenure system in the U.S. has eroded over the last few decades. The *Academe* blog presents a snapshot by the AAUP research department of “the data around tenure and the casualization of faculty labor,” looking at overall trends and “[breaking] out data regarding full-time

contingent faculty and part-time and graduate-student instructors. Using data drawn from the Integrated Postsecondary Education Data System (IPEDS), our findings highlight the current status of the academic labor system in U.S. higher education’ Educators will not be surprised that the data are not encouraging, or that the percentage of full-time and tenured faculty is lowest at community colleges. Still, particulars are well worth looking at; the blog post and report can be [found here](#).



## Report on COCAL XIII

by Kevin J. Kean, *Psychological Science*,  
Central Connecticut State University

The Coalition of Contingent Academic Labor (COCAL) held its 13<sup>th</sup> biennial meeting from August 3 to August 5, 2018, in San José, California. COCAL is a grassroots group working to address the precariousness faced by contingent faculty in North America (Canada, Mexico, and the US). Contingent faculty—part-time, adjunct, non-tenure track, sessional, and graduate student employees—now constitute the majority of the professoriate.

CSU-AAUP sent a contingent (pardon the pun) of nine staff and part-time faculty to the conference. Attendees learned about the history of the organization, and several panels addressed the challenges contingent faculty face. One of the issues raised was the lack of long-term or multi-year contracts for precarious faculty. This often causes great financial stress for faculty who need to provide for their families, and also can make it difficult to cultivate relationships with students and be available for them over time, which research has shown to affect student success. These sessions also covered solutions to some of these problems. Practical tactics—such as political pressure, social media, the print and visual media, non-violent direct action, and masks, signs, and puppets—were discussed and practiced.

Throughout COCAL XIII, we were conscious that many of the struggles facing contingent faculty are the same as the struggles for social justice facing working people worldwide. From the start of the conference we were reminded that we were on land claimed by the Muwekma Ohlone, the people indigenous to the San Francisco Bay area. A representative of the tribe welcomed COCAL to their land. In a walking tour of San José, we saw several monuments to César Chávez, the founder and leader of the United Farm Workers’ union. On the campus of San Jose State University, we visited the monument to Tommie Smith and John Carlos, who protested racial injustice with raised fists and unshod feet on the podium of the 1968 Olympics in Mexico City in solidarity with the poor. The issues facing academic labor are issues of social justice. This is one of the fundamental ideas one takes away from a COCAL meeting.

It is always refreshing to exchange ideas and tactics with people who share your particular circumstances. Collegiality has always been one of the highlights of COCAL. But in the end, what really matters is how we take the information we received and put it into action on our own campuses. We returned just in time for the Fall semester, ready to continue our work to improve the conditions for contingent and part-time faculty across the CSU campuses.



*A brightly displayed assortment of organizing materials at COCAL included two books (held by Jane Hikel) by Caprice Lawless (in hat) offering recipes and coloring pages along with serious information and recommendations concerning contingent-faculty issues in Colorado.*





## IN MEMORIAM ROBERT O'NEIL



"When the speech condemns  
a free press, you are hearing  
the words of a tyrant."

- Thomas Jefferson

Robert O'Neil spoke in New Haven, at the 2003 Connecticut Conference's Spring Meeting on "Current Threats to Academic Freedom." In his President's Message for the February–March 2003 *Vanguard* Vijay Nair introduced Prof. O'Neil to readers thus:

We are fortunate to have Prof. Robert M. O'Neil, the Chair of the Special Committee on Academic Freedom and National Security in Time of Crisis [formed in response to national concerns following the 9/11 attacks on the World Trade Center and Pentagon], as our main speaker at the spring meeting of the State Conference.

Prof. O'Neil is the founding director of the Thomas Jefferson Center for the Protection of Free Expression. He served as the President of the University of Virginia until 1990 and is a member of that University's law faculty, teaching courses in constitutional law as well as a course in free speech and cyberspace.

In 1963, after serving as law clerk to Supreme Court Justice William J. Brennan, Jr., Prof. O'Neil began three decades of teaching about free speech and press at the universities of California (Berkeley), Cincinnati, Indiana, Wisconsin, and Virginia. In addition to teaching, he has had a distinguished career in higher-education administration, serving as provost of the University of Cincinnati, Vice President of Indiana University for the Bloomington Campus, and President of the University of Wisconsin before going to Virginia.

His books include *The Price of Dependency: Civil Liberties in the Welfare State* (1970), *Classrooms in the Crossfire* (1981), *Free Speech in the College Community* (1997) and *Academic Freedom in the Wired World* (2008).

Beyond his academic work, he served on the boards of organizations includ-

ing the Commonwealth Fund, a private foundation that seeks to improve access to health care, and the financial services company then known as TIAA-CREF.

Mr. O'Neil's interest in First Amendment law and his experience as a university administrator at times coincided. In 1992, he was asked to weigh in on the repeal of a ban at the University of Wisconsin on speech attacking one's race, religion, sexual orientation, disability, or heritage. "The heyday of political correctness is over," O'Neil, then at the Thomas Jefferson Center, told *The Washington Post*. "Speech codes were unwise and for the most part unnecessary, even though they were adopted for the best reasons."

Flo Hatcher, Executive Director of the Connecticut Conference, said yesterday "Robert O'Neil was a true gentleman, and a fierce champion of academic freedom and inclusion. We were fortunate to have made his acquaintance."

National AAUP's website says of him:

Bob's commitment to the AAUP spanned multiple decades, and our Association benefited greatly from his expertise and wise counsel. He served several terms as AAUP general counsel as well as chairing Committee A on Academic Freedom and Tenure and special committees convened to address Hurricane Katrina and New Orleans universities, national security in a time of crisis, and academic freedom after the Supreme Court's 2006 ruling in *Garcetti v. Ceballos*. He was also chair of the AAUP's Capital Campaign. He will be deeply missed.

Prof. O'Neil died at home on September 30, at age 83. The O'Neil family is planning a memorial service to be held November 18 at the Cosmos Club in Washington, DC. They have suggested that memorial contributions be made to the AAUP (which can be done [here](#)) or the American Civil Liberties Union.

### President...from 2

to strengthen quality and support their commitment to affordable and accessible higher education for students in colleges and universities in Connecticut. Within the Connecticut State AAUP Conference (CSC-AAUP) last semester, CSCU full-time faculty and staff in all 17 colleges and universities took their furlough days following the current State Employees Bargaining Agent Coalition (SEBAC) agreement—one of the bitter pills in that SEBAC pact with the State of Connecticut.

At the same time, last year we were delighted to welcome back and applaud our colleagues at Trinity College for their outstanding effort in defense of Professor Johnny Williams' social-media posts. At our Conference's Annual Spring Meeting we recognized and congratulated the Trinity faculty for establishing a new AAUP advocacy chapter at Trinity College! Kudos to Professor Scott Gac, Professor Cheryl Greenberg, and their colleagues for all their tireless work.

We will continue to support graduate workers at Yale as they call our collective attention to the issue of graduate-employee rights, as the Yale administration has again refused to engage in constructive dialogue.

And at local, state, and national levels AAUP will continue our work to protect the freedoms of speech and enquiry without which there can be no other freedoms. Recent political events and the coming election underline just how much energy we will have to bring to the task. The old saying is still true: In union there is strength.

The Conference Executive Committee and campus liaisons meet the second Thursday evening of every month. If you would like to attend a meeting or bring an issue to our attention, don't hesitate to contact our Executive Director, Flo Hatcher, to make arrangements. — U.N.

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

### Editorial...from 2

Hank for his permission to quote liberally from his blog entries!). "Eighty percent of U.S. faculty members are not entitled to bargain collectively under the law," he continues, "yet by developing and enforcing standards and policies for the entire profession the AAUP has represented them all...we would not be the AAUP if we didn't stand up for our entire profession and for our hallowed principles and the common good."

We can defang *Janus*. We must defeat *Janus*. No one of us can "educate" even one student, alone; education is a collaborative endeavor. No one of us, standing alone, could successfully battle the army of business-method proponents, profit-seekers, autocrats, elitists, and number-crunchers who seek every day to transform education into a mere ticket to the big dance. People who choose to devote their lives to teaching and learning are generally not so constituted. Hank adds that each of us can refuse to take a free ride; we can all pay our fair share to fund this common good.

Perhaps this Janus, like the one in the myth, has a second face. Perhaps in forcing us to make funding the defense of academic freedom voluntary, it allows us to consciously decide to live our principles as professionals who labor together in our common cause rather than as automatic members of a group. Perhaps it will make us put our money where our mouths are.

AAUP will continue to work for each and all, but currently the main conversation in D.C. is how to afford to do it: what we can curtail without destroying, and how to sustain what is essential. The "judge project" cynically assumes that nobody gives a penny except under duress, and all demand things they're unwilling to pay for. But the people I know in academia—with the exception of a handful of people back where I used to work—don't think like that, or live their lives like that. They know what they care about, and they'll do what they can to support it. —R.A.B.

*Hear Arthur Goldstein's post-Janus song  
"New Union Maid"  
[here](#).*





# National News

## AAUP Files Amicus Brief in Support of Faculty Union Rights in *Duquesne University of the Holy Spirit v. NLRB*

Washington, DC—The American Association of University Professors has filed an amicus brief in support of Duquesne University faculty who have voted to form a union, arguing that widespread acceptance of AAUP guidelines about academic freedom at religious institutions illustrates a straightforward path for determining the right of faculty to organize. The case, *Duquesne University of the Holy Spirit v. National Labor Relations Board (NLRB)*, is currently before the federal court of appeals in DC. A ruling in this case could affect faculty at nearly 1,000 religiously affiliated academic institutions in the United States.

The brief explains that academic freedom is essential to higher education and that the 1940 Statement of Principles on Academic Freedom and Tenure, jointly formulated by the AAUP and the Association of American Colleges and Universities (and endorsed by more than 250 higher education institutions) is its bedrock. Most religiously affiliated institutions recognize the need for unencumbered academic freedom for faculty. The statement establishes that in those instances in which a university seeks to impose a religiously based limitation on academic freedom it must do so in a way that is clear to faculty members, prospective faculty members, students, and the public.

“Institutions cannot surreptitiously restrict what is taught in the classroom or what subjects can be researched and still claim to be freely engaged in higher education,” says Aaron Nisenson, senior counsel for the AAUP.

The NLRB established an analogous principle in its 2015 decision in the *Pacific Lutheran University* case, which found that unless a religious institution has held out faculty as

performing a specific religious function, faculty have a right to unionize under the National Labor Relations Act. Based on this precedent and supported by the widely accepted tenets of the 1940 Statement, we argue that an institution’s failure to articulate a religious function for its faculty in advance of an appointment means that it is subject to NLRB jurisdiction, and the faculty should have a right to organize.

“In those rare instances in which a university that seeks to impose a religiously based limitation on academic freedom, or on the rights of faculty to organize in union, it must do so in a way that is clear to the faculty members and also to the students and the public,” says Nisenson.

The case started in 2012, when adjunct faculty in the McAnulty College and Graduate School of Liberal Arts at Duquesne sought to form a union affiliated with the United Steelworkers. The Duquesne administration fought at every step, but the faculty voted overwhelmingly to unionize. Duquesne refused to recognize the faculty vote and to bargain with the union, and ultimately appealed to federal court. In doing so, it is seeking to overturn the *Pacific Lutheran University* case. Thus, the ruling in this case could impact not just the faculty at Duquesne, but faculty at many of the nearly 1,000 religiously affiliated institutions in the United States.

## Purdue Global to Stop Requiring NDAs

This is a joint response by the national AAUP and the Indiana AAUP conference to Purdue Global’s announcement that it will immediately end the use of a nondisclosure agreement for faculty.

The announcement today by Purdue Global that it will immediately stop requiring faculty to sign a nondisclosure agreement as a condition of employment is a huge victory. It not only removes a threat to the

academic freedom of those currently employed by Purdue Global, but may serve as a bulwark against the use of these agreements by other academic institutions.

Purdue Global’s announcement comes in response to a public outcry that followed upon the AAUP’s exposure of its use of NDAs. The victory demonstrates that when faculty join together they have a powerful voice to protect academic freedom, shared governance, and higher education for the common good.

Purdue Global has agreed to immediately rescind any existing NDAs with faculty. Beyond this, many concerns about its practices remain, including an overreliance on contingent labor, lack of shared governance procedures, and overall lack of protections for academic freedom.

Purdue Global has not yet announced an end to another shameful practice, the use of forced arbitration agreements for students. Today is a step in the right direction, and we hope that Purdue Global will continue to make more positive changes in response to the concerns that we and others have raised as it transitions from being a for-profit institution to one that benefits the public.

## AAUP To Investigate Apparent Violations at Maricopa

The AAUP has appointed an ad hoc committee to formally investigate apparent departures from widely adopted standards of academic governance at Maricopa County Community College. The matter stems from a February resolution of the college’s governing board that terminated a “meet-and-confer” provision of the faculty policy manual and ordered the creation of a new manual that would severely limit the participation of the faculty in institutional governance. The “meet-and-confer” process had been implemented as a way for faculty and administrators to come to agreement on changes pertaining to “responsibilities, wages, governance, benefits, and all other terms and conditions of Residential Faculty employment.”

As the Statement on Government of Colleges and Universities, jointly formulated by the AAUP with the American Council on Education and the Association of Governing Boards of Colleges and Universities, observes, “The structure and procedures for faculty participation should be designed, approved, and established

by joint action of the components of the institution.” Therefore, significant changes to the structure and procedures for faculty participation in institutional governance should not be made unilaterally. The governing board’s termination of the “meet-and-confer” provision effectively eliminated the role of its representative faculty body in the process of making changes to the policy manual and thus unilaterally modified the structure and procedure for faculty participation in institutional governance.

Of particular concern is the governing board’s directive that the new manual, to be prepared unilaterally by the administration, may not allow faculty to participate in matters related to “compensation, benefits, accountability, and organizational operations.” Not only would such a change modify the structure and procedure for faculty participation, the resulting changes would themselves be at odds with principles of academic governance, which call for meaningful faculty participation in decisions that affect all of these areas.

In addition the committee will investigate concerns related to potential incursions upon academic freedom involving a directive from Provost Karla Fisher. Following the adoption of the governing board’s resolution, Fisher wrote to the college presidents to inform them that “Senate Presidents and Representatives must be dutiful in avoiding any . . . Faculty Association-related work or conversations during business hours.” The provost’s directive appears to circumscribe the academic freedom of faculty members to express their views on matters having to do with their institution and its policies.

AAUP investigating committees composed of faculty members from other institutions with no previous involvement in the matter are appointed in a few select cases annually in which severe departures from widely accepted principles and standards on academic freedom, tenure, or governance have been alleged and persist despite efforts to resolve them. If the investigating committee’s published report finds that serious violations have occurred and an appropriate resolution cannot be achieved, the AAUP may place an institution on its censure or sanction list, informing the academic community and the public that conditions for academic freedom or shared governance at the institution are unsound.

## 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 250 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***



Letters...from 2

plan to ensure our colleges achieve their enrollment and retention goals, as well as develop and manage the implementation and execution of an integrated marketing and recruitment plan.

Please share the news of this position with your colleagues and refer anyone you think may be interested. Our goal is to have the position filled by January 2019. Here is a [link to the posting](#)

Thank you as always for your support.

President Paul Broadie II  
Search Committee Chair

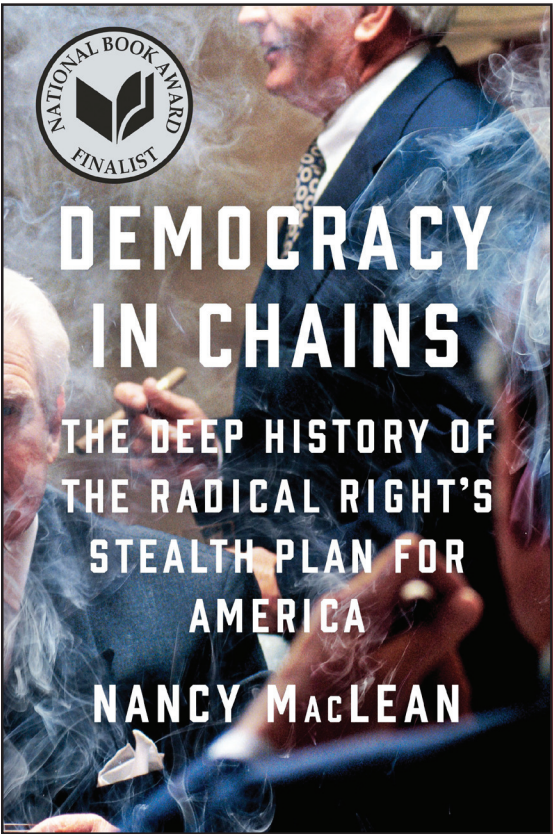
Dear AAUP Members,

We’re pleased to announce the AAUP’s fall book club! On Friday, November 2, AAUP executive director Julie Schmid will sit down with Duke University professor Nancy MacLean to discuss her book *Democracy in Chains: The Deep History of the Radical Right’s Stealth Plan for America*.\*

If you’re interested in joining the discussion, we’ll be taking questions in advance and then you can tune into a live discussion with MacLean on November 2 as she discusses the book and answers reader’s questions. We’ll also activate the discussion board on the event RSVP so you can discuss with fellow book club members.

[RSVP and submit questions and comments here.](#)

*Democracy in Chains* takes a deep look at the work of the Nobel Prize-winning political economist James McGill Buchanan and his connections with the likes of the Koch brothers. It dissects how



he and his colleagues worked over six decades to alter every branch of government to disempower the majority. When it came to public higher education, MacLean writes, Buchanan and his acolytes worked "to turn state universities into dissent-free suppliers of trained labor, run with firm managerial hands and with little or no input from faculty, and at the lowest possible cost to taxpayers."

The book was the winner of the Los Angeles Times Book Prize, a finalist for the National Book Award, and The Nation's "Most Valuable Book." MacLean also authored *Behind the Mask of Chivalry* and *Freedom is Not Enough*. She is a professor of history and public policy at Duke.

Grab the book from the library, your local bookstore, or a friend and join the discussion.

Monica Owens,  
Political Organizer, AAUP

\* On January 26, 2018, Duke University Chafe Professor of History Nancy MacLean was invited by the Trinity College AAUP Chapter to present a talk on “The Origins of Today’s Billionaire-Funded Radical Right and the Crisis of American Democracy.” Her presentation was co-sponsored by the Connecticut State Conference-AAUP. —Ed.



Unexpected Pleasures  
by R.A. Baumgartner, English, CCSU

Going to the AAUP Annual Meeting is always interesting and rewarding. When the meeting is in D.C., it's also a chance to learn and experience beyond AAUP concerns, in the small chunks of time between events, by visiting museums, libraries, monuments, galleries, and great restaurants. But most of us consider the trip to the meeting just a matter of occupying some vehicular capsule—car, bus, plane, train—as it passes through time and space. Several trips ago, though, I happened to glance out the window while my train was paused at the Wilmington, Delaware, station.

A humpback whale. Life-size. Breaching. On the side of what seemed like a rather odd-shaped building.

A quick trip to Google by way of Whale-Painting-Building-Delaware brought me to this statement on Wikipedia (of course): "Whaling Walls, which are large outdoor murals by the artist Robert Wyland, featuring images of life-size gray whales,

breaching humpback whales, blue whales, and other sea life. Whaling Walls (a pun on the Wailing Wall) are created by invitation of the communities, institutions, and building owners of the structures on which they are painted. The one hundredth and final Whaling Wall was painted in Beijing in 2008."

I learned that there's one in New London, Connecticut. And another in the 41st Street Underpass to the Port Authority Bus Terminal, in New York. And others all over the world.

I learned that Robert Wyland is considered one of the greatest marine painters, one of the greatest wildlife muralists, etc., now working. His work is supported by his Wyland Foundation.

I've read somewhere (probably a tourist booklet called something like *Quaint Laws of New England*) that it used to be forbidden to shoot whales from the main street in New Bedford. Well, now you can see them from the train in Delaware, at least.

Here's [my whale](#). The angle of the railroad tracks makes only the whale side of the mural readily viewable from the train. Sit on the east side of the train car, and pay attention when the conductor says "Wilmington!"

A Personal Curriculum

"I'd been putting it off because I didn't have the money or time. But a program at the VA offered to help with tuition, so I enrolled in Empire State College [SUNY]. I wasn't there to play. I wasn't there to party. My only goal was to get an education. And more than the degree, I discovered that I needed the people. I met people at college that I could bounce ideas off. People who could challenge me to go further with my interests. Two of my mentors were Dr. Fullard and Professor Whiteside. Both of them had retired from corrections so they had a passion for helping black males. They'd tell me: I notice you have a strong ability for 'such and such,' and I'd love to see you develop it further. So that's what I did. Even though I majored in business, I found myself learning all about history and economics. Right now I'm reading a book about the Haitian Revolution. It has nothing to do with my major, but it's important to me. It's part of my personal curriculum. And that's the most important thing that I got from college. I got a degree. But more importantly I developed a personal curriculum that I'll be using for the rest of my life."

—Statement by a young man  
interviewed for Humans of New York, a blog by Brandon Stanton

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## Report from the CSC-AAUP Spring Meeting

CSC-AAUP again held its Annual Spring Meeting at The Graduate Club in New Haven, on the evening of Thursday, May 10, 2018. After a social hour and dinner, the program included business matters, awards, and speakers, followed by a Q&A session.

Beyond the usual business agenda, the Business Meeting included the proposal, discussion, and passage of a Resolution Concerning the Reorganization of Community Colleges, a response to the recently-issued report from the Board of Governors. (The text as passed can be found in the center column on this page.)

The Conference has developed a number of named awards over the years memorializing the contributions and dedication of Conference members and other contributors to the quality of academic life in the state. At this year's Annual Meeting the Executive Committee presented, in conjunction with Fairfield University FWC-AAUP, the George E. Lang Jr. Award, which honors Fairfield U. faculty members who, early in their careers, show dedication to the principles and activities of AAUP. This year's honoree was Kris E. Sealey, *Philosophy*; Co-director, Peace & Justice Studies Program; Director, Curriculum, Center for Academic Excellence. The David R. Bedding Award, which recognizes Connecticut AAUP members whose careers have included service to AAUP and its principles at the campus chapter, state conference, and national AAUP levels, was presented to Morton Tenzer. The Conference also presented a special award to the newly reconstituted Trinity College chapter of AAUP and its work to uphold principles of due process and academic freedom in last summer's summary suspension of Prof. Johnny Eric Williams.

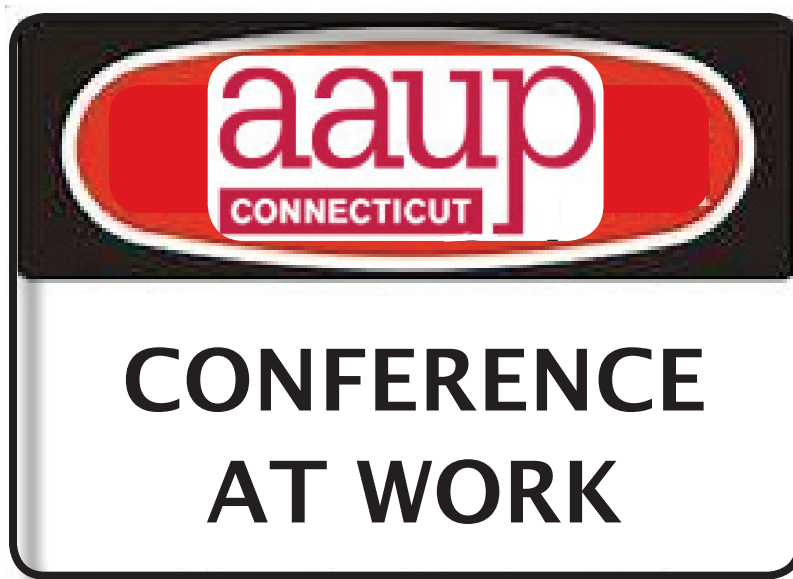
Following the awards, the highlight of the evening, living up to its announced theme "The e-Devil in Academe," was a pair of talks, one by Prof. Williams and one by Hank Reichman, AAUP First Vice President and Chair of Committee A, addressing the Trinity case in particular and the larger contextual issue of "The Impact of Social Media on Academic Freedom." The Q&A session that followed quickly became a lively general discussion.

In attendance at this year's meeting were 69 members representing 28 academic disciplines from 14 separate Connecticut campuses and the Emeritus Assembly. Officers from 7 campus AAUP Chapters, members from national AAUP Council and Standing committees, *The Trinity Tripod* (student newspaper) Opinions Editor Alex Dahlem, videographer Mike Stanley, and WPKN *Resistance Roundtable* moderator Scott Harris also joined in the festivities.

The evening began with members observing a moment of silence in memory of the fourteen students and three teachers slain February 14, 2018, at the Marjory Stoneman High School in Parkland, Florida.



poster design by L. Hatcher



### A Resolution Concerning Institutional Consolidations

Connecticut State Conference-AAUP  
Approved by vote of the Annual Spring Meeting,  
May 10, 2018

WHEREAS the Connecticut Board of Regents has proposed a consolidation plan for Connecticut's Community colleges that would involve massive curriculum changes, personnel changes, and new governance structures and that could lead to program and campus closures and increased student tuition, and

WHEREAS the proposed time frame for these numerous and complex changes has been viewed by faculty as unrealistic and impracticable, and

WHEREAS faculty inclusion in this planning by the Board of Regents and its agents has been minimal and belated, and

WHEREAS the resulting proposal drew serious criticism from substantial numbers of faculty members as a threat to academic freedom and shared governance, and

WHEREAS the NEASC accrediting body has subsequently rejected the BOR consolidation plan on the grounds that "the potential for a disorderly environment for students is too high for it to approve the proposed Community College of Connecticut as a candidate for accreditation based on this proposal," and

WHEREAS the NEASC has suggested that the nature of the proposed changes constitutes not so much a "consolidation" as rather the creation of a new institution, requiring not approval of a reorganization but new accreditation for a new institution not yet in existence, and

WHEREAS the NEASC has observed that the consolidation proposal ignored the historic and vital relations between the existing community colleges and the communities that they were established to serve,

BE IT THEREFORE RESOLVED THAT the Connecticut State Conference-AAUP (a body that speaks on behalf of 4500 faculty members at 24 colleges in the state) hereby commend NEASC for its wise and thoughtful ruling,

AND THAT the CSC-AAUP hereby urges the Board of Regents to guarantee that any consideration of reorganization plans include the meaningful and ongoing participation of experienced and knowledgeable faculty, including faculty leaders from the AAUP and the 4 Cs, as well as students.

## Journal of Academic Freedom Explores Free Speech

by Rachel Ida Buff, Editor, *Journal of Academic Freedom*

The AAUP is pleased to announce the publication of Volume 9 of the *Journal of Academic Freedom*. The journal features recent scholarship on academic freedom and in relation to contemporary cases of austerity, shared governance, tenure, and collective bargaining. This year's volume focuses on the intersections of academic freedom and free speech, and the debates these concepts generate, in higher education today and in historical context.

Highlights from the volume include Stephen C. Finley, Biko M. Gray, and Lori Latrice Martin on "white virtual mobs" targeting African American scholars; Johnny Eric Williams on double standards for academic freedom protections, Leah Hollis on the effects of bullying on faculty governance and morale; Elizabeth Esch, Megan Jones, and David Roediger on the fight against campus carry in Kansas; and Blanca Minerva Torres-Olave and María Elena Torres-Olave on the chilling impact of using biometric technologies to monitor faculty. *The Journal of Academic Freedom* is supported by funding from the AAUP Foundation. The *Journal* and individual articles may be accessed [by way of the AAUP website](#).

## Behind the Resolution

The CSC-AAUP is incorporated as a 501 (c) (3) organization. Individual conference members regularly monitor state legislative activity, and the organization seeks additional information from CSU-AAUP *Capitol Monitor* Reports, regular CSU-AAUP *Union News* releases, and the State Employees Bargaining Agents Coalition (SEBAC). Some of our concerns:

- The importance of Connecticut's higher-educational institutions in transforming the state's economy
- The importance of the community-college system and its relationship to Connecticut's four-year institutions
- Student access and success, affordability, financial aid, and institutional program transfer agreements

- For-profit higher-ed institutions, academic freedom and shared governance issues, student loan default and debt
- Political interference in research.

In 2018, the 12 separate and distinct campuses composing The Congress of Connecticut Community Colleges (the 4Cs) (<http://the4cs.org/>), organized by SUOAF, were targeted by the CT legislature in a flawed cost-cutting initiative. The CSCU Board of Regents removed campus presidents and assigned their duties to other administrators in an effort to save funds. The next step taken by the CSCU BOR under the leadership of President Mark Ojakian was a massively unrealistic consolidation plan. This met with outraged opposition from a number of quarters including accreditation bodies. The plan as submitted would lump all twelve colleges into one enormous body, essentially creating the largest community college system in the country. The colleges were formed originally to serve members of unique communities; they offered courses and degree programs that in many instances were not duplicated at the other institutions. The NEASC rejected the BOR's consolidation plan and at the 2018 CSC-AAUP Annual Spring Meeting the members approved the Resolution in the center column of this page.

With the election of a new Connecticut governor the focus of the CSCU BOR may change. CSC-AAUP will continue to monitor this situation.

## Capitol Hill Day 2018

A large CSC-AAUP delegation—12 members from various Connecticut districts and from two- and four-year Connecticut institutions—participated in the June 2018 Capitol Hill Day Congressional Office visits. For the first time this vital activity was organized by the ASC with assistance from the AAUP Committee on Government Relations. Individual conferences organized office visits, invited local members to attend, and prepared packets of AAUP position papers and related materials. Research Funding, Prior Learning Assessment and Competency-Based Education, and Reauthorization of the Higher Education Act were the focus of the papers and directed the discussions at each site. Our visits to the offices of Senators Richard Blumenthal and Chris Murphy, and to Representatives Joe Courtney, Rosa DeLauro, Jim Himes, and John Larson were a highlight of the Annual Meeting. The Connecticut members thought this year was one of the most successful CHDs; for many it was their primary reason for attending.