Rep. Denise Merrill to Speak at Conference Spring Meeting

The Connecticut Conference of AAUP will hold its annual Spring Meeting on Thursday, May 10, from 5:30 to 9 p.m. at the Graduate Club in New Haven (155 Elm St.). Denise W. Merrill, Connecticut State Representative, will speak on “Higher Education and the State Legislature.” This dinner meeting will begin with a social hour. The evening will also include an announcement of the results of the Connecticut State Conference-AAUP officers’ and delegates’ election for 2007, and the presentation of the first Walter F. Brady Award for the Advancement of Higher Education in Connecticut (see p. 5 for details about this prize). Rep. Merrill’s talk and a question-and-answer session will complete the event.

Representative Denise Merrill is serving her eighth term in the Connecticut Legislature, and second term as House Chair of the Appropriations Committee. She has served on the Appropriations, Education, and Higher Education Committees for over a decade. Her district includes the main campus of the University of Connecticut, and she is a graduate of that institution, as well as an attorney, a former consultant to the Connecticut Department of Education, and a former high school teacher. Her accomplishments as a legislator include the passage, in 1995, of “UCONN 2000,” a $1 billion program to refurbish and rebuild the campus of the University of Connecticut.

Rep. Merrill has been actively involved in issues of higher and lower education, including chairing a legislative task force on education technology and spearheading the School Readiness and the Early Reading Success legislation in 1997 and 1998. For her work on these issues she was recognized by the Connecticut Library Association, the Connecticut Association of Boards of Education, and the Connecticut Education Association.

In recognition of her work in higher education, in 2005 she was named by the National Conference of State Legislatures as Co-Chair of their Blue Ribbon Commission on Higher Education, a national panel of legislators formed to make recommendations regarding affordability and access to higher education. In 2006, she was appointed to the National Conference of State Legislatures Executive Committee.

Notices of this important event will be sent to Connecticut faculty with details about Rep. Merrill’s presentation, meeting registration, dinner reservations, and directions to the Graduate Club. Meanwhile, for meeting information contact Flo Hatcher at <hatchert@southernct.edu> or telephone 860-354-6249; or speak with your Conference Chapter Liaison or any Conference officer (see p. 2 for listings).

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Notes from the Conference Executive Committee:

Conference Elections:

AAUP members in Connecticut should have received ballots for the 2007 elections of Connecticut Conference officers, at-large delegates, and Annual Meeting delegates. Please watch for this mailing, and VOTE! Ballots must be postmarked by April 14. The election results will be announced at the May 10 CSC–AAUP Annual Meeting and published in Vanguard.

Here is the slate. Ballots also include space for write-in candidates for all positions. Nominees must be Connecticut members in good standing of AAUP.

President: Charles Ross, English, University of Hartford  
Vice President: David Bedding, Physics, University of Connecticut  
Secretary: George Lang, Mathematics & Computer Science, Fairfield University  
Treasurer: Susan Reinhart, Art, Gateway Community College  
At-Large-Delegates (2): Anne T. Doyle, Statistics, University of Connecticut; Andrew Fish, Electrical & Computer Engineering, University of New Haven  
ASC-AAUP Delegates (2): Ruth Anne Baumgartner, English, Fairfield University & Central Connecticut State University; Mort Tenzer, Political Science, University of Connecticut

GESO Announces Rally

The Graduate Student Employees Organization (Yale University) plans a rally in New Haven for better jobs in higher education: see p. 3.

Walter Brady

Walter Brady, Mathematics (emeritus), Connecticut College, died on January 23, 2007, after a courageous struggle with cancer. He was an active member of the Connecticut Conference of AAUP for many years and a strong advocate for AAUP on his own campus. Remembrances and a special announcement: p. 5.
Executive Committee 2005–2007

Robert Bard — Co-chair, Committee on Academic Freedom and Tenure, Emeritus, University of Connecticut School of Law
Ruth Anne Baumgartner — Chair, Editorial Committee. English, Connecticut College
Albert Buatti — Chair, Committee on Community Colleges, Information Systems, Middlesex Community College
Joel Dennis – Past President and Delegate. Psychology, Connecticut College
Annie Doyle – Delegate-at-large. Statistics, Trinity College
Andrew Fish, Jr. – Delegate-at-large. Electrical & Computer Engineering, University of New Haven
Vijay Nair – Past President. Library Science, Eastern Connecticut State University
Joann C. Silverberg – Delegate-at-large. Classics, Connecticut College
Morton Tenzer – Chair, Committee R (Graduate Fellowship). Emeritus Assembly Liaison. Political Science (ret.), University of Connecticut
Deborah Stetson – CSU-AAUP Liaison. Political Science, SCSU, President – CSU-AAUP

Campus Liaisons
Alphonso Magana – College – Jerome Nevins, Art
CCSU-AAUP — Ellen Benson
ECU-AAUP — Angela Hilton
Fairfield University — George Lang
Mathematics / Computer Science
Middlesex Community College — Al Buatti, Information Systems
Pace College of Art – Jack O’Cair, Mathematics & Computer Science
Post University — Frank Libieri, Psychology
Sacred Heart University – Larry Kazmierski, Management
St. Joseph University — Marylou Welch, Nursing
SCSU-AAUP — Linda Cunningham
Trinity College – Diane Zannoni, Economics
UConn-AAUP – Leslie Gemme
UConn Health Center – Donald Kreutzer, Psychology
UConn Law School – Lewis Kurzaniecz, International Law
University of Hartford — Charles Ross, English
University of New Haven – Andrew Fish, Jr., Electrical & Computer Engineering
Westfield University — vacant
WCSU-AAUP – Helen (Hong) Yao Yale University School of Medicine — vacant

Editorial Committee
Ruth Anne Baumgartner – Chair, English, Fairfield & Central Connecticut State universities
Robert Bard – Law, Emeritus, University of Connecticut
Joanne Chrisler — Psychology, Connecticut College
Al Kresse – Production Assistant
Charles Ross – English, University of Hartford
Jason R. Jones – Book Review Editor, English, Central Connecticut State University

Editorial: The world's a stage

Perhaps you've been following the events at DePauw University in Greencastle, Indiana. Delta Zeta, national sorority evicted 23 members of its DePauw chapter after arranging earlier to have overweight and “minority” members stay out of sight while slimmer, blonder members of other chapters took their places to greet prospective new members. According to the New York Times, in addition to the expulsions a dozen other members quit in protest. The sorority apologized but did not rescind the expulsions and along with the apology published a history of the expulsions by one of some faculty who also protested. The Times says that was the last straw: DePauw President Robert G. Bottoms closed down the chapter, effective this fall www.nytimes.com/2007/03/13/education/13sorority.html?th&emc=rto >.

I was reminded of another sorority struggle that occurred on my campus when I was an undergraduate, and of the courageous sorority members who dealt with it more assertively. The Dickinson Phi Mu chapter accepted into its pledge class an African American woman from Alabama. My friend Trish Niece recalls: “When we submitted her name to national we were told she was not acceptable because there were no local Phi Mus from her area who could do things like attest to her good character. The fact that there weren’t any local Phi Mus from most of our local areas was neither here nor there. After much meeting within the sorority and with the Dickinson powers that be, the ultimate decision was that we would purposefully withdraw our chapter membership from the national. We were told by the national we couldn’t withdraw, but they’d be glad to come throw us out. Several honchos from national came to remove from our rooms, among other things, all the copies of the sacred Ritual Book and the framed copy of the picture of the founders.” The Dickinson chapter became an independent local sorority, Alpha Delta Epsilon, and proceeded to make its own membership decisions.

I’m particularly interested in the Delta Zeta story at this time because it embodies issues of prejudice, institutional responses to prejudice, and the idea of exclusion, and I’ve just finished directing a production of Rebecca Gilman’s Spinning Into Butter, a play that addresses exactly these issues.

Rebecca Gilman went to Middlebury College, and says she based this play on an incident that happened there when she was a student. In the play, a campus is sent into turmoil when an African American freshman begins receiving anonymous racist notes. We never actually see the student: the fact that he is black is all we know about him—and, as becomes clear, all anyone in the play, including the Dean of Students, really knows about him too. But we do meet Patrick Chibas, a Nuyorican sophomore who is doing fine at the time, and in the forums on racism meant to deal with the hate-speech problem tie him to perpetrators—students and staff members—of the expelled members, and of some faculty who also protested. The Times says that was the last straw:

A publication of the Connecticut State Conference of the American Association of University Professors which is distributed to Conference members and others. It is not intended to reflect the positions of National AAUP or any other organization. Articles or letters for publication must 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 non-profitch publications is granted; however, Vanguard must be cited and a sample copy of the publication sent to the Conference office.

From the President:

Charles Ross, English, University of Hartford

Does Service Learning Undermine the Ivory Tower?

In “Why We Built the Ivory Tower,” an op-ed for the New York Times (21 May 04), Stan Fish argues that the job of faculty is precisely the reverse of Marx’s call to revolutionary change. Our task as teachers, according to Fish, is not to change the world but to interpret it. Fish objects to the ostensible beliefs of “many faculty” that all activities are political and that, therefore, one of our tasks should be the forming of character or the fashioning of citizens. He cites a report on the “Civic Responsibility of Higher Education,” and the words of Derek Bok therein that faculty should “consider civic responsibility as an explicit and important aim of college education.”

While Fish agrees with Bok that it is important to ask “What practices provide students with the knowledge and commitment to be socially responsible citizens?”, he rejects any answer that involves incorporating such practices into the content of a college course. He doesn’t use the term, but any sort of “service learning” would be anathema to Fish. Faculty should maintain the Ivory Tower and leave an education in politics—that is, activities in the real world—to other institutions. (At one point he defines “politics” to mean little more than the debating of ideas so as to claim that we do give students a political education.) His practical objection is that “the search for...
Connecticut State University
CSU–AAUP Union News 31.2 (Feb 07)
CSUS Day at the Capitol
CSU–AAUP and SUOAF–AFSCME will be sponsoring their third annual “Day at the Capit- ol” on March 29. The goal is to raise legislators’ awareness of CSUS, and our collective legisla- tive priorities, including funding for additional full-time academic positions, in addition to the legislative breakfast. CSUS Day will include an afternoon reception….Last year close to 50 fac- ulty and professional staff attended the event, and over 35 legislators and/or legislative staff were present at the breakfast, as well as the Lieuten- ant Governor, State Comptroller, and the Deputy Secretary of State. Face-to-face contact with leg- islators has proven to be an excellent way for our members to advocate for improved funding for CSUS on behalf of their students and peers.

Contract Progress
The 2007–2011 proposed contract was over- whelmingly approved by the CSU–AAUP mem- bership and unanimously ratified by the CSUS Board of Trustees. It was submitted to the General Assembly following the Board meeting, on Febru- ary 9. Because by law the agreement is deemed approved if the General Assembly fails to vote to approve or reject the agreement within thirty days after such filing, the contract stands approved as of March 13 and goes into effect August 25, 2007.

Efforts to Add Full-Time Lines
An additional bill, HB 7271, would have al- lowed departments to fund additional full-time faculty at CSUS, UConn, and the Community Colleges. Unfortunately, the Higher Education Committee did not raise the bill by the deadline, which means the bill died. However, it is still pos- sible to obtain dedicated funding as a line item in the budget. Faculty should contact Appropriations Committee members to ask for their support.

ECSU, The Union Rag 26.4
Some Important Provisions of the New Contract
The new CSU/AAUP Collective Bargaining Agreement which goes into effect for academic year 2007–2008 will not substantially differ from the current one. …[T]here will be a minis- cule increase in reassigned time, but otherwise virtually all of the provisions to provide paid parental leave for departments and contingent faculty. The contracts are limited to two semesters, but a department for 10 consecutive semesters. Semester contracts for part-time faculty who are reassigning part-time faculty, it does provide a few cant workload adjustments. AAUP is not going to give up, but we need solid data to win our point for our next contract.

The Union Rag 26.4
Anne Nilsson, “President’s Corner”
Two committees should be starting work on important issues in the near future. First, our new contract included an agreement to study student conduct evaluation procedures. The committee has been appointed, one administrator and one faculty member from each CSUS campus. …Second, CSU– AAUP plans a faculty workload study. …[T]his contract negotiation failed to yield signifi- cant workload adjustments. AAUP is not going to give up, but we need solid data to win our point for our next contract.

ECSU, The Union Rag 26.4
Emeritus Assembly
The Emeritus Assembly, following its tradi- tion of devoting the first meetings of the year to attractions in Connecticut, will have a lunch in Hartford followed by attendance at a 2:30 p.m. maine performance of Murders, Jeffrey Hatcher’s “wickedly funny new play,” on Sun- day, May 6, at Hartford TheatreWorks, 233 Pearl Street. Three intertwined tales of murder at Riddle Key, a Florida retirement community, add up to, in TheatreWorks’ words, “a deliciously offbeat dark comedy.”

The Assembly will meet next fall for a tour of the Rose Garden in Elizabeth Park in West Hartford at 10:30 a.m. on June 21. A luncheon will follow. All AAUP members are welcome to attend these events. For reservations please contact John Kolega, 129 Contantville Rd., Mansfield Center, Mansfield, CT 06250.

University of Connecticut
The University of Connecticut and UCO- NN–AAUP have reached a collective-bargain- ing agreement. As of this writing, the contract has been submitted to the legislature; by law the agreement is deemed approved if the General Assembly votes to approve it OR fails to vote to approve or reject the agreement within thirty days after the filing. (See Anne Doyle’s summary of the terms of the contract in “New AAUP–UCONN Contract,” p. 7.)

GESO Announces Rally for Good Jobs in Higher Ed
Evan Cobb, GESO Outreach Committee
At their March 7 membership meeting, the Graduate Employee Students Organization at Yale ratified a resolution on contingent academic labor and announced a rally to be held on April 24 in conjunction with other Yale workers.

Resolution on the Use of Contingent Academic Labor at Yale
Whereas: GESO’s Fall 2006 survey of over four hundred graduate teachers and researchers identified the state of the academic job market and the increasing use of part-time, contin- gent teachers to staff university and college classrooms as the number one issue of con- cern to graduate students at Yale University;

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 and other academic freedom and shared governance, or due process have been violated.

The Mort Tenzer Travel Fund
The Mort Tenzer Travel Fund was estab- lished by the Connecticut Conference of the AAUP in 2005 to assist chapters or academic departments in hosting guest speakers in the interests of ad- vancing AAUP principles of academic freedom and the common good.

Donations to both funds are welcome and may be sent care of Flo Hatcher, Executive Director CSC–AAUP, PO. Box 1397, New Milford, CT 06776.

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

To apply for a grant from either of these funds, or to request more infor- mation about them, contact Flo Hatcher at the Conference Office.

Tenzer Travel Fund applications are reviewed as they arrive but should be submitted at least six weeks be- fore the date of the event. Grants are made on a rolling basis; now is a good time to make your Fall ’07 plans.
Book Review . . .


Reviewed by Jason B. Jones, English, Central Connecticut State University

Given some of the turbulence that he has witnessed, it would be unfair to say that William M. Chace, former president of Wesleyan and Emory universities, has led a charmed life, but it’s fair to say that it has been an interesting one. For example, Chace was present at the “I have a dream” speech, and then he taught at Stillman College, in Tuscaloosa, when the Birmingham churches were bombed. Subsequently he was jailed for his participation in a civil rights march. He was a graduate student at Berkeley during the birth of the Free Speech Movement. His installation ceremony at Wesleyan coincided with the arrival of Hurricane Hugo, and his office was firebombed a few months later. He was a member of the English department at Stanford during the firing of H. Bruce Franklin (the Maoist professor stripped of tenure and fired for passionately advocating direct action against the university), and he chaired the appointments and promotion committees in that, in a battle that drew headlines in the 1980s, twice denied tenure to feminist historian Estelle Freedman, a decision overturned by the provost. He was a dean and then a vice provost at Stanford during the notorious debates about Western Civ, and during the $1 billion fund-raising campaign for the Stanford Linear Accelerator Center. When President Jimmy Carter visited the Lincoln Library in Little Rock, he invited Chace to the ceremony. When Chace retired as president of Emory, another Nobel laureate, Seamus Heaney, spoke at his ceremony. As I say, an interesting life.

Given raw material, it shouldn’t be surprising that 100 Semesters, Chace’s genre-bending memoir/analysis of higher education, is a compelling book, one well worth reading by all faculty members and administrators. As the title suggests, Chace recounts his career in higher education: his undergraduate time at Haverford; graduate work at Berkeley; a Woodrow Wilson fellowship year at Stillman; a distinguished career at Stanford as a faculty member and administrator; and, ultimately, the presidency of two universities. 100 Semesters is a morally and intellectually serious book, one that aims simultaneously to defend higher education and to recall it to a somewhat more elevated purpose. Additionally, it does the great service of rendering justice to the many who helped to become an administrator. However, until the final five or six pages, the book is curiously irrelevant to higher education as it is experienced by most students and faculty members today—that is, higher education as it is practiced outside the rarified air of Berkeley, Stanford, Emory, Wesleyan, and Haverford. For all that is admirable about this book, Chace does not quite grapple seriously enough with the fact that careers and lives such as his are increasingly somewhat impossible. (To pick just the most mundane aspect of this: When he married a fellow Berkeley Ph.D. student, they moved into San Francisco’s Telegraph Hill at a rent of $90/month.) I should add that knowledge about the things Chace has no reason to know it, I was a graduate student at Emory for four years during Chace’s tenure as president. I have a vivid memory of his hilarious send-up of the totemic father figure, in which persona he kicked off an International Psychoanalytic Association conference on women and power with a “speech” he had written in the summer before coming to CUSCU1; I helped collate a sheaf of data related to his accomplishments in office into a prose document. But I do not remember being consciously aware of him while I was a doctoral student. The key to 100 Semesters is that, from a certain point of view, Chace has never gotten over being an undergraduate at Haverford in the 1950s. At the then tiny all-male Quaker liberal arts college, the intensive attention Chace received from his best professors seared his mind with a vision of what the humanities, especially English, and teaching in general can provide young minds. In small, intensive classes, his professors unsettled his prejudices and beliefs and replaced them with a properly intellectual curiosity, as well as veneration for the instantiation of that curiosity in the Western tradition. These two values—intellectual inquiry and a near-Arnoldian respect for the best that is thought and said in the world—are the yardsticks by which Chace intuitively measures most of the developments in academe over the past fifty years.

One of the most provocative aspects of 100 Semesters is Chace’s reminder that faculty are usually loyal to themselves and to their disciplines, then to their departments, and only in an attenuated way to the university as a whole, or to the implicit premise that all institutions of higher education make—that is, to educate students. This is visible in a host of ways. For example, there’s the customary viewpoint that rates graduate or upper-division courses in the major as more desirable to teach than introductory courses in the major, which are more desirable than general education courses. (This tendency is only compounded when gen ed courses are called “service courses,” given the universal disregard for service in promotion and tenure decisions.) Faculty sometimes resist seeing that they ought to take responsibility for the learning of their students. When faculty from other departments complain that students can’t do basic math, or can’t write, it’s insufficient to note that many students these days are scandalously underprepared, that they work a shocking number of hours, and that they sometimes are more interested in socializing than academics. While those things are true, students still need to be engaged.

Likewise, although tenure ostensibly protects the freedom to pursue truth wherever that pursuit may lead, it can have a perversely chilling effect on certain kinds of faculty speech. Since tenure also means that one may well be in the same department or university for decades, faculty can sometimes adopt a “say no evil” approach to colleagues, and especially tend to close ranks in support of a faculty member against the administration or against students. As Chace puts it, “in a time of political stress and conflict, professors only rarely act courageously. I include myself. . . . It is always hard to speak against a colleague. Even in the face of danger, an easier way—conciliation, compromise, and elaborate evasiveness—can usually be found. This is a sad truth about the academy” (149). Of course, there are faculty who do act courageously; Chace suggests that usually these are professors who are willing to step out of their disciplinary bunkers and seek the good of the students, the community, or the institution. There is much to argue against, but also much to mull over, in Chace’s call for a faculty that is more seriously engaged in self-governance and in the undergraduate experience. In effect, he argues that, because faculty members are so trained to focus on their research, and are accustomed to thinking from a departmental point of view, they require the, transcendent perspective of administrators to help realize the goal of shaping minds.

This book’s exclusive focus on the elite institutions of American higher education makes sense as a memoir, but it ends up distorting the representation of higher education. If the word “adjunct” appears in 100 Semesters, I must have blinked. (The closest he comes to mentioning “teachers employed on one-year contracts” [150], which is not the same thing at all.) There is almost no mention of the decades-long cratering job market in the humanities, nor the bizarre acceleration of publication requirements at schools like Stanford and Emory, and the schools that emulate them. It has

“100 Semesters is a morally and intellectually serious book, one that aims simultaneously to defend higher education and to recall it to a somewhat more elevated purpose.”

FEBRUARY–MARCH 2007... Vanguard

Calling All Book Lovers! Vanguard needs volunteers to serve as occasional book reviewers. Book reviews are expected to be two to four pages, double-spaced, and we promise not to ask for more than one review per year. . . . If you would like to join our list of reviewers, contact Jason B. Jones, our book review editor, at jonesjason@ccsu.edu, or write him at Department of English, Central Connecticut State University, Stabler Library, New Britain, CT. He’ll let you know what books are available and arrange a deadline for your contribution; he is also interested in your recommendations of books to review, especially those relevant to your colleagues in Connecticut.

If you love to read (and what professor doesn’t?), here’s your opportunity to contribute to Vanguard… Why not volunteer today!
Announcement: Connecticut Conference Establishes Brady Award

Meeting on February 8, 2007, the Executive Committee of the Connecticut Conference, AAUP, voted unanimously to create The Walter F. Brady Award for the Advancement of Higher Education in Connecticut. The first recipient of this award was chosen at the March 8 meeting of the Executive Committee. The award will be presented at the Conference Spring Meeting in May.

Walking with Walter

To see Walter Brady across the room was to see a quiet and elegant man. To see him close up was to see the humor in the eyes and determination in the brow. To listen to him was to hear principled thought, patient reasoning, and clear conviction. And to walk with him was to dance.

We remember two walks in particular: one in Washington, D.C., and one in Bennington, Vermont.

The D.C. walk took place one evening of the AAUP 1996 Annual Meeting, when somebody wanted to see the Vietnam Memorial and Walter decisively would make it a nice group extension. Our hotel that year was at one end of the Mall, and the Memorial was at the other, and Walter set off through the hot night at a pace nobody else could keep up with. We’d toil along and find him waiting at various landmarks, looking about him with pleased interest, and all set out together again. The Lincoln Memorial appropriately admired, the whole length of the Vietnam Memorial quietly walked, we turned to go back, with Walter in the far lead. All paused to remember the Civil Rights marchers bathing their feet long ago in the reflecting pool, and again he was off. At the foot of the Washington Memorial we caught up with him, and this time he led us in a brief song before setting out again. The whole event was so serious, and so joyful, and so wacky—the memory is like a dream, and in the center is Walter, taking possession of the Mall, shining in the streetlights with the stars overhead.

The Bennington walk was an AAUP march in protest of tenure violations at Bennington College. A small but spirited delegation from the Connecticut State Conference made our way in segilite cars and then joined groups from Vermont, New York, and elsewhere to march on the president’s office. Jane Buck had brought the AAUP banner, and we had a few signs of our own. The banner took the lead of the procession, and again, there was Walter out front, undeterred equally by a student streaker and a haughty president, delighted and deterred.

He leaves us a legacy of principled activism and gentlemanly enthusiasm. He took the lead not because he chose to put himself out in front but because it was natural for him to be in the lead: in every sense of the word, he had a long stride.

Connecticut State Conference-AAUP Colleagues:
Charles Ross (University of Hartford) President
David Bedding (University of Connecticut) Vice President
George Lang (Fairfield University) Secretary
Susan Reinhart (Gateway Community College) Treasurer
Ruth Anne Baumgartner (Fairfield University) Vangerd Editor
Jason Jones (Central Connecticut State University) Vanguard Book Editor
Robert Bard (University of Connecticut) Committee A
Joan Chirsler (Connecticut College) Committee A
Al Buatti (Middlesex Community College) Member
Susan Reinhart (Gateway Community College) Treasurer
David Walsh (Southern Connecticut State University) Member
Joann Silverberg (Connecticut College) Member
Perry Susskind, Mathematics and Computer Science, Connecticut College

Given the nautical theme in the poems we’ve heard, I’m reminded of sailing with Walter so many times on the Thames River. Often one sees the mighty sailboats of the titans and chief scientists at Pfizer, some of whom have named their boats after blockbuster drugs such as Zoloft. Some of you may not know that Walter, outdoing them all, named his small 17-foot sailboat “Placebo.”

Today I want to speak mostly about Walter as a teacher, statistician, and faculty member at Connecticut College.

Walter’s graduate education as a mathematician began with his Master’s degree at Harvard in 1960. His Ph.D., written in an abstruse area of algebraic geometry called class field theory, was granted by Indiana University in 1967, the same year he began teaching at Connecticut College. By that time he’d already had wide experience teaching mathematics at institutions including Boston College, Indiana University, University of Notre Dame, and University of Connecticut at Storrs.

After arriving at Connecticut College, Walter quickly became an expert in Statistics, and brought this expertise to full advantage—handily providing the depart- ment’s offerings in Statistics, Probability, and Statistical Modeling. The importance of this work is reflected in the College’s appointing a full-time statistician seven years ago, and in our developing both a minor and a concentration in statistics.

To honor Walter’s memory the mathematics department has created a Walter F. Brady Prize in Statistics, to be awarded each year to the best statistics student. I’m pleased to announce that an endowed fund has been approved to support this award, and that members of the mathematics department have announced their intention to provide partial but substantial donations for this fund.

Though our primary activity is teaching classes, we only rarely get to see each other teach. I was privileged to watch Walter teach classes and give seminar talks on numerous occasions. What can I say about his style? Walter taught with wonderful clarity—he being perhaps the most important thing you can say about a math teacher. He offered beautiful, often profound observations about what are usu-

...
Dear Professor Power,

Shortly after the film “Tuesdays with Morrie” was shown on television, several former students, whom I taught decades ago, contacted me. Two of them mentioned that they were inspired by the film to think about people in their lives who had meant a lot to them in the past. Their e-mails were full of the details of their lives since graduation, and they brought me up to date on their careers and families. It was very rewarding to me to learn that they still think of me and my classes after all these years! One of these former students stopped by to visit me on her way home from the Cape after Labor Day weekend, and another mentioned in her e-mail that she would love to see me again.

I have certainly enjoyed all of this attention, and I don’t want to discourage anyone from visiting me… but here’s my problem. The latter student’s name is unfamiliar to me, I assume it is her husband’s name, but she seems to expect me to know her by it. I am embarrassed to admit, after having exchanged some pleasant messages, that I do not know who she is.

I know you’re not a detective, Professor Power, but maybe you can suggest a diplomatic way for me to solve the mystery myself before I look up one day to find a stranger standing in my office doorway looking happy to see me. Sign me Puzzled.

Dear Professor Puzzled,

Everyone should have such problems! Or maybe not, as there wouldn’t be much further need for my services.

I have to admit that your letter brought a smile to my careworn face during midterm exam week, as what you describe is one of the joys of academic life that make all of the hassles worthwhile. I am sure that many readers have had similar happy experiences (although perhaps not so many in such a short time!) of hearing from former students out of the blue and learning that we have had an impact on their lives.

You do not need a detective to solve your mystery for you. A simple phone call to the Alumni Office should do it. If you give them the student’s name, I am certain that, with a few clicks on their computer’s keyboard, they can tell you the student’s last name and class year. Another thing you could do (and why not do both?) is to e-mail the student to ask her to send you a photograph as an attachment to her next message. Write something like this: “I wonder what you look like now. I want to be sure to recognize you the moment I see you!” Once you’ve done that, you should rest on your laurels and wait for her visit.

I.V. Power

Dear Professor Power,

This is a very difficult letter for me to write. I feel that I have no one on campus with whom to share this story, but I need to unburden myself to someone.

Shortly after fall classes began, I received a call from the dean’s office asking me to set up an appointment. The secretary was unable to tell me why the dean wanted to see me, I had to wait nearly two anxious weeks to find out, but I was put off into greater and deeper despair.

The dean told me that during the summer he had received a letter from an alum who had taken one of my classes last year. He said that he wasn’t sure what the student wanted, but what I found out made me even more nervous and upset.

The dean said to me that during the summer he had received a letter from an alum who had taken one of my classes last year. He said that he wasn’t planning to do anything about it, but that he thought that I should see it. He handed me the letter, which I had to read right there in front of him because he did not want me to remove it from the office.

The letter was a personal attack on me both as an individual and as a professional. It was full of the most virulent vitriol. The student asserted that I had made it clear that I disliked her and was against her from the start of her class.

“In spite of all her efforts to prevent it, I learned a lot of math,” she wrote.

I told the dean that I did not recall any interactions with the student that could have given her that impression of me. I said that I had never taken an active dislike to any student and that I always try to make my class atmosphere as warm and welcoming as I can because I want all of my students to do well. He said, “I understand,” and then he took the letter from me, returned it to his file in his desk, and dismissed me. I stumbled back to my office, shut the door, and sat in stunned silence until I could compose myself and go home.

That letter really shook my confidence. How could a student misread me as much as the letter-writer did? Is it possible that I could be such a poor teacher without realizing it? I find myself watching my students suspiciously, searching for signs that they do not like me. Now I’m worried that residual anxiety from reading that letter will interfere with my relationships with my current students.

What do you think about all of this? I hope you can advise me because I am still stunned.

Dear Stunned,

Without more details than are contained in your letter, it is difficult for me to clarify the situation or to provide you with definitive advice. However, the circumstances you describe are troubling, and I had several reactions to your letter.

First, I wondered what is wrong with the dean. He should never have shown you that letter, especially if he planned to do nothing about it. He could have informed you about the complaint without subjecting you to the student’s vitriol and pointed attacks. Have you heard others say that the dean has a cruel streak? At the very least he should have provided you with support and encouragement before dismissing you!

Letters are nothing to be taken lightly. Second, vitriol like that is often received in administrative offices, and often they are written by people who are mentally ill. The letter-writer’s belief that you were against her could be the result of a paranoid fantasy, perhaps even one that arose long after the course ended. I wonder if the dean asked someone from the campus counseling center to check in with the alum to see if she might need to be referred to a therapist.

Third, I suspect that you are a good teacher, or the student would not have learned a lot of math. However, it might help you to calm down and regain your confidence if you ask someone whose pedagogical skill you respect to come to your class one day to evaluate your work. Perhaps your department chair, or a senior colleague from another department, or someone associated with your campus’ “teaching center,” if you have one, could do this for you.

Fourth, it sounds like you are in serious need of someone who can provide you with some support and can help you to see whether (and when) you might be overreacting. I agree that you have had an extremely unpleasant (and unnecessary!) experience, but try to put it in perspective. Are your course evaluations terrible? Or are they, like most faculty’s, in the average-to-excellent range? If the latter, then you are letting one, possibly paranoid, student’s opinion influence you more than the opinions of all the students who are satisfied with your performance. Do you know any of the staff in your campus’ counseling center? If so, why not invite one of the counselors to lunch and tell her or him your story. The counselor could help you to think it through and would, I’m sure, keep your conversation confidential.

I.V. Power

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

February–March 2007... Vanguard

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Joseph Glanvill coined the term “scholar gypsy” in his The Vanity of Dogmatizing (1661); Victorian poet Matthew Arnold turned the phrase to his own use 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.

New AAUP–UConn Contract

Anne T. Doyle, Statistics, University of Connecticut

AAUP recently completed its negotiations for a new contract effective July 1, 2007, through June 30, 2011. The negotiating team included Anne Doyle, the first adjunct ever to serve on a UConn negotiating team. Several accorded issues were resolved to the administration. Many changes were adopted, and adjuncts should be pleased with the changes.

This Agreement continues to be a “minimum terms” contract, meaning that the University can do more than specified, but not less than provided.

Summary of changes for full-time faculty members:

• An aggregate yearly pay increase of 4.99%, distributed in three major portions: across-the-board (2.74%) and traditional merit (2.06%), with cost-of-living adjustments based on the current Consumer Price Index (0.19% of all funds).

• Yearly increases in the Professional Development Fund.

• Extension in the tuition waiver for qualifying dependents as a death benefit.

• Increase in the AAUP Child Care Reimbursement.

• Automatic tenure-clock stop (unless a candidate requests otherwise) during a major life event, such as childbirth or serious illness of spouse or a parent.

For adjunct faculty members:

• Title change, from “Special Payroll Lecturer” to “Adjunct.”

• Increases in minimum per-credit compensation, by 2.74% effective August 2007; by 2.67% effective August 2008; by 2.74% effective August 2009; by 2.67% effective August 2010. In terms of percentages, the adjunct increase nearly matches the across-the-board increase for full-time faculty. Adjuncts with two or more years of service will receive an additional 1% raise in salary.

• Additional compensation for non-classroom duties agreed upon by the adjuncts and supervisor. The compensation will be in terms of pro-rated credit hour compensation.

• Extension of library and e-mail privileges for two semesters and any appointment.

• For adjuncts with 10 consecutive semesters of service, three-year appointments, subject to the previous requirements of good teaching and enrollment. Adjuncts facing another multi-year reappointment may be replaced for reasons of teaching-related qualifications based on demonstrable need for better qualifications. (Note: The Negotiating Team was adamantly opposed to a much looser University proposal on this, but with the obligation to have a “demonstrable need,” such a change can be challenged if there is a reason to believe the replacement was made for other reasons.)

• Allowed evaluation by department teaching faculty.

There is also a memorandum of understanding regarding the Adjunct faculty at Regional Campuses – requiring a survey to be conducted to determine the need for computer facilities and electronic access to meetings.

Proposed Legislation in Vermont Features Pro Rata Compensation

Stephen Finner, lobbyist United Professions–AFT Vermont

The American Federation of Teachers is encouraging introduction into state legislatures of model legislation (Faculty and College Excellence ACT–FACE) aimed at improving adjunct salaries by making them a pro rata share of full-time faculty salaries. SES. 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.

Vanguard... February–March 2007

Vanguard... February–March 2007
Contingent… from 7
gagement models.

If academic freedom, tenure, and shared
governance are to survive this brave new world
of corporate pressure and government interfer-
ence, the AAUP needs to grow and fight back.
These two efforts are intimately connected. The
more we fight back — defend academic freedom,
tenure, and shared governance — the more we
will grow. The more we grow, the more we will
be able to continue fighting.

Until recently, the AAUP has neglected an
important arena where these activities can be
fostered; graduate students (another neglected
area is contingent faculty). This is beginning to
change. The AAUP has granted graduate students
full-member status. Several excellent statements
on graduate student rights have been issued, and
the AAUP has organized a new committee on
graduate and professional students.

These are promising first steps, but more
needs to be done. In particular, you, your chap-
ter, and your state conference can do four things
to organize graduate students and address their
issues. First, you can organize graduate students
into existing advocacy chapters or, where a
collective-bargaining unit exists, into a sepa-
rate advocacy chapter. Second, you can support
graduate students and their struggles on your
campus or in your state. Third, you can publicize
the AAUP’s scholarship opportunity for grad-
uate students, sending them AAUP informational
e-mail letters, or sending them our new graduate student
brochure. Fourth, you can individually recruit
graduate students, just as you would recruit a
new faculty colleague.

The new national committee can assist with
all these efforts. Our new brochure is tailored
toward graduate students and contains an invita-
tional letter from AAUP President Cary Nelson.
The brochure contains useful information about
how to organize graduate students into an advocacy
chapter at the University of Minnesota and collective-bargaining chapters at
Rhode Island and the University of Nevada at Reno. We have some tools and experience; now all we need
to do is get started. It is time we organize gradu-
ate students.

If you or anyone in your chapter is interested in
helping organize graduate students, please
in the Rhode Island legislature

E-NEWS: URI/AAUP PART-TIME FAC-
ULTY UNITED! (March 2007 Special
Issue) <http://www.ele.uri.edu/aaup/
parttimers.htm>

Legislation for Adjunct Faculty

Senator Susan Sosnowski has submitted two
legislative bills in the Rhode Island Senate that
address the economic exploitation of part-time/
adjunct faculty and non-tenure-track faculty and
the decreasing number of full-time tenure-track
positions at our institutions of higher education.

S-0554 <http://www.rnin.state.ri.us/BillText/
BillText07/SenateText07/S0554.pdf> “The Fac-
ulty and College Excellence Act of 2007, while
focusing on increasing the number of full-time
tenure-track positions, calls for the institutions
to establish a process that ensures preferential
treatment for part-time/adjunct faculty into thosetotal full-time tenure-track positions. The process
should be centered around seniority, notification
of vacancy, and preferential consideration.

S-0578 has been referred to the Senate Finance
Committee.

Suggestions for Lobbying

The following is a list of ways to contact legisla-
tors, from the most effective to the least effective:

1. Personal visit: Visit the AAUP website for
additional suggestions for meetings.
<http://www.aaup.org/AAUP/GR/lobbytools/H
ow-to-Vote+Congress+Institutional+Office.htm>
2. Phone call: 3. Snail mail: Please include a phone number
and an address.
4. E-mail: Please include a phone number and
an address.
5. A group petition.
The following is a list of suggestions to include in
your contact:
• Name and contact information with HOME
VOTING ADDRESS (if you have not regis-
tered to vote please do so).
• List the bill and topic about which you are
contacting.
• Make it personal on how this bill will make a
positive difference in your life and the life of
every student you have.
• Ask for the legislators’ help and input.
• Ask for a reply.
(adapted from “Rhode Island General Assem-
bly – The Key is to Make Connections with Sena-
tors and Representatives,” prepared by Ed Inman
to accompany the URI article. For Vanguard we
have omitted the names and contact informa-
tion of Rhode Island legislators provided in the
article. – Ed.)

What Contingent Faculty Need…And What Schools
Can Do Meanwhile

The March 13 Inside Higher Ed carried an
article by Gwendolyn Bradley, AAUP senior
program officer, called “How to Help Adjuncts.”
In view of the “reality that many contingent
faculty members, and especially many part-time
contingent members, face working conditions
that are very far from the standard of academic
freedom protected by tenure, adequate com-
pensation, and professional support”, and are
employed at institutions where the creation of
more tenure-track positions is unlikely to happen
soon,” Bradley makes reasonable recommenda-
tions for improvement in the areas of equipment
and access, funds for non-classroom teaching
activities, funds for research and professional
development, information, inclusion, and other
benefits; her ideas are the result of conversations
with “a variety of contingent faculty mem-
bers.” Her discussion and list, and comments by
readers, can be found at <http://insidehighered.
com/views/2007/03/13/bradley>.

AAUP Plans 7th
Annual Summer Leadership Institute

The University of Nevada at Reno will
host the 2007 Summer Institute. Nestled on the
eastern slope of the Sierra Nevada range, about
35 miles northeast of Lake Tahoe, UNR was the
state’s first institution of higher education.

Attendees will have a free evening to explore
and enjoy the sights of Reno. UNR is within
walking distance to downtown Reno, and free
bus service runs until late evening. In addition,
trips to Lake Tahoe, the historic mining town of
Virginia City, and the state capital of Carson City
are possibilities. Full details will be published at
<http://www.aaup.org/AAUP/About/events/2007-
SIL/>.

Program

Thursday evening: opening reception and wel-
coming dinner.
Friday and Saturday: breakfast and lunch; work-
shops and seminars.
Friday night: hospitality reception.
Sunday: breakfast, closing program.

Friday and Saturday workshops and seminars:
Faculty Handbooks & Governance Advocacy
Chapter Development & Member Recruitment
Strngthening Government Relations Strategic
Communications Developing Contingent Negotiation
Campaigns Contract & Grievance Administration
Chapter & Conference Development
Contingent Faculty Issues

Registration

The Summer Institute begins Thursday after-
tnoon July 19, and concludes Sunday morning.
July 22. Registration will open in mid-April; con-
ference information will be added to the AAUP
national website as it becomes available: <cum-
merinstitute@aaup.org>. Registration includes
three nights’ dormitory housing (Thursday, Friday,
Saturday). There is an additional fee for each
night prior to Thursday (“Early Arrival”) or after
Saturday (“Late Departure”).

Lodging

Attendees will be housed in Canada Hall. The
suite-styled living unit has independent air/heat
in each bedroom and living room, laundry and
vending facilities, and high-speed dedicated
computer connection. Each apartment has its
own kitchen with a full-sized refrigerator/freezer,
garbage disposal, cooktop, and microwave. Floor
plans may be viewed at <http://www.reslife.unr.
edu/canadahall.html>. Shuttle service is available
from the airport to the dorm for $4.

For additional information
Contact Eizzie Smith <esmith@aaup.org>.
The Connecticut Community College Corner

Al Buatti, Information Systems
Middlesex Community College

State Rankings in Higher Education

The Chronicle of Higher Education performed an annual ranking study from the National Center for Public Policy and Higher Education, which ranked Connecticut tied for fifth place with several other states. Overall American higher education was seen as not as failing, but as underperforming compared to other countries. Also, the federal and state governments have been reducing the amount of aid to colleges and to students over the past 15 years, since college tuitions have increased by about 6% per year while the fed and the states have been increasing their aid by only about 1.2% per year.

Five factors were evaluated, on an equal basis: Preparedness, Participation, Affordability, Completion, Benefits. Some of the most revealing results encompassed the notion that Learning was too difficult to measure (so it was not evaluated); American students have a low success rate (compared to students in other countries); grades for each state ranged from 30 to 40 in four of the five categories, and almost every state (43 of 50) received an “F” grade for the fifth category, Affordability. California and Utah tied in this last category for best grade at D, while some wealthy states received C’s for their graduation to find that consistently 10–15% of the student body graduates every year, when for a two-year college it could be a maximum of 50% of the student body. I am amazed to find that on average our students take only two courses per semester when they need five courses per semester to graduate in two years. Clearly community colleges are different from the traditional four-year colleges, because our students are different: they are low-income, poorly educated, and often think of themselves as children, jobs, homes, cars, and community life, as compared to a typical college student just out of high school.

Union Issues

Negotiation Agreements

The 4Cs, which has been negotiating for the staff at the Connecticut Community Colleges, recently revealed agreements with management on several key issues:

• the college will be closed on hazardous snow days, and that workers, except for maintenance and security, do not have to report to work
• the full-time faculty wage package has gone to arbitration with the hope of a minimum of 4.5%
• part-time faculty salary, including non-wage payments such as professional development, will be increased by 3% per year for each of the three years

For a more complete coverage of the agreements, go to www.the4cs.org.

Election of Officers

Two years every the 4Cs elect officers, and this year the ballot consists of two complete slates, the Alliance for Congress Unity slate, and the New Leadership slate. It’s great to see so many people willing to be involved for their colleagues’ benefit. Good luck to all the candidates!

Chace... from 4

“Good luck to all the candidates!” Although the play seems simple, the questions it asks and the people it portrays are complex. I realized that the play was not about a dozen students (of various ethnicities). The Theatre, bringing with her several colleagues and myself to see my show at Westport Community College, the head of the Humanities program, Chace… from 4.

My sister saw the Dickinson production and was looking to avoid those in a “white” college town in New England. The black student was himself a racist—we never hear his explanation. That’s the problem: racism and labeling people, about white people’s treatment of black people, are complex. I realized that the play was not about the acts himself and being safely removed from the platform, it seemed, spoke to many audience members in K-12 education. The study this year ranked in second place, behind Virginia, in overall state-focused comparisons in K-12 education. The study this year compared to students in other countries); grades for each state ranged from 30 to 40 in four of the five categories, and almost every state (43 of 50) received an “F” grade for the fifth category, Affordability. California and Utah tied in this last category for best grade at D, while some wealthy states received C’s for their students in other countries; grades for each state ranked in second place, behind Virginia, in overall preparedness of students for future education and the world of work.

Connecticut Community College Issues

In regard to the first report above, the Chancellor, Marc Herzog, announced this fall that a state-wide planning grant has afforded the opportunity for the community colleges in Connecticut to participate in the Achieving the Dream process for higher education, which is designed to identify and change state policies or procedures that impede student access to and success in higher education. Three colleges have been selected; they will study outcomes data to determine obstacles to student persistence and success as measured by degree/certificate completion and transfer for continued education.

While community colleges are confidential of their success with access to higher education, and often think of themselves as the on-ramp to higher education for the underserved sectors of the community, I believe that they will have difficulty with measures of success as defined by degree/certificate completions. I am always amazed at graduation day, it isn’t a test! I mean, we don’t have these problems anymore.

Tell that to the sisters of Delta Zeta. —RAB

...from 9
decried the abuse of women of all ages in Connecticut. She described the tactics used by unscrupulous employers in this state to attempt to support a family on wages that have passed their own bills. Connecticut and ten years since the last change (to $5.15 an hour) yet passed an increase to $7.25 an hour, two years since the bill was proposed in Washington, yet Connecticut—hardly sufficient to support a family in Connecticut—has raised awareness of the pressing need to improve the compensation and working conditions of our adjunct faculty.

CSC-AAUP Executive Director Flo Hatcher was invited by the University of Rhode Island—CSC-AAUP chapter to visit the Kingston and Providence campuses on February 21 and 28 to participate in their part-time faculty INVEST IN YOURSELF membership campaigns. The URI—CSC-AAUP currently represents full-time faculty and graduate students, and a card campaign is underway to bring collective bargaining to part-time/adjunct members. Flo spoke about “The National Movement Toward Unionization of Part-Time Faculty in Higher Education” and focused on organizing strategies, best practices, the needs and goals of part-time faculty, the various national and international contingent organizations, and the CSC-AAUP resources available for collective-bargaining campaigns. Currently, two legislative bills in the Rhode Island Senate address the economic exploitation of part-time/adjunct and other non-tenure track faculty and the decreasing number of full-time tenure-track positions in higher education (see p. 7).

CSC-AAUP Executive Committee member Al Buatti and Jennifer Beaumont gave a lecture on “Minimum Wage” which was sponsored by the 4Cs. The teach-in, held February 28 in the Student Lounge of Middlesex Community College, featured a film clip from Charlie Chaplin’s Modern Times and refreshments provided by the 4Cs.

Students heard a presentation by Buatti on the history and implementation of the Minimum Wage Law. The Federal government has not yet passed an increase to $7.25 an hour, two years since the bill was proposed in Washington and ten years since the last change (to $5.15 an hour). The situation is better in states that have passed their own bills. Connecticut recently increased their minimum wage to $7.65 an hour, almost 50% higher than the current Federal minimum wage. But still, this wage results in an annual wage of less than $16,000, hardly sufficient to support a family in Connecticut.

Beaumont spoke of the history of the “sweat shop,” and the years both in this country and, especially, in foreign countries. She described the tactics used by unscrupulous manufacturers and employers in unsafe and sometimes unsanitary situations, and she decried the abuse of women of all ages in employment, both here and abroad. She contrasted the trend worldwide to exploit the labor of the young and the helpless to manufacture goods for paltry wages while owners purchase mansions, with the plight of the worker class attempting to support a family on those wages (the minimum wage).

President… from 2 truth has its own value” and that the only responsible ways for academics to conduct that search are through scholarship and pedagogy. It’s always dangerous to disagree with Fish, but here I think he construes the faculty’s tasks too narrowly. While few faculty would want their pedagogical effectiveness to be judged exclusively on the basis of the citizenship activities undertaken by their students, many consider that their job includes providing students with opportunities to test citizenship skills—and the practical knowledge of politics on which such skills are based—in the world outside the Ivory Tower. My own colleagues in the faculty of A&D have recently revised General Education to include courses that have a citizenship component. To what degree that component will include activities in the “real world” will vary with the instructor. Nor is there such a curricular revision afoot here and other new. Students currently may earn credit by finding appropriate partnerships with local businesses and organizations. The analyses of such internships have proved valuable means of reflecting on the ideas students pick up in politics, government, sociology, and just about any discipline with a humanistic aim.

No doubt, as Fish says, “truth is its own value”; but it doesn’t follow that one can arrive at “truth” about complex human activities and situations exclusively by debating ideas in the Ivory Tower. Of course we and our students can read about work that tests “truths”; and of course we do not need to experience everything in those accounts to find them “truthful” in one sense or another. But observing and participating in the practical expression or application of “truth” may create a habit of seeking more truth and, in turn, measuring students and institutions as a snowball gathering size rolling downhill. When we consider the shrinking percentage of young people who vote, we can infer that “truth” in the classroom, where representative democracy is a watchword, doesn’t readily translate into responsible or even self-interested action. After all, our students must fight the wars and pay off the debts that their elders have undertaken.

Though there is a part of me that responds to Fish’s call to purity of scholarship and pedagogy, another part replies that teaching must include courses that have a citizenship component. The teach-in is being sponsored by the Campus Equity Week. The Alliance, with input from CSC-AAUP, has raised awareness of the pressing need to improve the compensation and working conditions of our adjunct faculty.
New AAUP Report on Retirement
From E-ACADEME

U.S. colleges and universities are increasingly obliging tenured faculty to retire. Phased retirement, in which faculty members work part-time after relinquishing tenure, is also growing in popularity. The Survey of Faculty Retirement Policies 2007 also reports that:

• At 82 percent of responding institutions, faculty retires continued to be eligible for group health insurance (other than as required by law through the COBRA program); at 80 percent, if the institutions, spouses also continued to be eligible. The amount of cost borne by institutions varied, however.

• Fifty-seven percent of the responding institutions permitted part-time faculty members to participate in institutional retirement programs; an estimated 59,528 part-time faculty members could take advantage of some type of retirement-income program at responding institutions.

• Although a shift continues on campuses from defined-benefit retirement programs (in which an employer provides an employee a guaranteed annual pension) toward defined-contribu-

tion programs (in which an employer deposits a percentage of an employee’s annual salary into a tax-deferred account for the employee), the default plan, if there is one, is defined benefit.

Visit the AAUP Web site (<www.aaup.org>) for more information and to download the complete survey.

AAUP Urges Support for Family and Medical Leave Act

AAUP press release

The AAUP has called upon the U.S. Depart-

ment of Labor to preserve and strengthen the pro-

tection offered by the Family and Medical Leave Act (FMLA) of 1993. The department issued a

motion to terminate the application of the FMLA to certain federal acquisitions. The FMLA was enacted in 1993 and went into effect in 1995. It provides employment and leave policies that are sufficiently gener-

ous to attract persons of ability to the academic profession. More information about the AAUP’s policy statements and other resources supporting work and family balance for faculty is on the AAUP website.

AAUP and Other Major First-Amendment Groups Condemn Government Request of Science about Global Warming

AAUP press release

The House of Representatives Committee on Oversight and Government Reform, chaired by Rep. Henry Waxman (D-CA), conducted a hearing on the censorship of government climate scientists. Among the issues the committee chair expressed was the suppression of federal scientists’ speech and writing, the distortion and suppression of research results, and retaliation against those who protest these acts.

In response to the hearing, nine prominent First Amendment organizations—the American Association of University Professors, American Library Association, American Booksellers Foun-

dation for Free Expression, American Civil Liber-
ties Union, Association of American Publishers, National Center for Science Education, National Coalition Against Censorship, PEN American Center, and People for the American Way—issued a statement commenting on the First Amend-

ment concerns raised by this form of censorship.

The statement warns of the consequences of suppression or distortion of information that is essential to sound public policy and government accountability and applauds “the House of Repre-

sentatives Committee on Oversight and Govern-

ment Reform and Rep. Waxman on their efforts to inform the public about this critical issue and look forward to their continued oversight. The testi-

mony provided at the hearing strongly supports the Committee’s continued vigilance to ensure that federal policy is informed by the highest quality of scientific information and that federal officials respect not just the letter but the spirit of the Constitution by encouraging free and open debate on matters of public concern.”

AAUP Challenges Ban on Foreign Scholar: Update on Ramadan Case

AAUP press release

On February 23, 2007, the AAUP filed a Motion for Summary Judgment in AAR, AAUP, et al. v. Chertoff, its lawsuit against the govern-

ment on behalf of political science scholar Tariq Ramadan. The motion was accompanied by an extensive supporting declaration by AAUP President Cary Nelson. The motion for summary judgment therefore requests several kinds of relief from the court:

• A ruling that the government’s reliance on the material support provision to exclude Professor Ramadan violates the U.S. Constitution and federal law;

• A declaration that the ideological exclusion provision violates the U.S. Constitution;

• A declaration against the government’s material support provision to exclude Professor Ramadan; and

• An injunction against using the ideological exclusion provision to exclude Professor Ramadan or any other person. The motion was supported by declarations from each plaintiff organization, the ACLU’s lead attorney, Professor Ramadan, and an expert on Muslim charities. AAUP President Cary Nelson’s declaration outlines the AAUP’s historic and continuing defense of academic freedom and scholars’ freedom to travel, as well as the AAUP’s consistent opposition to restrictions on foreign scholars’ ability to address academic communities in this country.

Cary Nelson v. David Horowitz

AAUP press release

AAUP president Cary Nelson debated right-

wing activist David Horowitz March 4 as part of a conference organized by Students for Academic Freedom, a conservative group that is affiliated with Horowitz.

Horowitz has been the impetus behind bills, introduced in many state legislatures, that seek to impose legislative oversights of colleges and

Don’t Forget to Vote: 2007 Council Election

The 2007 AAUP election is now in process. Ballots will be mailed, and are due back by close of business on Monday, April 23, 2007. If you are having trouble with your ballot or have not received a ballot as of March 19, contact us at <elections@aaup.org>.

AAUP has candidates for each of ten districts for the Association’s governing Council. Your mailing includes the candidates for your district. See statements; see the complete list of candidates and statements of candidacy at <www.aaup.org>.

The Election Committee oversees the election process. The members of the 2006-2007 Election Committee are Mary L. Heen, Thomas A. Dietz, and George E. Lang.

AAUP elections are governed by the Election By-Laws. For further questions or comments about the process can be ad-
dressed to the Election Committee staff at <elections@aaup.org>.


ELECTIONS FOR THE 2007 AAUP COUNCIL ELECTION ARE NOW IN PROGRESS. BALLOTS WILL BE MAILED, AND ARE DUE BACK BY CLOSE OF BUSINESS ON MONDAY, APRIL 23, 2007. IF YOU ARE HAVING PROBLEMS WITH YOUR BALLOT OR HAVE NOT RECEIVED YOUR BALLOT AS OF MARCH 19, CONTACT US AT <ELECTIONS@AAUP.ORG>.

AAUP has candidates for each of ten districts for the Association’s governing Council. Your mailing includes the candidates for your district. See statements; see the complete list of candidates and statements of candidacy at <www.aaup.org>.

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California Faculty Association Poised to Strike

Contract Extended 10 Days; If Ongoing Talks Fail, Thousands of Faculty Members Will Take Part in the Largest University Strike in U.S. History and First in CFA History

The California Faculty Association (CFA) announced on March 21 that its members overwhelmingly voted in favor of a strike if a labor agreement cannot be reached with the CSU Administration. The labor negotiating period under state law ended on Monday, March 26, ten days after an independent mediator issued a report recommending how the dispute should be settled. If the ten-day “quiet period” concludes with no agreement, which is the final attempt to reach a contract under labor law, the CSU Faculty has the legal right to begin job actions. Of the 8,129 faculty members who voted, 94% voted in favor of a strike. The 81% voter turnout on the 23 CSU campuses exceeded the CFA’s expectations.

John Travis, President of the California Faculty Association, said, “The faculty has spoken loud and clear—they are tired of the way in which they are being treated by the CSU Administration. And they want a return to a true focus on the mission of CSU and a commitment to the students.”

“They are frustrated by millions of dollars wasted on pet projects and golden parachute deals for executives while our classrooms and student services are being cut. And finally, they are sick and tired of the way in which they are being treated by the CSU Administration that makes ‘take it or leave it’ offers and refuses to bargain fairly.”

“We need to make real progress toward paying the CSU faculty at the same level as our peers around the country. We know this administration has the financial flexibility to make it happen, but they choose not to. If they don’t find the will to reorder their priorities, we don’t want to strike but we will.” (See Strike logo, above.)

The faculty have been working without a contract since July 2005.

Fact Finder Report Received Well

According to The California Progress Report of 23 March, the majority of the CSU Board of Truste- es has said “We have indicated both to the fact finder and to the faculty union that we are willing to see the report as a basis for negotiations—such a settlement agreement…. We are hopeful that at the end of this process, we will have a finalized agreement so that we can move forward with getting our faculty’s salaries increased.”

The faculty released this statement: “The fact-finder’s report which becomes public today validates our long-standing position—that CSU faculty are underpaid and that other issues including class size need to be addressed. Further, the fact-finder’s report also indicates that CFA’s bargaining proposals for a new collective bargaining agreement are reasonable. CFA broadly supports the fact-finder’s recommendations and finds them to be a sound basis for the resolution of our contract dispute. We call on the CSU administration to ac- cept them as well.”

The Alamed Times-Star reports that the fact-finding panel “urged the administration of the largest university system in the country to return to the bargaining table, and agreed with the union that they were entitled to a nearly 25 percent raise over the next four years.”

Gilda Bloomer, President of the CFA chap- ter at San Francisco State, described the faculty’s mood as “cautiously optimistic” but said they are prepared to strike if no agreement is reached.

Strike Plans Announced

The CFA has announced its strike schedule for the week of April 9–13, listing the first six campuses of what would be a “rolling strike,” in which campuses will strike at different times for two days each.

To follow events as they unfold, go to our sources:
California Faculty Association: <http://www.cfa.org>
USSA Times-Star: <www sidesbayarea.com>

Nelson... from 11

universities because of a presumed liberal bias in higher education. The debate highlighted Horow- itz’s tendency to sweeping generalizations. In response to Horowitz’s arguments that professors should limit their teaching to areas of expertise as defined by their doctoral research, Nelson pointed out that many professors develop multiple areas of expertise. He used himself as an example, as he has taught poetry because he is able to speak Spanish civil war and five on the politics of higher education.

Nelson also strove to clarify AAUP policy on academic freedom, which has often been misrep- resented by Horowitz.

For a transcript of the March 2007 debate be- tween Cary Nelson and David Horowitz, go to <http://www.english.uiuc.edu/-people-/faculty/ nelson/horowitz-nelson-debate.htm>

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