



VANGUARD

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

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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.



State Representative Denise W. Merrill

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 <hatcherk1@southernct.edu> or telephone 860-354-6249; or speak with your Conference Chapter Liaison or any Conference officer (see p. 2 for listings).

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.

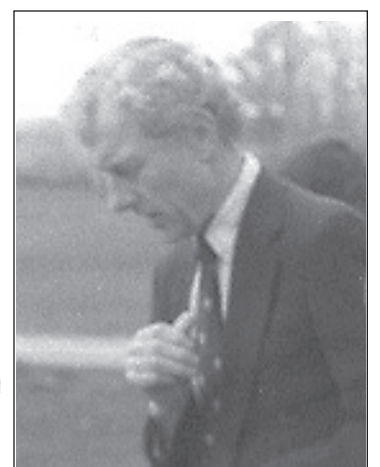
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- ASC-AAUP Delegates (2):** Ruth Anne Baumgartner, *English*, Fairfield University & Central Connecticut State University; Mort Tenzer, *Political Science*, University of Connecticut

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.



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Jason B. 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 they published their criticism of the expelled members and 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=th>.

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 honchas 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 "Belmont" College until winning a "minority" scholarship and participating in the forums on racism meant to deal with the hate-speech problem tie him closer and closer to his ethnic identity and estrange him from the school of which he had such high hopes. The saving grace of the play is the senior pre-law from Greenwich who starts "Students for Tolerance" as a way to pad his law-school applications but finds it is a cause he believes in and is willing to take personal risks for.

Most of the scenes, though, show us the Dean of Students, the Dean of

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Letter



Dear Colleagues,

NY TimesSelect gives one access to the entire *Times* archive. It is now free to faculty and students with an .edu address. Registration is free at <http://nytimes.com/gst/ts_university_email_verify.html>.

Best wishes,

Jane Buck

Immediate Past President

American Association of University Professors

P.S. The site will ask you to confirm that you are either a student or a full-time faculty member. I wrote to TimesSelect to ask whether the offer covered part-time faculty, and in fact it does: it applies to anyone who has an .edu address, so part-time faculty can confirm faculty status without guilt. —Ed.

From the President:



Charles Ross, *English*,
University of Hartford

Does Service Learning Under- mine the Ivory Tower?

In "Why We Built the Ivory Tower," an op-ed for the *New York Times* (21 May 04), Stanley 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 commitments 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 to extending our reach beyond the Ivory Tower is that we have enough to do. His theoretical objection is that "the search for

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VANGUARD

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Chapter News

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 Capitol" on March 29. The goal is to raise legislators' awareness of CSUS, and our collective legislative priorities, including funding for additional full-time faculty lines. This year, in addition to the legislative breakfast, CSUS Day will include an afternoon reception....Last year close to 50 faculty and professional staff attended the event, and over 35 legislators and/or legislative staff were present at the breakfast, as well as the Lieutenant Governor, State Comptroller, and the Deputy Secretary of State. Face-to-face contact with legislators 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 overwhelmingly approved by the CSU-AAUP membership and unanimously ratified by the CSUS Board of Trustees. It was submitted to the General Assembly following the Board meeting, on February 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 allocated dedicated funding for 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 possible 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 2007-08 will not be substantially different from the current one. ...[T]here will be a miniscule increase in reassigned time, but otherwise there has been little progress on the workload issue. The provision to provide paid parental leave for childbirth also failed to make it into the final contract. The good news is that the proposal to evaluate department chairs also seems to have disappeared for the present.

But there were a few new provisions that we should all be aware of:

Part-time Faculty. While the new CBA does not substantially address the problems facing part-time faculty, it does provide a few improvements. One is the possibility of multi-semester contracts for part-time faculty who have taught more than 60 credits or taught for a department for 10 consecutive semesters. The contracts are limited to two semesters, but at least they will provide a measure of continuity for departments and contingent faculty.

In addition, part-timers will now get a small sum in compensation when their courses are cancelled at the last moment. This at least represents acknowledgement of the time spent preparing for a class.

Finally, part-time faculty are eligible now for up to \$750 in travel funds rather than \$600; these funds sometimes go unspent, and departments should encourage their part-time faculty to apply.

Family Leave. Only one family-friendly proposal made it into the new CBA; it would

allow members to use sick leave (up to 10 days) for the adoption of a child. This is a step forward, but a small one. The coverage is fairly minimal considering the problems that face adoptive parents. Adoptions often involve interviews and travel, none of which can otherwise be covered except by personal days or unpaid leave.

The Union Rag 26.4 Andy 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 course evaluation procedures. The committee has been appointed, one administrator and one faculty member from each CSU campus....Second, CSU-AAUP plans a faculty workload study. ...[T]his year's contract negotiation failed to yield significant workload adjustments. AAUP is not going to give up, but we need solid data to win our point for our next contract.

Emeritus Assembly

Mort Tenzer, *Political Science* (Emeritus), University of Connecticut

The Emeritus Assembly, following its tradition of devoting its spring meetings to cultural attractions in Connecticut, will have a lunch in Hartford followed by attendance at a 2:30 p.m. matinée performance of *Murderers*, Jeffrey Hatcher's "wickedly funny new play," on Sunday, 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 next meet 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 Conantville Rd., Mansfield Center, Mansfield, CT 06250.

University of Connecticut

The University of Connecticut and UCONN-AAUP have reached a collective-bargaining 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, contingent teachers to staff university and college classrooms as the number one issue of con-

The Robert Bard Legal Defense Fund

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

The Mort Tenzer Travel Fund

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

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

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

To apply for a grant from either of these funds, or to request more information 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 before the date of the event. Grants are made on a rolling basis: now is a good time to make your Fall '07 plans.

cern to graduate students at Yale University; Whereas: the Yale University administration has, through its endorsement of the Woodrow Wilson Foundation's "Responsive Ph.D." project, acknowledged the poor state of the academic job market in the humanities and social sciences;

Whereas: Dean Jon Butler's 2-4 Project has suggested that the Graduate School needs to adapt to the reality of the academic job market by streamlining academic programs and encouraging new Ph.D.s to strongly consider employment outside of colleges and universities;

Whereas: a national study on the use of contingent faculty by the American Association of University Professors (AAUP) recently showed that half of the faculty and three quarters of the instructional staff at Yale are not on the tenure track and have little job security; We, the members of GESO, call on the Yale University administration to take a national leadership role in addressing the increasing casualization of the academic workforce by immediately beginning an open, democratic, and comprehensive review of the University's use of contingent academic labor with an aim to creating good, secure jobs for academic workers.

Rally in New Haven

All concerned academicians are urged to rally with GESO and other Yale workers for good jobs in higher education: 12:15pm Tuesday, April 24th at 425 College St. in New Haven.

For more information on the rally and the resolution, <www.yaleunions.org/geso>.

Book Review . . .

William M. Chace. *100 Semesters: My Adventures as Student, Professor, and University President, and What I Learned Along the Way.* Princeton: Princeton UP, 2006. 354 pages.

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 committee 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 fundraising campaign. When President Jimmy Carter won the Nobel prize, 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 the 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 explicable and defensible the decision 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 acknowledge straightaway that, though he would have 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; and, as a piece of paid writing in the summer before coming to CCSU, 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 promise 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

"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."

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 can 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 leavening, transdisciplinary 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 is 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

Chace... 9

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

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

If you would like to join our list of reviewers, contact Jason B. Jones, our book review editor, at jonesjason1@ccsu.edu, or write him at Department of English, Central Connecticut State University, Stanley Street, 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 written by our colleagues in Connecticut.

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

Remembering Walter Brady

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 decided it would make a nice group excursion. 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 separate 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 head of the procession, and again, there was Walter out front too, 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
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Joann Silverberg (Connecticut College) Member
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David Walsh (Southern Connecticut State University) Member
Vijay Nair (Western Connecticut State University) Past President
Flo Hatcher, Executive Director

Reprinted by request from *Vanguard Special e-edition*. —Ed.

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Walter Brady's family notes that donations may be made in his memory to the Brain Tumor Society, 174 Watertown St., Suite 3H, Watertown, MA 02472. See also the following article.

A Remembrance for Walter F. Brady Read at Memorial Service, March 3, 2007, at Harkness Chapel

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 Zolof. 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 this 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 bear by almost single-handedly providing the department'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

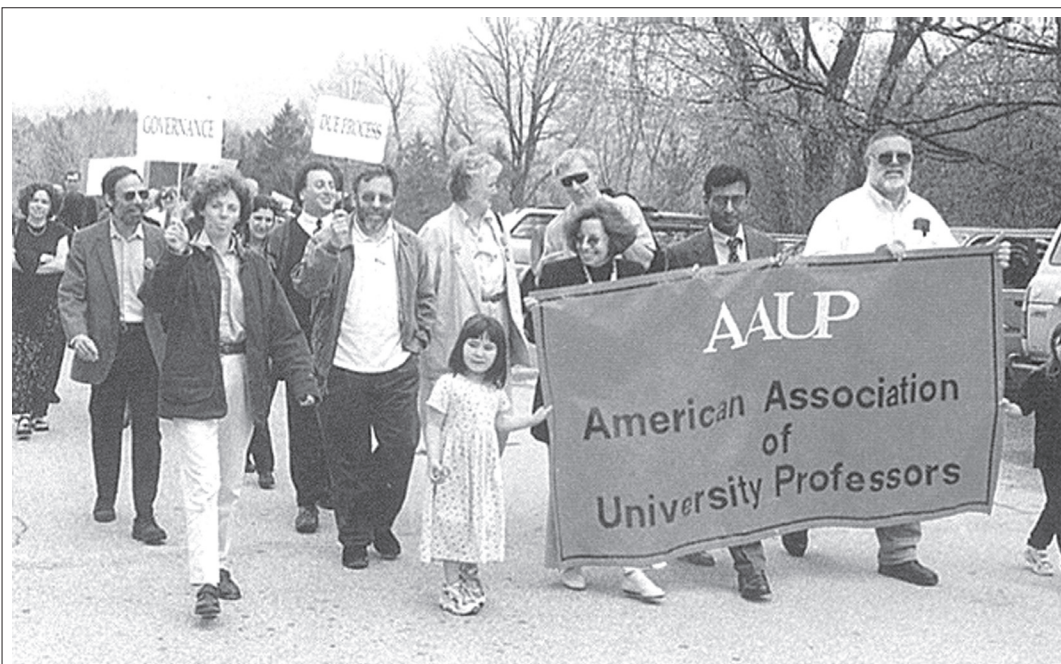
department have announced their intention to provide partial but substantial donations for this fund.*

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—this being perhaps the most important thing you can say about a math teacher. He offered beautiful, often profound observations about his subject, but did so with great modesty and graciousness and a kind of egoless charm, as if to emphasize that you should not pay any attention to him, the elegant man in the front of the room—that it was the idea itself that deserved all the attention. You paid attention not because he created artificial drama, but because he somehow set up conditions that allowed direct contact with the material he wanted to teach.

Indeed, Walter often offered profound observations about what are usually taken to be commonplace ideas, seeing the unusual in the usual. For example, at least fifteen years ago I remember Walter talking at length, as a good statistician might, about the idea of taking an average. You might think nothing could be more mundane, but his observations were striking. In fact, just a week or two ago a colleague wrote to the entire faculty about the subject of measuring student perceptions of class size. He gave me credit for introducing him to the appropriate way of measuring this—the "contraharmonic mean." But it was Walter who, over dinner so many years ago, introduced me to this subtle way of taking an average.

Of course we all know that Walter could be quirky, eccentric, and downright goofy. These qualities also enhanced Walter's teaching. I recall, on a trip with students to Mount Greylock years ago Walter demonstrated a principle of topology by removing his undershirt without removing his shirt. There is great pleasure in watching serious learning take place in the midst of laughter and amusement, and that is what Walter created on that occasion. No matter the situation, you always felt you had something to learn from Walter. He taught by means of quiet reflective remarks, or by conveying the exuberant but eccentric way he had of seeing things, or more simply by example.

Walter provided a moral compass for many at the college. I learned from the example he set that we must perform service on behalf of the institution



That's Walter, the tall blond man in sunglasses, temporarily in the second row, conversing with Flo Hatcher during the AAUP march at Bennington College. (Vijay Nair supports the middle of the banner.)

Photos by Kevin Bubriski, reprinted by permission, *Academe*.

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 in Pomfret

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

Professor Power explains it all to you . . .

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 birth 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 what I found out made me even more nervous and upset.

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 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 the course right through to the end. I was shaking as I read the letter. Even now, weeks later, although I hate to think of it, I am haunted by the last line: "In spite of all her efforts to prevent it, I learned a lot of math."

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 a file on 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 nasty language 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!

Second, virulently vitriolic letters are not uncommonly 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

Dear Professor Power,

Last week my department chair attended my intermediate French class to perform the semi-annual peer teaching evaluation. I had put a lot of effort into planning that session, and I was very pleased at the amount of class participation.

However, one student, who was particularly eager to talk, was chewing gum throughout the class. His pronunciation is terrible, and the gum didn't help. I found myself increasingly irritated every time he raised his hand. As I was trying to decide how to correct his classroom decorum without embarrassing him too badly, my department chair suddenly cried out, "Ne masticuez pas, s'il vous plait!" I seized the opportunity to increase my students' vocabulary, but the level of participation dropped sharply.

I fear that the chair's outburst has set us back several weeks in terms of classroom climate. What would you suggest I do to recover from this?

Furieux

Cher Furieux,

I can certainly understand the chair's temptation to intervene, but it is not the chair's class; hence it is not his or her place to intervene. Peer observations should be carried out as silently as possible to avoid distracting either one's colleague or the students.

As for classroom decorum, I am a strong believer in making known to students what kinds of behavior you will and will not tolerate. Rules might be especially important in a foreign language class, where the instructor must be able clearly to see and hear students speaking in order to correct their pronunciation and vocabulary. I suggest that you make a list of *dos* and *don'ts* that you can put on the syllabus or other hand-out and give to the students on the first day of class. Some *don'ts* that occur to me are: no mumbling, no speaking with your hands near your mouth, no eating, no gum-chewing. I'm sure you can add to the list.

I think that I would begin trying to repair the climate by starting the next class session with an acknowledgment that the chair had caused a problem. You might say, "It's nice to be just ourselves again, isn't it?" A smile or knowing wink will show the students that you are on their side. I am sure that what you observed will turn out to be only a temporary setback. Bonne chance!

I.V. Power

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

NATIONAL CONTINGENT- FACULTY NEWS

J. GLANVILL

Joseph Glanvill coined the term "scholar gypsy" in his The Vanity of Dogmatizing (1661); Victorian poet Matthew Arnold turned the phrase to his own uses in two poems. Since many academic contingent workers describe themselves in the same way, we found its originator an apt pseudonymous byline for this column.

J. Glanvill will continue to report on issues affecting part-time, temporary, and non-tenure-track faculty.

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 adjunct issues were presented to the administration. Many changes were achieved, 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 provisions between the two within a constant total; and the Provost's fund for special achievement and inequity (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 beyond 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.

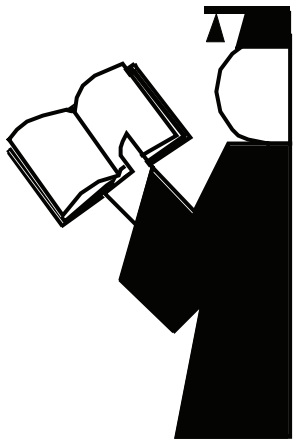
There is also a memorandum of understanding regarding the Adjunct faculty at Regional Campuses – requiring a survey to be conducted to determine the need for computer facilities and electronic access to meetings.

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 (depending on number of courses taught); providing the same health care plan provided to full time faculty; providing opportunity to participate in the institution's retirement program on the same terms and conditions as full-time faculty; and requiring that a certain proportion of all positions be full-time tenure or tenure-track.

In that spirit, below is legislation that has just been introduced in the



Vermont State Senate. It differs from that introduced in most other states in that most of it also applies to the private sector as well as to the public sector of higher education, which is going to produce some interesting responses.

The bill, S. 198, can be read in its entirety on the Vermont Legislature website, <<http://www.leg.state.vt.us/>>. Here are its principal provisions:

- All part-time/adjunct faculty members employed by a Vermont institution of higher education shall receive pay that is equal, on a pro rata basis, to that of full-time faculty of comparable qualifications doing comparable work. In the event an institution does not employ any full time faculty members, the average salary for full-time instructional faculty at comparable degree-granting institutions in the Northeast, as reported in the annual Digest of Education Statistics, U.S. Department of Education, shall be the figure used for pro rata calculation.
- All part-time/adjunct faculty members employed by a Vermont institution of higher education shall be eligible to participate in any retirement plan offered to any employee or group of employees at the institution, said participation to be on the same terms and conditions of said plan available to any employee or group of employees at the institution.
- All part time/adjunct faculty members employed by a Vermont institution of higher education shall be eligible for the same health care benefits and on the same terms and conditions as is available to any other employee or group of employees at the institution.
- Each public institution of higher education shall determine the number of undergraduate courses taught by part-time/adjunct faculty, other nontenure-track faculty, tenure-track faculty, and tenured faculty in each academic department; set goals for stabilizing and increasing the proportion of instruction carried out by full-time tenured and tenure-track faculty; and create a plan for reaching this goal. Each institution shall report its plan to the Legislature by December 2009.
- The plan shall be subject to collective bargaining with the exclusive representatives of all affected faculty at each institution and should accomplish its goals by moving current part-time faculty into full-time positions and nontenure-track faculty into tenure-track positions to the greatest extent possible.

The bill will languish in a senate

committee until next January, but in the meanwhile we will use its introduction to raise consciousness among all and to organize private sector adjuncts. The state college part time unit just got a pretty good contract for which ratification is pending.

Additional reading: <<http://www.aft.org/topics/academic-staffing/index.htm>>.

Better Chance for Contingent Faculty in Next CUNY Ne- gotiations?

The online newsletter *CUNY Graduate Center Advocate* carries in its current issue an article by Carl Lindskoog called "The PSC and CUNY Resume Contract Negotiations: What Graduate Students and Adjuncts Can Expect" discussing the prospects for contingent faculty in the upcoming negotiations for a successor agreement to the current contract, which "was severely lacking in what it offered 'part-time faculty.'" According to Lindskoog, "Recent developments suggest that this time, things could be different. To win a contract that meets key demands of part-time faculty, the whole union -- from the president down to the rank-and-file full-time and part-time faculty -- has to be committed to this goal. Based on the results of the recent PSC Delegate Assembly (DA) meeting, it seems we may be approaching the necessary consensus on the importance of adjunct issues."

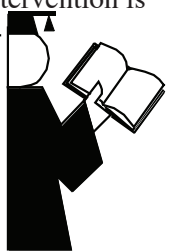
For the full story, go to <<http://gcadvocate.org/index.php?action=view&id=136>>.

It Is Time We Organize Graduate Students!

Michael G. Livingston (*past president, Minnesota conference, AAUP; chair, AAUP Committee on Graduate and Professional Students*) and Jeremy L. Nienow (*doctoral student, University of Minnesota; member, Committee on Graduate and Professional Students*)

You do not have to look far these days to know that higher education is under siege. Declining federal and state support has led to rising student tuition, increased reliance on contingent faculty and graduate students, and direct and indirect attacks on tenure-line positions. Given this decrease in support, federal and state governments still want to exert increased control. From last year's Academic Bill of Rights to this year's Spellings Commission report, efforts to control higher education and limit academic freedom continue unabated. Coupled with increasing intervention is a shift toward corporate influence via corporate research ownership and wholesale adoption of corporate man-

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agement models.

If academic freedom, tenure, and shared governance are to survive this brave new world of corporate pressure and government interference, 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 arena 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 chapter, 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 separate advocacy chapter. Second, you can support graduate students and their struggles on your campus or in your state. Third, you can publicize the AAUP by sponsoring forums for graduate students, sending them AAUP informational e-mail letters, or sending them our new graduate student brochure. Finally, 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 invitational letter from AAUP President Cary Nelson. We have experience organizing graduate students into an advocacy chapter at the University of Minnesota and collective-bargaining chapters at Rutgers and the University of Rhode Island. We have some tools and experience; now all we need to do is get started. It is time we organize graduate 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 FACULTY 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 and other non-tenure-track faculty and the decreasing number of full-time tenure-track positions at our institutions of higher education.

S-0554 <<http://www.rilin.state.ri.us/BillText/BillText07/SenateText07/S0554.pdf>> The Faculty 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 full-time tenure-track positions. The process should be centered around seniority, notification of vacancy, and preferential consideration.

S-0578 <<http://www.rilin.state.ri.us/BillText/BillText07/SenateText07/S0578.pdf>> has two sections. Section 1 is an amendment to Chapter 16-17.7 of the General Laws entitled "Alternate Provisions for Retirement of Teachers" that creates eligibility for adjunct/part-time faculty in the retirement programs of the institutions; and Section 2 defines an adjunct faculty and establishes eligibility for medical benefits.

The next step is to get these bills to a hearing so that [our] voices can be heard and a dialogue can begin at the state level. *S-0554* has been referred to the Senate Education Committee, and

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

Suggestions for Lobbying

The following is a list of ways to contact legislators, from the most effective to the least effective means:

1. *A personal visit:* Visit the AAUP website for additional suggestions for meetings. <<http://www.aaup.org/AAUP/GR/lobbytools/How+to+Visit+a+Congressional+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 registered 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 Assembly—The Key is to Make Connections with Senators and Representatives," prepared by Ed Inman to accompany the URI article. For Vanguard we have omitted the names and contact information 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 compensation, and professional support], and are employed at institutions where the creation of more tenure-track positions is unlikely to happen soon," Bradley makes reasonable recommendations 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 members." 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

Intensive Workshops, Seminars, Special Activities Planned

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-SI/>>.

Program

Thursday evening: opening reception and welcoming dinner.

Friday and Saturday: breakfast and lunch; workshops and seminars.

Friday night: hospitality reception.

Sunday: breakfast; closing program.

Friday and Saturday workshops and seminars:

Faculty Handbooks & Governance Advocacy
Analyzing Institutional Finances
Chapter Development & Member Recruitment
Strengthening Government Relations Strategic Communications
Developing Contract Negotiation Campaigns
Contract & Grievance Administration
Chapter & Conference Development
Contingent Faculty Issues

Registration

The Summer Institute begins Thursday afternoon July 19, and concludes Sunday morning, July 22. Registration will open in mid-April; conference information will be added to the AAUP national website as it becomes available: <summerinstitute@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>.

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 A Committee Work
- Consultation on Institutional Assessment
- Consultation on Faculty Issues in Use of Technology in Higher Education

To take advantage of the Chapter Service Program, contact the Conference Office.

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frequently been observed that the kinds of scholarship extolled here—the fruit of long reflection and careful, protracted study—would quite possibly not win tenure under present conditions at research universities, because it would take too long. There is no discussion of remediation, not enough discussion of the shift from scholarships to loans as the primary form of financial aid, and not enough discussion of the shift away from the traditional student. There are calls for a focus on the undergraduate experience, and for holding at arm's length the temptations of technology transfer and other sorts of for-profit research, but because these come only in the final few pages, and because these shifts would require the undoing of decades' worth of social, economic, and political factors, they read as merely exhortative. From a certain point of view, that makes sense, since, as Chace has just explained, this is the main power of college presidents. Then again, he is no longer a president!

Editorial... from 2

the College, the head of the Humanities program, an art professor, and the head of security. And thus the central problem of the play is the institutional response to racism, and the focus is on the well-meaning but all-too-human adults as they struggle with their beliefs, their instincts, their ideas of academia, their degree of loyalty to the institution, and their images of themselves.

I loved directing a play that takes place in an environment I know so deep in my bones. I've been to these meetings. I've been on these task forces. I've worked with these scholarships. I've had these advisees. The politics, the power struggles, the romances, the conflicting agendas, the clashing generational perspectives, the egos, and the wonderful urgency of the academic world—this has been my world for my whole adult life. Here's the problem with racism (or sexism, or homophobia, or ageism, or elitism, or ethnocentrism, or any other ism) on a campus: we call ourselves a community, and a community stands or falls on the issue of trust. But for the community to be real and the trust to stand, everyone involved has to be fully included. Identifying someone as "other" excludes that person from full participation in the academy and in the community.

The play has a hopeful ending, and what brings it about is talk—finally, honest talk as tired adults face their limitations and students decide to seek solutions together. That's a good ending for a play set on a college campus because, for better or worse, words is what we do.

The play was assigned reading for incoming freshmen at Dickinson several years ago when my niece was a sophomore there. She reports: "Many people I spoke with did not initially enjoy the book or take any great meaning away from it. I borrowed the play from a professor of mine to find out for myself. Gilman's treatment of race, her focus on the stigma of race and its academic 'handling,' seemed a refreshing and effective take on the subject. As a student of a liberal arts college, like the setting for *Spinning into Butter*, I found the play truly resonated with my situation. The theater department staged it during Parents' Weekend. The cutting lines and situations within the play, it seemed, spoke to many audience members. People said afterwards that they were glad to have seen the show. Many admitted the importance of having been exposed to *Spinning into Butter*."

My sister saw the Dickinson production and also came to see mine. I'll let her speak for herself:

The liberal faculty we meet in *Spinning Into Butter* wrestles with discrimination and racism before our eyes. We see professors intellectualizing the topic and thereby distancing themselves from it. We see the administrators deciding on what their response should be. Even in the dean's private rooms, members of both groups are holding the topic at arm's length rather than embracing it. We even see one of the professors try to show how the supposedly victimized student actu-

The Connecticut Community College Corner

Al Buatti, *Information Systems*
Middlesex Community College

State Rankings in Higher Education

The *Chronicle of Higher Education* performed an analysis of the report 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 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 A to D in four of the 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 the best grade, which was "C-".

So the challenges for educators in the U.S. are that they need to evaluate learning, define success, and improve affordability. To this end many colleges are implementing or drafting Exit Exams for their graduates. In Connecticut, colleges are struggling with several models to define evaluation of learning and overall success (Connecticut Community Colleges have joined a group of other states in the Achieving the Dream model), and the Governor has recently submitted a budget to improve funding for education.

Another evaluation, performed by *Education Week* in their new Quality Counts 2007 study, changed its emphasis to track state efforts to create a more seamless education system within a state from early childhood into the adult years. Previously the program had for ten years tracked state policies in regard to producing improvements in K-12 education. The study this year used an index named the Chance for Success, thirteen indicators that provided a state-focused perspective on the importance of education throughout a person's lifetime. Connecticut 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 oppor-

ally was victimizing the faculty by having them run round and round in circles on the issue until they spun themselves into butter.

By the end of the play we do have two people who know racism intimately: Sarah Daniels and the black student. All presentations of dealing with racism were heartbreaking to me: those who intellectualized it and therefore felt they had "dealt" with it, and those who acknowledged that they were, indeed, racist. The dean had been fleeing from her past encounters with people of color and was looking to avoid those in a "white" college town in New England. The black student, himself, was fleeing from the possibility of having to deal with racism by committing the acts himself and being safely removed from the situation by getting expelled. Or perhaps he did not want to be living with white students, was himself a racist—we never hear his explanation.

tunity 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 study.

While community Colleges are confident 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 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 less wealthy; they are older; and they have responsibilities such 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 5.4%
- part-time faculty salary, including non-wage payments such as professional development, will be increased by 5% per year for each of the three years in the contract

For a more complete coverage of the agreements, go to <www.the4Cs.org>.

Election of Officers

Every two years the 4Cs elects 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!

Although the play seems simple, the questions it asks and the people it portrays are complex. I realized that the play was not about white people's treatment of black people; it was about racism and labeling people, on many levels. It has me still pondering the question, "how can one avoid being a racist?"

The Dean of Freshmen at Fairfield University came to see my show at Westport Community Theatre, bringing with her several colleagues and about a dozen students (of various ethnicities). They were my perfect audience, and they all had a lot to say about the play.

But it took another audience member to make me see why this play is compelling and important to me, and should be to all of us who venture on multiculturalism or the recruitment of students of color. "I thought you did a great job," she said. "But this is an old play, isn't it? I mean, we don't have these problems anymore."

Tell that to the sisters of Delta Zeta. —RAB

CSC-AAUP on the Road

CSC-AAUP President **Charles Ross** will participate this spring in a teach-in about the war in Iraq and the threat of other wars in the region. The teach-in is being sponsored by the Campus Alliance for Progressive Politics, with which AAUP collaborated last year during Campus Equity Week. The Alliance, with input from AAUP, has raised awareness of the pressing need to improve the compensation and working conditions of our adjunct faculty.

CSC-AAUP Secretary **George Lang** (FWC/AAUP Vice President) and Kathy Nantz (FWC/AAUP President) traveled to Drew University, Madison, New Jersey, on February 15 to conduct a seminar on "The Power of a non-Unionized AAUP Chapter" at a leadership training workshop sponsored by the New Jersey State Conference of the AAUP. The seminar focused on membership development, maintaining a campus presence, and the use of dues monies to support faculty governance bodies.

The Fairfield University AAUP Chapter (FWC/AAUP) membership includes about 75% of the full-time faculty. The FWC/AAUP has provided legal support as well as consultants on university finances and faculty compensation systems (in particular, merit pay) for the Faculty Salary Committee, which discusses salary and benefits with the administration.

CSC-AAUP Executive Director **Flo Hatcher** was invited by the University of Rhode Island-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-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 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 many 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 its revival in recent years both in this country and, especially, in foreign countries. She described the tactics used by unscrupulous manufacturers to employ children 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 world-wide 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 (here, 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&S 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 such a curricular revision altogether new. Students currently may earn credit by finding appropriate internships with local businesses and organizations. The analyses of such internships have proved valuable means of reflecting on the ideas studied 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, more testing of truth in practice, as a snowball gathers 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 more contact with the world beyond our Ivory Towers if it is to impress students with the value of the truths we teach. —CR

AAUP Announces Preliminary Plans for 93rd Annual Meeting

The AAUP will hold its ninety-third Annual Meeting this June 7–10 at the Omni Shoreham Hotel in Washington, D.C. The theme will be "Telling the Truth in Difficult Times."

Speakers, Exhibition Featured

Featured speakers will include Joan E. Bertin, executive director of the National Coalition Against Censorship and consultant to the Association's Committee A on Academic Freedom and Tenure; Andrew Ross, professor in the Program in American Studies in the Department of Social and Cultural Analysis at New York University and author of *Fast Boat to China: Corporate Flight and the Consequences of Free Trade—Lessons from Shanghai*; Neil Gross, assistant professor of sociology at Harvard University and researcher on political views of college and university professors; and Solon Simmons, assistant professor at George Mason University's Institute for Conflict Analysis and Resolution.

A special feature of this year's meeting will be an exhibition of twenty-five portraits by Maine artist Robert Shetterly, from his nonpartisan series "Americans Who Tell the Truth." These portraits of past and current Americans are intended to remind us of the dignity, courage, and importance of some of America's prominent truth-tellers.

Schedule of Meetings and Events

As in the past, this year's Annual Meeting will begin with Capitol Hill day on June 7. Also on the 7th the AAUP Executive Committee and the Collective Bargaining Congress will meet. On June 8 the Assembly of State Conferences meets.

June 9 is devoted to the plenary sessions of the Annual Meeting and culminates in the Recognition Banquet.

Council meets on June 10.

For More Information

AAUP members are encouraged to mark their calendars for what looks to be a very interesting meeting. For details as planning continues, and eventually for registration and reservations, go to www.aaup.org/AAUP/About/events/2007AM/.



AAUP List of Censured Administrations: Connecticut

Academe regularly publishes the list of administrations that, investigation shows, "are not observing the generally recognized principles of academic freedom and tenure endorsed by the American Association of University Professors, the Association of American Colleges and Universities, and more than 160 other professional and educational organizations....Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term 'administration' includes the administrative officers and the governing board of the institution....Members of the Association have often considered it to be their duty, in order to indicate their support of the principles violated, to refrain from accepting appointment to an institution so long as it remains on the censure list....The Association leaves it to the discretion of the individual, possessed of the facts, to make the proper decision."

The Connecticut Conference of AAUP decided in 1999 to publish the list of Connecticut institutions of higher learning under censure, together with the date of the censure decision, in each issue of *Vanguard*. Two Connecticut institutions are currently on the AAUP list:

Albertus Magnus College...under censure since June 2000
University of Bridgeport...under censure since June 1994



National News

New AAUP Report on Retirement

From *E-ACADEME*

U.S. colleges and universities are increasingly offering tenured faculty members incentives 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 retirees continued to be eligible for group health insurance (other than as required by law through the COBRA program); at 80 percent of the institutions, spouses also continued to be eligible. The amount of cost borne by institutions varied, however.
- Fifty-seven percent of 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-contribution 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. Department of Labor to preserve and strengthen the protections offered by the Family and Medical Leave Act (FMLA) of 1993. The department issued a notice in December 2006 soliciting comments on the act, which raised concerns among work and family advocates that the department may be considering changes that would diminish the FMLA's protections and scale back coverage for workers' health and family needs. The AAUP strongly opposes changes that would limit the scope of the FMLA. Read the complete AAUP statement at <www.aaup.org>.

In its comments to the Department of Labor, the AAUP recommends that the FMLA regulations be interpreted to provide protections for contingent faculty who may not be employed continuously, and that normal breaks in the academic calendar not be counted as part of an FMLA leave. The statement also recommends that federal FMLA leave not run concurrently with any pregnancy disability leave a woman is entitled to under an employer's disability policy, and that the department refrain from regulatory changes that would narrow the definition of "serious health condition." The AAUP calls for colleges and universities to provide more information about the FMLA to their employees, and for the Department of Labor to increase its public education efforts.

The AAUP has long advocated on behalf of college and university faculty for policies that provide the security of employment necessary to protect academic freedom, along with compensa-

tion and leave policies that are sufficiently generous 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 Censorship 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 addressed 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 Foundation for Free Expression, American Civil Liberties 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 Amendment 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 Representatives Committee on Oversight and Government Reform and Rep. Waxman on their efforts to inform the public about this critical issue and look forward to their continuing oversight. The testimony 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 government on behalf of noted Muslim scholar Tariq Ramadan. The motion was accompanied by an extensive supporting declaration by AAUP President Cary Nelson. The AAUP, together with the American Academy of Religion and the PEN American Center, working with the American Civil Liberties Union, filed the lawsuit in January 2006 against Department of Homeland Security Secretary Michael Chertoff and Secretary of State Condoleezza Rice. The lawsuit challenged the government's use of the "ideological exclusion" provision of the PATRIOT Act to prohibit Professor Ramadan from entering the country in 2004, which prevented him from commencing a tenured position at Notre Dame University. The "ideological exclusion" provision allows the government to exclude any foreign national who purportedly "endorses or espouses terrorist activity or persuades others to endorse or espouse terrorist activity or support a terrorist organization." The government has never provided any factual support for its initial, and ultimately abandoned, contention that the ideological exclusion provision applied to Professor Ramadan's speech or activities.

In June 2006, in response to the lawsuit, the United States District Court for the Southern District of New York ordered the government

Don't Forget to Vote: 2007 Council Election

The 2007 AAUP election is now in process. Ballots have been mailed, and are due back by close of business on Monday, April 16, 2007. If you have a problem with your ballot or have not received a ballot as of March 19, contact us at <elections@aaup.org>.

AAUP has candidates for for each of ten districts for the Association's governing Council. Your mailing includes the candidates from your district and their 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. Further questions or comments about the process can be addressed to Election Committee staff at <elections@aaup.org>.

RESULTS WILL BE POSTED ON THE WEBSITE AS SOON AS THEY ARE AVAILABLE AFTER THE CLOSE OF BALLOTING. THE COUNTING IS SCHEDULED FOR APRIL 17, 2007.

to explain the continued exclusion of Professor Ramadan from the country. In September 2006, the government stated in a letter to Professor Ramadan that he was barred from the country for allegedly providing "material support" to a terrorist organization in violation of the PATRIOT Act. The allegation of "material support" was based on several donations that Professor Ramadan made between 1998 and 2002 to Palestinian relief organizations that were registered in France, donations that Professor Ramadan had previously disclosed to the U.S. government. In 2003, after Professor Ramadan's final donation, the organizations were deemed terrorist organizations by the United States, and the government is now relying on this designation to justify its continuing exclusion of Professor Ramadan.

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; an injunction against using the 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 oversight of colleges and

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and profession—not because it will look good on a résumé, or will be a necessary step in achieving tenure, but because the faculty have a serious responsibility to help the institution run and play an appropriate role in college governance. An active member of the American Association of University Professors for many years, and president of the Connecticut Conference of AAUP from 1993–1997, Walter vigilantly and selflessly represented and defended the principle of shared governance both within the college and beyond. At the college he acted as ombudsman for individuals whose contracts had not been renewed or who had not been granted tenure. In addition to serving on many important committees, in 1995 Walter was appointed Faculty Parliamentarian and served in that role, with perhaps one interruption, until his retirement in 2001. Even after Walter retired he lent his assistance to the college by serving on a committee that rewrote substantial portions of the college's Policies and Procedures document. The faculty voted these changes just last Spring. All of this was important, selfless work. But perhaps even more revealingly, he served for a time as the faculty representative on the equivalent of the parking violations committee, simply because he was asked to do it, and because he believed it is our responsibility to help the college run. No one was more dedicated to the orderly running of faculty business.

Incidentally, during that time a friend and mathematician from another institution asked me if I would take care of his car while he was on sabbatical. I agreed, parked it on campus, and more or less forgot about it. And then Walter and his committee towed my friend's car.

Walter was part of the fabric of the College in a way that may have been commonplace once but is now rare. He was involved in almost every aspect of College life: keeping in touch with students and alumni, attending performances and lectures, and generally being a part of what for him was the exceedingly engaging and complex activity of living a life as a faculty member at Connecticut College. Walter's devotion to the college led him to make strikingly generous gifts to the college: gifts to the general fund, but also gifts to purchase arboretum land, or to repair tennis courts. In a typical case his gift was over 6% of his gross salary for the year.

So here we are at Harkness Chapel remembering Walter. As you leave the chapel today and stand outside the doors, take a look at the beautiful area called Harkness Green across from the chapel, with the Admissions Building beyond the green. Recall that it was Walter who was almost solely responsible for preserving the green by getting the planned location of the Admissions Building moved from directly across the street to its present site. In accomplishing this feat, Walter visited virtually every member of the faculty, and after doing so was able to present a petition requesting that the planned location be changed with almost every faculty signature on it.

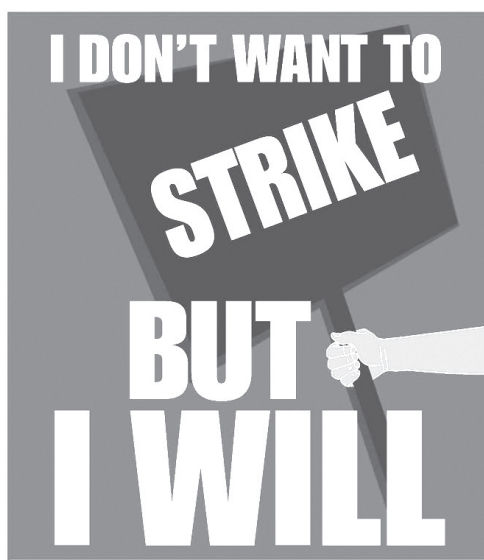
Walter had so many other unusual or admirable qualities. His quirkiness sometimes led him to stretch the envelope of what constitutes expected behavior. Strangers would become nervous, but his friends would smile. He was a geographical savant. If you mentioned to Walter some obscure, far-away place you had been, he would say something like: "Oh yes, as you approach you begin to go up a hill and there is a house with pink shutters on the right." He never forgot the smallest details about places he had been, or had just passed through, and he'd been almost everywhere: he traveled extensively with his partner Gail Shulman, and with family and friends. Music was an important part of Walter's life, and he was an accomplished pianist. He was an uncommonly graceful athlete. It was a pleasure to watch him play tennis, or ski, ice skate, or dance. He ran in dozens of marathons and road-races. In his daily life he energetically sought enjoyment of even the simplest occasions and events. If there was a beautiful sunset or a full moon, Walter had seen it. If the flowers were blooming on campus, Walter had admired them, and if there was a brisk southwesterly wind, Walter had been out sailing

that afternoon.

Incidentally, I can't help thinking that it is significant that on the day of Walter's Memorial Service there is a nearly full eclipse of the moon, something I know Walter would have enjoyed.

You would not say, given the terrible disease that he had, that Walter was lucky. But Walter was lucky to have such a large and devoted family, so many friends, and his partner Gail Shulman through much of his life. He was particularly lucky to have his family by his side during his terrible illness, and to have Gail, who cared for him so lovingly during these last months. Commenting on Walter's death recently, Gail recalled the apt remark of Adlai Stevenson upon the death of JFK: "Today we mourn him; tomorrow and tomorrow we shall miss him."

** To contribute to the Walter F. Brady Prize in Statistics fund, contact Julianna Velazquez, Connecticut College ADVANCEMENT, 270 Mohegan Ave., New London, CT 06320; or <julianna.velazquez@conncoll.edu>. —Ed.*



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 the university—the instruction of 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 of being lied to and treated disrespectfully by an 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 25 March, the chair of the CSU Board of Trustees has said "We have indicated both to the fact finder and to the faculty union that we are willing to use the report as the basis for an overall 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 their salary increases."

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 validates 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 accept them as well."

The Alameda 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 they were entitled to a nearly 25 percent raise over the next four years."

Gilda Bloom, vice president of the CFA chapter 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: <calfac.org> California Progress Report: <californiaprogress-report.com> Alameda Times-Star: <insidebayarea.com>

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universities because of a presumed liberal bias in higher education. The debate highlighted Horowitz'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 teaches poetry but has written five books on the 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 misrepresented by Horowitz.

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

The Lifestyle You Deserve? The latest educational opportunity to slip through the spam filter

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