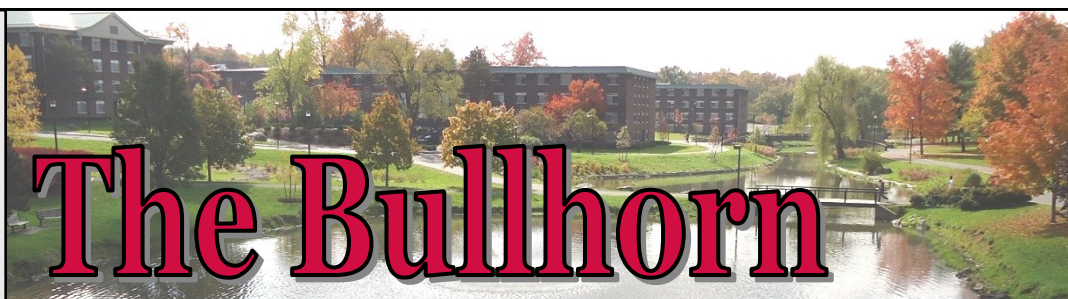


**January /
February 2013**



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The Bullhorn



Springing Forward

By Peter D.G. Brown, Chapter President

I hope everyone had a good winter break and was able to spend some quality time away from work with family and friends. By now, winter is half over and the spring semester is well underway. Before long, we'll be setting our clocks to daylight savings time and thinking about the summer.

Here in UUP-land, we are looking forward to a semester filled with some very important activities. The first will be an amazing faculty-student panel discussion marking the end of Black History Month, titled "*Affirmative Action, Diversity and Institutional Racism: Alive and Well?*" Speakers will include two professors from Black Studies, Karanja Keita Carroll and Major Coleman (Chair), as well as Anita Gonzalez, Professor of Theatre Arts, and a current student, Josette Ramnani '13. The discussion will moderated by our chapter's Affirmative Action Officer, Professor Jerry Persaud (Communication & Media). Mark your calendars for this exciting panel that will take place on Wednesday, February 27, 4.30-6 PM in the CSB Auditorium.

Continue on page 2

Campuses to Lose Funding under SUNY's New Plan

By Phil Smith, UUP President



UUP is opposed to SUNY's latest funding formula—the Resource Allocation Model (RAM)—that would leave 20 of the 29 state-operated campuses with significantly less state money than in years past.

When we connect all the dots—the unprecedented cuts in jobs and health care services at SUNY Downstate, the new funding formula, and years of deep cuts in state funding for SUNY—a picture begins to form. And that picture, simply put, changes SUNY from a premiere 64-campus system to a neo-private enclave of four flagship university centers.

UUP will not stand by and let this happen. Far too many students and New York families need SUNY to achieve their dreams of a public higher education. Anything less is unacceptable.

We need your help in convincing SUNY that this formula flies in the face of the University's long-standing mission of delivering accessible, affordable, quality public higher education to all New Yorkers. We need you to talk with lawmakers in your districts, to join us in Albany during our upcoming Advocacy Days, and to send letters from the UUP website. We need you to urge the governor and Legislature to properly fund the University and to ensure that SUNY doesn't institute this ill-conceived funding formula (see "Call to action" below).

The devil's in the details

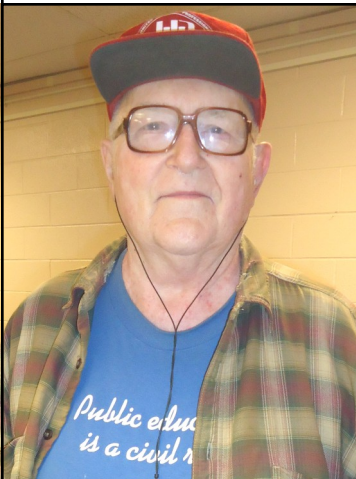
According to SUNY figures released Dec. 5, 2012, under the new funding plan the University's comprehensive colleges would initially lose more than \$7 million; the technical colleges would lose nearly \$3 million; and Downstate Medical Center and the College of

We are preparing for chapter elections, which fit in well with the theme of springtime and new growth. One of my prime goals has been to activate the membership and to encourage new members to step up into leadership positions. Every healthy organization needs to periodically revitalize itself with new ideas, energy and perspectives. Once we have a final slate of candidates, we will publish a special election edition with the various candidates' statements.

Our chapter is likely to end up with a mix of some familiar and some new officers and delegates on the Executive Committee. Retiree election ballots will be sent to your home in mid-February, while the regular chapter election ballots will be arriving toward the end of February. You will have several weeks in which to return your ballot in the enclosed pre-paid envelope. Please take a few seconds to vote and make sure the ballots are returned to UUP *well before their respective deadlines*: retiree ballots are due (not postmarked!) March 13 and the chapter election ballots March 20.

This is also the time of year when UUP springs into political action. The main event is always the New York State budget, and UUP has for years been instrumental in working to secure adequate funding for SUNY. Governor Cuomo recently unveiled his NYS Budget Proposal for 2013-14, and the final budget is expected to be adopted by early April. Maintaining adequate funding for SUNY, which has been severely cut over the past decade, is absolutely essential for the health of the University, for the economic well-being of our UUP membership and for the quality of education available to our students.

UUP advocates year-round for adequate funding of SUNY, together with our affiliate, New York State United Teachers (NYSUT). In addition, we have two special dates each spring semester when we try to bring as many of our members as we can to Albany, advocating on behalf of SUNY funding. The first date this year is Tuesday, February 26, UUP Advocacy Day. The second day is three weeks later on Tuesday, March 19, when we advocate together with NYPIRG and PSC, the CUNY union. Your presence is essential! If you can be there to help us with this effort, please contact me as soon as possible so we can make the necessary travel arrangements.



Test Scores and the Culture of Poverty

By John Hain, Academic Delegate

To suggest that there is a culture of poverty is to invite the criticism that you are attacking the victim. Be that as it may, there is nonetheless a population of school children who view the school as an alien culture. The idea of delayed gratification is the key to the school culture. Learn to read, learn your number facts and someday you will get a good job. Little in the developmental experiences of this group has given credibility to this belief and poor test scores are only one of the forms of rebellion they exhibit. What is more, this group is largely arrested at the fantasy level in vocational development. A student once said, "I don't have to learn the number skills, I am going to be a professional football player when I grow up."

Examine the fourth grade reading and math test scores for most school districts and you will find a negative skew. The mean is considerably lower than the median. If you take these scores, however, and separate out the scores of the students on the free lunch program and set them up as one distribution and set up the rest of the scores as a second distribution, one will get two distributions, each of which has the mean and the median close to each other and a spread of scores that is close to the pattern set by the unit normal curve. The unit normal curve is a useful abstraction because it lays out the pattern of variability which occurs when one studies anything whose existence is predicated on a number of casual factors. Things which have the same developmental experiences are more alike than different. Some, however, have had more favorable influences and some have had fewer favorable influences and for this reason, in progressively fewer numbers, some are above the mean and some are below the mean.

One can safely say that the students who view the school as an alien culture have had developmental experiences which are different from the developmental experiences of those who embrace the school culture. Poor test scores are but one manifestation of the hostility shown by students who view the school as an alien culture. One should learn to read a frequency distribution and not take numbers out of context.

Affirmative Action, Diversity, Institutional Racism: Alive and Well?

A Panel Discussion Featuring:



Prof. Karanja Keita Carroll, Black Studies
Prof. Major Coleman, Black Studies
Prof. Anita Gonzalez, Theatre Arts
Josette Ramnani, Political Science '13

**Moderated by Prof. Jerry Persaud,
Communications and Media**

Wednesday, February 27
4:30 to 6 PM, CSB Auditorium

Sponsored by 

United University Professions
2013 Chapter, Retiree, and Affiliate Convention
Election Calendar*

Activity	2013-2015 Election
Chapter Requests to E&C Committee Due	12/03/12
Election Certification Date	12/26/12
Mail Chapter, Retiree & Affiliate Convention Nomination Forms	01/04/13
Chapter, Retiree & Affiliate Convention Nominations Close	02/06/13
Chapter Nomination Lists Posted to Web	02/06/13
Mail Retiree Election Ballots	02/15/13
Retiree Election Ballots Due	03/13/13
E&C Committee: Count Retiree Ballots	03/13/13 - 03/15/13
Mail Chapter Elections Ballots	02/20/13 - 02/22/13
Chapter Elections Ballots Due	03/20/13
E&C Committee: Count Chapter Elections Ballots	03/20/13 - 03/23/13
Mail Run-off Elections Ballots no later than	06/14/13
Run-off Elections Ballots Due	07/17/13
E&C Committee: Count Run-off Elections Ballots (Affiliate Convention if necessary)	07/17/13 - 07/19/13

*** Dates may be modified**

Environmental Science and Forestry together would lose close to \$10 million. The \$20 million taken from these campuses would be diverted to the university centers at Binghamton, Buffalo and Stony Brook.

In short, SUNY's new RAM formula ties the amount of funds appropriated to each campus to graduate student enrollment. However, only 19 percent of the degrees granted by SUNY in 2008-2009 were graduate degrees, and only 29 percent of SUNY's academic programs are graduate offerings. It makes no sense to tie funding to programs that account for less than half of SUNY's degrees and students.

And as allocations increasingly become dependent on enrollment, those institutions that get more state funds would continue to get more, while those that lose initially would continue to lose. The result would mean many colleges would have a difficult time attracting students as programs and services are cut, class sizes go up, faculty positions go unfilled, and enrollments shift to the well-funded university centers.

Lower enrollments and fewer state dollars at the comprehensive and technology colleges would also have a severe economic impact on communities, especially in areas where SUNY is the major employer. For every dollar invested in SUNY, an average of \$5 is returned to the local economy. That number jumps in many areas. For example, SUNY Delhi's total economic impact on Delaware County was \$45.1 million in 2009-2010; SUNY Plattsburgh's Small Business Development Center alone has an economic impact of more than \$26.8 million on the region; and SUNY Cortland employees better the local economy by \$67.2 million, 27 percent of the college's overall impact.

SUNY asserts that there will be "transition funds" to aid campuses most affected by the RAM funding formula. We say this transition funding is exactly what it sounds like: a stopgap.

Make no mistake: RAM will result in a long-term funding decrease for SUNY's comprehensive colleges, technology colleges, and health science centers.

SUNY's projections back that up. When transition funds run out:

- The technology colleges would experience an initial combined decrease of 4.3 percent. Six of the eight campuses—or 75 percent—would see deep cuts, with the largest single decrease at an astounding 27 percent.
- The comprehensive colleges would face an initial combined decrease of 4 percent. Ten of the 13 campuses—or 77 percent—would see cuts; the largest single decrease would be 22 percent.
- Downstate Medical Center, Optometry, ESF and UAlbany would also experience cuts in state funding.

Call to action

We are calling on our members, their families and friends, and other pro-public education advocates to send a clear message to lawmakers. We need you to urge them to:

- Ensure that SUNY System Administration distributes its state funds in a manner consistent with its mission, as outlined in New York State Education Law. SUNY's new funding allocation plan will alter the nature of SUNY as a system; all but three university centers would face significant cuts or see no increase in state funding allocations.
- Open up SUNY's new funding plan to public review and scrutiny. The very nature of the University system and its ability to fulfill its public mission are at stake.
- Oppose the use of undergraduate tuition to subsidize graduate studies. This runs counter to the commitment made to undergraduate students when the Legislature adopted a rational plan to increase tuition over the next few years. The tuition plan was accepted with the understanding that there would be "maintenance of effort" in terms of state funding for the campuses. SUNY's new RAM formula would reduce funding for most SUNY campuses, countering the understanding that their funding would remain stable as tuition rises.

Click [Here](#) to send letters to Gov. Cuomo and state legislators.

Go to the UUP website at www.uupinfo.org to sign up for UUP Advocacy Days and to send letters to lawmakers.

Download NYSUT's new MAC app and send letters to lawmakers from your Smartphone.

Call your legislators and urge them to make SUNY treat campuses fairly.

Talking about the Chicago Teachers' Strike

By Jaime Burns, Chapter Intern

At the beginning of last semester, Chicago streets were covered in red to represent the union behind the counter-movement against the corporatization of the Chicago public education system. The Chicago Teachers Union amassed support not only from teachers, but from parents and children yearning for improved conditions for the city's youth, especially in marginalized communities. After eight days, they won the strike, ushering in the beginning of a potential movement across the nation for union and educational advances. Tacoma, Washington teachers began striking on September 12th, the day after Chicago teachers first crowded the streets. On January 15th, Chicago witnessed its sixth battle for rights this past academic year in the Grayslake Teachers' Strike. Nationwide, people want to know what the strike means for the future of public education, and that interests fuels progress.



Pauline Lipman

On November 8th, SUNY New Paltz hosted a talk entitled "Chicago Teachers' Strike: Reframing Education Reform and Teacher Unions," focusing on educating attendees, including students, faculty, and community members, on the environment behind the strike, the initiatives behind its success, and implications locally and nationally. The talk started with a lecture by speaker Pauline Lipman, followed by a question-and-answer session.

Pauline Lipman combines educational examination with active political engagement in her passionate interest for Chicago's public education system. As a Professor of Educational Policy Studies and Director of the Collaborative for Equity and Justice in Education at the University of Illinois at Chicago, she devotes her research to race and class inequality, globalization, and the political economy of urban education. Her latest book, *The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City* (Routledge, 2011), observes critical geography, urban sociology, anthropology, critical race analysis, and educational policies in Chicago to offer solutions for problems in urban schools and city life as a whole. She is also involved with Teachers for Social Justice, the Chicago Teachers Union, and

active in struggles against school closings across Chicago and the rise of charter schools since 2004. After years of fighting for teacher's rights and jobs in the "corporate education epicenter," her experiences in the Chicago Teachers' Strike became personal.

Lipman structured the talk as not just an academic observation of the events, but as a personal account of the strike. On the first day, she saw all the protesting teachers standing on the street curb, eventually forming into huge throngs that took over downtown Chicago. Rush hour cars constantly honked in solidarity, and one could not hear themselves over the horns and rallying teachers. Out of twenty-six thousand teachers, only twenty crossed the picket line. She accompanied her talk with many pictures, some of which are reprinted in this article, that clearly demonstrate the strength of the effort and support from the community. "People, wherever you were, were recognizing the teachers and were in solidarity with the teachers." Lipman particularly highlighted the strong tie between educators and families, since "too often, in a lot of urban school districts, there is a disconnect between parents and teachers." Parents and their children provided food and water to those striking, and students even joined with their own picket signs.

Why now, when there is a strong history of parent-teacher disconnect in urban schools? First, there was a common enemy, forming a multiracial coalition in solidarity with the striking teachers; Rahm Emanuel already infuriated African-American and Latino communities by closing down public schools and privatizing them, but he



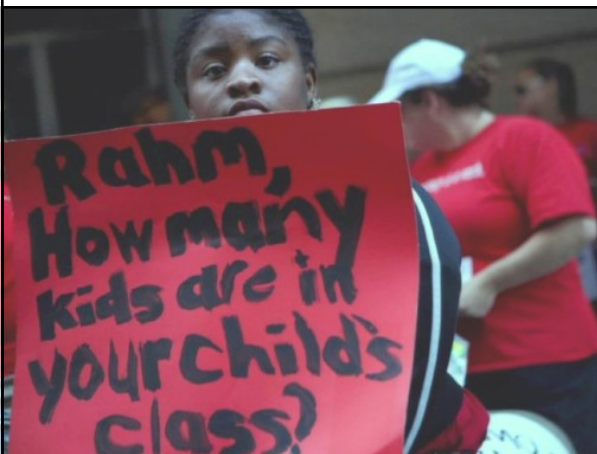
also found opposition in white, middle-class parents by stripping funding for music and art programs and extending the school day with no additional resources. Second, the teachers were not just fighting for wages and benefits for themselves, but for what students need in their schools. Third, Lipman concludes that “finally someone had stood up to the powers that be, so that all the things that people face in the city—privatization, the inability to find decent housing, police brutality, you name it—here was a group of people in an organized, grassroots, militant way that actually stood up to it... They became heroes.”

A revitalized Chicago Teachers Union, mobilized and organized for a strong strike, secured success. Three years before the momentous event, the union was “essentially demobilized,” weakened by school closings and unable to fight for worker benefits. From that rock bottom point, in 2008, CORE (Caucus of Rank-and-File Teachers) formed within the union, focused specifically on an anti-neoliberal and anti-corporate agenda. Once elected to CTU leadership in 2010, the union prioritized organizing and research, which were unprecedented efforts in the CTU. Developments allowed creative, diverse rallies throughout the city, each with a certain subject in mind, raising larger issues of education, race, and classism that educated the public through picketing and signage, since the union could not strike over anything besides money and hires. Such topics included TIFs (siphoned-off tax dollars from schools and parks into “development” funds), charter schools, and a lack of psychological counselors in high crime-rate areas. CTU also re-established strong chapters within all Chicago public schools, mobilizing teachers to demand their rights. Through all these efforts, the organization created the basis for a social movement union, and “raised up an example of what an union could be like, compared to what that union was three years ago, when most teachers didn’t want to be in the union, to the point where we were at where twenty-six thousand teachers went out on strike.” Members, who were never activists before, became politically conscious and aware of how to organize and fight for rights.

Towards the end, Lipman reminded us that this is only the first step. “These are all battles, built upon each other,” to preserve the public sector and fight against the national shift towards privatization in more than just education. Yet, as a model for future movement, the Chicago Teachers’ Strike will not be ignored in the overall struggle for middle-class liberties and activism.



Karen Lewis, CTU President

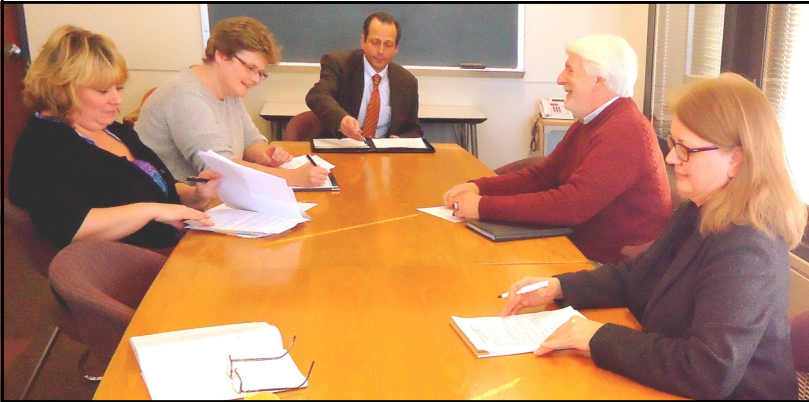


The recorded event is available online at:
<http://newpaltz.mediasite.suny.edu/Mediasite/Play/e32712a7f83741deb8cf3467f72616021d>.

The latter half includes the question-and-answer session that touched upon topics such as standardized testing, specific effects of the strike on minority communities, high school and college student activism, problems with charter schools, CTU outreach, and how to understand the strike in relation to a plethora of national issues.

Contingent Concerns Labor-Management Meeting Notes, November 5, 2012

By Beth E. Wilson, Co-Chair of Contingent Concerns



From L-R: Papa, Blades, Mauceri, Dunefsky, Wilson

UUP Attendees : Ed Felton, Beth Wilson, Alan Dunefsky, Bill Capowski

Administration Attendees : Phil Mauceri, Deb Gould, Dawn Blades, Jodi Papa

1. Adjunct compensation

Ed Felton reopened this issue by asking the administration to consider “what would it look like” if pay were increased across the board for adjuncts. According to Pres. Christian, about 1/3 of classes are taught by adjuncts across the campus, amounting to approximately 800 courses per

academic year. Wouldn't it be relatively simple to project the cost of raising adjunct pay by a given amount per 3-credit course, multiplied by 800?

Provost Mauceri responded that it is still unclear how the budget will look, as they are still waiting on the new budget allocation formula being generated by SUNY Central, and that as the union is still in statewide negotiations on the contract, there is no certainty on what developments may take place in adjunct pay at that level, either. Beth Wilson pointed out that regardless of the final contract – for example, if it did institute salary minima for p/t teaching faculty for the first time – these minima in the existing categories only restrict the minimum pay. New Paltz would be able to pay at whatever level it elected, so long as it was above the minimum.

Mauceri stated that the institution has to look at a variety of issues and priorities at the moment, but at this point no one is taking anything off the table.

Bill Capowski asked that if the budget weren't an issue, do they think that adjuncts should be paid in proportion to what full-time lecturers are paid, in principle?

Mauceri responded by saying that we need to understand more clearly what lecturers actually do – what tasks in addition to teaching they do, etc.

Felton raised the issue of additional work related to GE assessment, which can be considerable, in the case of adjuncts who are hired primarily to teach. Wilson pointed out that at the moment, there is a clause included in adjunct contracts that vaguely commits them to ‘additional duties’ that include assessment, without promise of additional compensation. In addition, in the case of full-time lecturers, the 5/5 course load that many carry makes it very difficult to add the assessment work to an already overfull workload.

Mauceri responded that in the long term, the administration would like to have more full-time and tenured people teaching the GE courses. They will have to look into this issue further in the meantime.

2. Access to office space, facilities, and admin support

Felton reiterated UUP's concern that since the closing of the common Wooster adjunct office area, there seems to be insufficient space and office facilities for adjuncts in a number of departments.

Provost Mauceri responded that this is an issue of space, which is at a premium across the campus. It is also largely a departmental issue—the departments need to plan in adjunct space when they undergo a move, renovations, etc. It is

up to us to repeat that message to the chairs and deans, but we must realize it is an enormous dilemma, one that will take us a decade or more to resolve.

Felton raised the issue of reimbursement for off-site printing and other expenses that adjuncts absorb—is there a procedure for reimbursing these expenses?

Mauceri responded that there is an on-campus print quota available for faculty to print in the computer labs, library, etc. There is no reimbursement for home printing, etc.

Felton raised an issue presented by some adjunct faculty on campus, in a department where it appears that the chair had instructed the department secretary that support for adjunct faculty ‘was not part of her job description.’

Mauceri responded that support staff are supposed to support all the faculty. If this is a problem in a particular department, we will address it.

3. Timeliness of contracts/checks

Felton reported that we have been hearing from a number of adjuncts that despite recent efforts, they were still waiting long periods to be paid for work begun at the start of the semester. In one case we know of, the contracts for all the adjuncts in one department were being held by the chair, who was ‘waiting to turn them all in together’.

Deb Gould said that such situations were unfortunate, but that there was not much the administration could do but to remind the deans and chairs of the importance of not holding onto the paperwork. She also said that they were working on changing the timing of the paperwork to improve the situation generally.

Wilson mentioned the idea of issuing academic year contracts, especially to those long-term adjuncts whose regular course loads each year are known quantities. Mauceri responded, saying that he believed that to a certain extent, the budget and course scheduling cycles were somewhat at loggerheads, but he looks forward to correcting that in the future. Regarding issuing academic year contracts, he agreed that the administration is interested in encouraging greater stability all around, and that academic year contracts would be an appropriate way to pursue that goal.

Gould mentioned that there is still an issue with some adjuncts who don’t fill out their paperwork completely, or who don’t return it in a timely fashion, and that that was another issue that they were attempting to address.

4. Maternity/family leave for adjuncts

Following up on a discussion of this topic from the previous labor-management meeting, Wilson asked if there might be a general statement of policy by the administration offered, perhaps on the College website, noting that the particular benefits available would vary depending on an individual’s situation.

Dawn Blades stated that it would be difficult to anticipate the many possibilities in a general statement, and that it is a very individual question. She noted that in the past, they had referred UUP members to the Family/Medical leave brochure from UUP.

5. Streamlining lecturer appointment process

Felton asked if the amended process had been completed, and when would it be sent out to the lecturers coming up for reappointment in Spring 2013.

Mauceri and Gould responded that yes, it was on the verge of being finished, and anticipated that it would go out within the week to affected lecturers.

6. Parking

Regarding temporary access to service spaces, Mauceri noted that there is a process for a temporary pass available through the department chairs for anyone who needs one to do loading/unloading of materials, etc. Regarding other issues, this falls within the purview of the Parking Committee, and that such concerns should be addressed there.

Contingent Concerns Labor-Management Meeting Notes, December 6, 2012

By Ed Hanley, Chapter Secretary



Clockwise L-R: Mauceri, Gould, Dunefsky, Wilson, Hanley, Capowski, Brown, Papa, Blades

Administration Attendees: Provost Mauceri, HR Director Blades, HR Associate Director Papa, Executive Assistant to the Provost Gould

UUP Attendees: Peter Brown, Beth Wilson, Alan Dunefsky, NYSUT Labor Relations Specialist Capowski, Secretary Hanley, Chapter Intern Burns (pre-meeting photos only).

Agenda Items (note: agenda was the same as that for the 11-5-12 meeting; all items were brought forward for further consideration and discussion)

1. Adjunct compensation

Follow up from prior discussion. Present answers to questions posed.

-How many courses (total sections) are taught per semester?

-Based on that number, how could a significant increase (500, 1000, 1500) be accommodated?

New questions

-Compensation for required work, e.g., GE assessment, in excess of contractual obligation?

Briefly summarizing recent discussions on the compensation issue, Wilson observed that a salary increase of \$1000 per course would cost the college an additional \$744K based on 2011 course figures. Mauceri pointed out that 42 percent of general education courses are now being taught by adjuncts. Noting that the percentage did not indicate the number of general education courses that presently exist, Brown asked how many such courses there were. Mauceri stated the number varies. Wilson suggested the number likely remains relatively stable; Mauceri, in general terms, concurred. He also expressed a willingness to consider the possibility of redirecting some of the savings realized through the ongoing reduction in the number of adjuncts towards the salaries of those remaining. Brown asked how many new hires for full-time tenure-track positions had been made recently. Mauceri stated there would be twenty such hires in the present round; hiring started in the Fall. In response to a follow up question by Brown, Mauceri indicated the administration was looking to continue hiring at this level going forward. This will result in a fairly substantial number of new hires for full-time tenure-track faculty positions.

Segueing to assessment compensation, Wilson opined that it is unfair to simply slip language imposing this additional workload requirement into adjunct contracts whenever needed. She instead proposed that adjuncts be compensated for performing assessment: \$500 for any course requiring development of the framework needed to actually perform the assessment; \$200 for courses where the required framework already existed. Director Blades asked what contract language Wilson was referring to. Wilson granted that, while there may be no specific language referring directly to assessment, accepted practice is to require assessment under other, more general language in the contract. Contract language aside, Wilson pointed out that assessment is a lot of work and people should be compensated for performing it. Mauceri suggested that, rather than being viewed as an "add-on" to one's teaching workload, assessment should actually be considered part of it. He acknowledged that, while this has not always been the case, performing assessment was now a reasonable expectation with respect to workload. He then pointed out that, though he considered it reasonable to expect adjuncts to perform assessment, they should not be expected to develop the necessary framework for assessing their courses. This responsibility should lie with their departments.

The discussion lastly turned to contract lengths. Brown stated it would benefit adjuncts to have longer contracts; not merely contracts for one semester or one year. Observing that this issue had been discussed previously, Blades offered to provide Mauceri some background about the issue and those discussions. While noting he did not want to jeopardize any options for pursuing full-time, tenure-track hires, Mauceri indicated he was open to further discussions about contract lengths.

2. Adjunct access to office space, facilities, admin support

Follow up from discussion and actions taken Fall 2011.

-Inventory of current adjunct office spaces and facilities therein. Plans to add spaces?

New questions

- Options and protocol for reimbursement for off-site printing?**
- Clarification of administration support staff roles in relation to adjuncts.**

Mauceri noted that the space issue is part of his ongoing dialogue with Deans and Chairs. He also noted it is part of a bigger problem; the college is actually having trouble finding space for newly hired full-time, tenure-track faculty as well. However, he acknowledged both the importance of the issue and the need to find the solution(s) to it. He will put this issue on the agenda for his next meeting with the Deans.

3. Timely issue and processing of contracts

Follow up from prior discussion. (This is an epidemic- among the greatest frustrations of adjuncts. Our last discussion, which dwelled on the technical aspects, did not adequately address the issue.)

New examples of contracts getting stalled in dept offices.

- Concrete solutions?**

Executive Assistant Gould stated that efforts to standardize and streamline the issuing and processing of contracts are ongoing. There is an initiative underway that will allow at least some of the required forms to be completed only once. Thereafter, these forms will simply be reviewed and only updated if any of the information already provided has changed. This should further simplify an already improving process.

4. Maternity/ family leave for adjuncts

Follow up from prior discussion. Clarification of policy. Will the admin communicate policy to chairs?

- A review of the attached article (Hill, Nash, and Citera 2011) in advance of our meeting will benefit our discussion.**

Blades opened the discussion by noting she has still not received some information on this subject previously promised by VP Felton. Brown then indicated that, per prior agreement in another forum, HR was to consolidate available information on the various types of leaves. Blades confirmed this was correct, noting the effort was already in progress. She also stated that, even after this information was made available on the campus website, she could not emphasize enough that people should not rely solely on that web-based information; they still need to speak directly with HR. LRS Capowski pointed out two aspects of this issue. The first—actually providing information about the type and availability of leaves—was being already being addressed by HR. The other involved procedures to be followed in the event an instructor needed to miss one or more classes. Capowski speculated that this would involve, at a minimum, notifying the department chair. Blades and Mauceri concurred. Wilson pointed out that most departments seem to have adequate procedures in place for covering short term absences. The bigger question is what happens in the event of longer term absences due to “life issues.” Blades indicated this is where HR comes in. HR will work with all concerned but chairs must also be involved. Mauceri concurred, pointing out that chairs must be in the loop, and the sooner they are involved the better. In response to Brown’s suggestion that HR consider providing a link to the UUP family leave provisions guide currently available on the chapter’s website (<http://uupinfo.org/reports/reportpdf/FLWLSguide012611Updated012012.pdf>), Blades stated she would look into it.

5. Streamlining the Lecturer reappointment process

Has amended call been sent out?

Gould indicated that efforts to streamline the process are ongoing. After giving some brief background on the issue, Wilson acknowledged the progress made so far, venturing that it represents a major accomplishment. She then expressed the hope that the process would continue to be refined going forward.

6. Parking

Follow up from prior discussion.

- Short-term parking to load/unload supplies/materials?**
- Designated adjunct parking?**

Mauceri stated that the parking committee had taken the issue of adjunct parking under consideration. However, he indicated that getting the committee to approve that change—as well as others currently under discussion—could prove to be a challenge.

Labor-Management Meeting Notes, November 26, 2012

By Ed Hanley, Chapter Secretary



Clockwise L-R: Wright, Christian, Blades, Papa, Halstead, Hanley, Miller, Brown, Smith

Administration Attendees: President Christian, Provost Mauceri, Chief of Staff Wright, Asst VP Halstead, HR Director Blades, HR Associate Director Papa.

UUP Attendees: President Brown, VP Smith, VP Miller, NYSUT Labor Relations Specialist Capowski, Secretary Hanley, Chapter Intern Burns (pre-meeting photos only).

1. Information on leaves. UUP's Women's Rights and Concerns Committee met three years ago with HR about creating a centralized webpage detailing what leaves employees are eligible for and how to go about applying for them. At the time, HR agreed to do this, but has not followed through. Currently, advice about leaves is given in an ad hoc manner, and the characteristics of the leaves granted vary from

person to person. HR claims this individual advising on leaves enables employees to tailor a leave better to their own needs, but in practice members remain unaware of all of the possible options related to leaves.

There is only a link to the FMLA on the HR website (<http://www.newpaltz.edu/hr/policies.html>). One can also get some information indirectly via a link to GOER on the same page, but one has to dig quite a bit to get anything about leaves. Some statement about College policies and the costs and benefits of leaves would be helpful. It could also link to the UUP's publication titled Family Leave/ Work-Life Services Guide: <http://uupinfo.org/reports/reportpdf/FLWLSguide012611Updated012012.pdf>

President Brown opened by noting that, while the current practice of providing one-on-one counseling regarding leaves is extremely helpful, it would also be useful to have leave information available on the campus' website. Director Blades agreed, noting that HR will be pulling together information about the various types of leaves and making it available on the website, along with links to additional information. Asked by Brown about maternity leave, Blades noted that—while this is not a paid leave—HR works with each individual to protect their pay and benefits to the greatest extent possible. President Christian cautioned against individuals making leave-related decisions without speaking to someone in HR. Asked again by Brown for specifics regarding maternity leaves, Blades suggested he hold his questions until after reviewing the information that will be posted on the website.

2. Lost accrual days. There are many “non-essential” employees who personally were negatively affected by Hurricane Sandy last month. The Governor closed down transportation and other systems to protect citizens and is currently requesting banks not to charge late fees, for instance, due to the storm. In light of these special onetime efforts by the Governor, a waiver of accrual time use by non-essential State employees working in counties deemed eligible for FEMA aid by the storm seems reasonable. Will the administration ask the Governor's Office of Employee Relations to waive the use of accruals on Monday, October 29th, due to the emergency conditions existing at the time as a result of Hurricane Sandy? The numerous “state of emergency” declarations issued at all levels of government from State down to local municipalities must also be noted. No one, including the Governor, could possibly have foreseen the precise nature and extent of the hazards that would ultimately arise from this storm, given its unprecedented size and destructive potential. Our members should not be penalized with the loss of an earned vacation day for taking an appropriate, justified, and eminently

sensible precaution: that of not reporting to work on October 29th so as not to further jeopardize either their own safety or that of our local emergency personnel. If reinstating lost accruals is not feasible, could members have the option of two emergency days off annually to be used when staff fear for their personal safety due to states of emergencies and advisories not to travel?

Blades stated the administration had just been notified that its requests to the State Civil Service Commission and the Governor's Office of Employee Relations concerning the vacation day "lost" on August 29 during Hurricane Irene had been approved. Anyone who used an accrual would have the day credited back to them; an email to this effect would be sent to the campus shortly. She further stated the campus had already been notified by SUNY System Administration's Office of Employee Relations (OER) that similar requests relating to Hurricane Sandy were not likely to be approved. Brown asked if a request would be submitted anyway; Blades indicated she would follow up with OER to see if there had been any change in their position. Chief of Staff Wright pointed out that the requests re Hurricane Irene required a considerable quantity of documentation about its impact on the campus; there had been no such impact with respect to Hurricane Sandy. Impact notwithstanding, Brown asked what the OER expected employees to do in such situations. Per Blades—use their accruals. LRS Capowski asked how an employer could require the use of accruals "after the fact" if leaves must be approved in advance. Blades noted the time-frame associated with "advance" is not defined. Christian then reiterated that the issue of using accruals during severe inclement weather is not something that can be solved at the local level.

3. Workload for lecturers. Our research (see attachment) indicates that New Paltz is the only SUNY comprehensive college where the teaching load for full-time lecturers is a crushing 15 credits per semester. UUP has long maintained that this represents an excessive workload that not only leads to rapid burnout of the individual teachers, but it also inevitably lowers the quality of education for our students. In view of the widespread use of lecturers at New Paltz, we urge the administration to reduce this unreasonable workload and bring it in line with that of our sister institutions. As is now the case with the other comprehensives, it would then be possible for lecturers here teaching 12 credit hours to assume some advising or other duties that would help alleviate the burden within departments on tenure-stream faculty.

Christian asked Brown if he had any information about the comprehensive colleges that were not reflected on the list provided; Brown stated he did not. Provost Mauceri suggested that two of the colleges listed on the attachment provided should not have been on it, while five others should have been included. Brown stated he had provided all the information he had received. Pointing out some of the liabilities of a 5/5 schedule, Brown suggested a 4/4 schedule be considered instead. Mauceri noted that, while 5/5 was the "official" workload, actual workloads can be adjusted according to department needs. He also suggested that formal guidance might help clarify acceptable course release activities. Mauceri went on to note the importance of maintaining the distinction between the workload of lecturers and that of full-time, tenure-track faculty, as a clear line is needed between the two. Asked by Brown if he would share information about acceptable course release activities as well as the number of lecturers with 4/4 and 5/5 workloads, Mauceri indicated that he would.

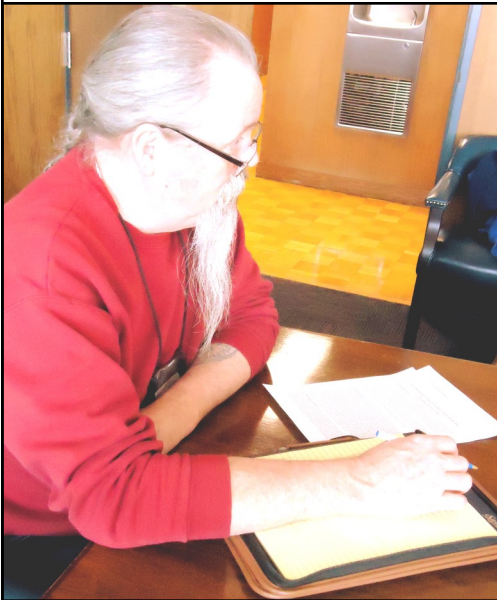
Lastly, in response to an informal question by Wright, Brown briefly summarized the latest publicly available information regarding status of the ongoing contract negotiations between UUP and New York State.



Clockwise L-R: Miller, Capowski, Brown, Smith, Wright, Blades, Papa, Halstead

Labor-Management Meeting Notes, December 17, 2012

By Ed Hanley, Chapter Secretary



Administration Attendees: President Christian, Provost Mauceri, Chief of Staff Wright, Asst VP Halstead, HR Director Blades, HR Associate Director Papa

UUP Attendees: President Brown, VP Smith, VP Miller, NYSUT Labor Relations Specialist Capowski, Secretary Hanley

1. MOOCs. Is the College considering offering any MOOCs (massive open online courses) in the foreseeable future? If so, what departments are involved, and what arrangements are being considered to support and compensate the instructors?

Provost Mauceri indicated MOOCs are not on the agenda right now, and it would be inappropriate to speculate when or if they will be. Discussing arrangements that might someday be made relative to them would be premature. Per Mauceri, MOOCs will be revisited at the appropriate time. President Brown indicated there was already movement on them elsewhere in SUNY; Mauceri agreed they were certainly being talked about. President Christian pointed to the interest in expanding online learning within SUNY, noting the online courses being offered at New Paltz this winter were a step

in that direction. He also noted the enthusiastic student response to the offerings; interest in them is certainly there. Returning to MOOCs, Mauceri opined that we don't need to jump in until these courses are a little further refined. When Brown asked if our local efforts would await developments in Albany, Mauceri replied yes – at least partially.

2. Union service. As previously discussed, SUNY New Paltz is an outlier among our sister institutions, in that other comprehensive colleges count work within UUP as service for personnel actions. At the suggestion of the administration, UUP has contacted the Reappointment, Tenure & Promotion Committee as well as the Committee on Salary Increase. Neither committee objected to counting UUP work as service, as long as it is unpaid. The chair of the RTP committee wrote that she “never thought this service did not count and certainly always operated on the assumption that it did.” UUP again requests that union work be clearly specified as one of the areas of service falling under Article XII, Title C, §5 of the *SUNY Policies of the Board of Trustees*, which include, but are not limited to “such things as college and University public service, committee work, and involvement in college or University related student or community activities.”

Mauceri acknowledged that union work does count as service. He also stated that if there were people who were resistant to this idea, they could be approached one-on-one to make this clear. Christian noted this was the first time he was hearing that any such resistance might exist. When Brown suggested that a college wide understanding was needed, Mauceri indicated he was OK with saying “it counts.”

3. Replacing part-time faculty. In view of the fact that 42% of our General Education courses are currently being taught by part-time faculty, what plans does the administration have to insure that a greater percentage of the College's GE courses are taught by tenure-stream faculty? What are the College's staffing goals for the future? What percentage of courses, GE and others, being offered by tenure-stream faculty is the administration aiming for, and how many years does it project it will take to achieve this benchmark?

Brown opened the discussion by reaffirming the union position supporting a reduction in the number of part-timers in favor of full-timers. He then asked if the administration had a target percentage for the ratio between the two groups. Mauceri stated that, while the College is moving in this direction, there is no metric-driven plan driving

changes to the ratio, and he did not want to establish a target number or percentage. Christian pointed out that the mix is not necessarily administration-driven; departments and chairs need to be involved in determining their own particular needs. As for GE courses, Mauceri acknowledged the need to get full-time faculty more involved in this area and noted that altering the mix of part-timers and full-timers teaching them is an ongoing process. In response to Brown's question about where are we going and how soon we would get there, Christian stated that we remain on course to reduce the overall number of adjuncts.

4. Budget allocation and shared services. How is New Paltz likely to fare with SUNY's new budget allocation formula? Will it be linked with shared services? What is the current extent of shared services at SUNY New Paltz, and where can developments in this area be expected to take us in the next several years? What are the areas where shared services will most likely be occurring?

Christian explained that the three iterations of the plan thus far all reflect a massive reallocation of funding. The university centers will gain at the expense of the technical and comprehensive colleges. Tuition and taxpayer support will be enrollment-driven. However, he has seen no actual numbers. Asst VP Halstead pointed out that New Paltz had been under-funded in the past because the counts of our student population were inaccurate, being off by several hundred in some instances. Regarding shared services, the new allocation formulae are not linked to shared services. Rather, the campus will be linked functionally to other downstate campuses in areas such as logistics, purchasing, and information technology. The campuses involved are in the process of setting up teams, determining timelines, and attempting to quantify potential cost savings. Brown asked if the administration would share documentation from SUNY about shared services. Halstead said she saw no reason why it couldn't be shared, though she would check first to ensure that was the case. Brown concluded by pointing out that people are concerned they will be replaced as shared services are implemented. Christian observed that the implementation process would occur over time and, while some positions might disappear as people left or retired, he foresaw no immediate impact or threat to jobs.

5. Course Load for Lecturers. At our last meeting, we discussed the course load for lecturers, which, compared to other SUNY comprehensives, is not only unusual and excessive, but harmful to faculty and students alike. We were told that lecturers only rarely taught a 5-5 course load, and UUP requested data on the actual course load of our current lecturers. UUP maintains that any course load above 4-4 leads to rapid burnout for the instructor and diminishes the educational quality for our students. If scholarship and professional development are considered essential to the academic life of tenure-stream faculty, the same should also apply to lecturers, at least to some extent. Can you provide us with any research showing that a 5-5 teaching load is beneficial to either faculty members or their students?

Brown asked Mauceri if he had any numbers on the actual course loads of our current lecturers; Mauceri replied that he did not. After briefly restating the issues encompassed by this agenda item, Brown indicated he would like the administration to consider putting New Paltz more in line with our sister institutions with respect to course loads. Brown then passed a copy of the chapter's 2011 "Petition for Educational Quality, Fairness, and Equity" to Mauceri. At that point, Christian asked why we were talking about the petition as it was not part of the agenda item then under discussion. Brown explained he had reintroduced it because some of the points in the petition were relevant to lecturers. Further, he (Brown) wanted to continue working through the points in the petition in the months ahead, as the issues they reflect are still considered "on the table." Returning to course load, Brown took the position that a 5/5 is too high. Christian and Mauceri both emphasized the need to maintain the distinction between lecturers and full-time tenure track faculty and lecturers. Narrowing the difference in their respective course loads would leave lecturers with a workload similar to that of their full time tenure track colleagues, but without the extra responsibilities borne by the latter. Again noting the substantial difference between the two groups, Christian expressed a willingness to consider a workload of 15 credits *or equivalent* for lecturers. Discussion of the issue continued for an extended period, but concluded without arriving at any specific agreement(s). However, Brown did indicate he would like to continue discussing the issue in the future.

After all agenda items had been discussed, Christian provided a brief update on the leave donation program for assisting victims of Hurricane Sandy. Though the chapter had previously released information about leave donations, it was subsequently discovered that the program had not yet actually been approved by the Governor. Thus leave donation actions were on hold pending receipt of that approval; HR would proceed as soon as approval was received.



Department Chair Spotlight: Baback Izadi, Elect. & Comp. Engineering

By Jaime Burns, Chapter Intern

Excelling early on in math and science, Baback Izadi found an interest in engineering that would develop into a lifelong ambition. His parents encouraged him to pursue medicine, “but I wasn’t really into it. I found it fascinating, as an engineer, to create and make things. I never thought about something else.”

Like many other Iranians interested in engineering, Baback Izadi traveled half-way across the world, exchanging his middle-class lifestyle in pre-revolution Iran for a quality university education in the United States. “Certainly, it was very difficult, living far away from home, but it also provided opportunity to be exposed, to learn a new culture, to experience what a classroom alone cannot provide.”

After obtaining his Bachelor’s degree, he was set upon moving back to Iran and finding a computer engineering job, but the Iranian Revolution stopped him in his tracks. Just like many other Iranians who were already in America pursuing higher education, he continued on to acquire his Master’s, and then his PhD, at Ohio State University.

Close proximity to friends and family in the US and opportunity to collaborate with industries, such as IBM, factored into his decision to accept an offer for professor at SUNY New Paltz. As one of the first faculty members in the newly-created Engineering department, Izadi found “a lot of opportunity to help form and shape the program.” Today, he continues to admire the instructional focus of the college.

As Department Chair of Electrical & Computer Engineering, Professor Izadi experiences the benefits and challenges of an expensive and expanding Engineering department on a comprehensive liberal arts campus. Izadi recognizes immense gains found in the school’s liberal arts requirements in combination with the intense Engineering tracks. “It helps our students develop these soft skills, which will enable them to not just get employed, but to stay employed, and to move up the corporate ladder. What helps engineers move into better positions are these courses in General Education and the Humanities, which develop their communication skills. They get an education not found in traditional engineering programs.”

To be sure, limited funding in a medium-size college restricts the courses, laboratories, and equipment available for expensive programs. Still, the department thrives and excels. “In the past several years, we revamped our engineering programs, and today I would place our program against any program in the US.” In the wake of great achievements, such as high praise during the accreditation process, a new Mechanical Engineering program is underway. Along with Wooster renovations, including new laboratories and facilities, recruiting and curriculum plans are “taking all of our attention.”

For his PhD, in the early 1990s, Professor Izadi worked on fault-tolerant computer systems. As multiprocessors powering large company servers cannot be merely shut down and repaired—imagine if Facebook or Google went offline for more than a minute—super computers must be designed to continue functioning even when a part of the system fails. The current challenge in the supercomputer community is to build the Exaflop computer which would have the ability to execute 10^{18} instructions per second. These supercomputers enable scientists to model nature—protein folding, the Big Bang, Earth’s Climate—like never before. Since estimates suggest close to a million processors to attain such computational power, the machine must be able to self-correct and manage, otherwise known as autonomic computing. Such a supercomputer is projected to consume about one megawatt of power, requiring a nuclear power plant in its vicinity. Therefore, Baback Izadi’s current research focuses on both the reliability and energy challenges of the supercomputer and data centers.

Engineering offers attractive job opportunities for graduates, but gender and cultural gaps deter growth in the field. Professor Izadi first commented on the difficulties for women: “In K-12 education, females are certainly not encouraged as much as male counterparts to pursue math and science. I talk to some high school graduates who have a very good math aptitude, and they haven’t even considered science or engineering.”

Along with lack of encouragement, labeling engineers as “geeks” and “nerds” further discourages women from the traditionally male-dominated field, since “people don’t want to be associated with those labels. It’s a great tragedy.” Furthermore, when women join the ranks, either as students or employees, the gender gap hurts their workplace experience, as “some women have indicated that they felt out of place, when they work in that environment. It’s not good for the country, for men and for women, that we don’t have equal proportions in programs across the country.”

Professor Izadi believes that encouraging more women to join the field will take time and a large cultural shift. Nationally, young adults are recognizing the huge job opportunities in the sciences when compared to humanities, but an economic recession does not increase the numbers by much. Even with concentrated efforts to encourage female engineers and accommodate their needs, gender ratios in engineering at SUNY New Paltz have not gotten much better: “the number of female students increased, not to the level we would like, around 10 to 15 percent.”

Similarly, despite slight increases during a national recession, only a small portion of Americans pursue engineering. With high starting salaries and four jobs available for every graduate, engineering seems like the obvious choice. Taking advantage of these opportunities, many international students pursue engineering programs at American universities, and often take their expertise and degrees back home overseas.

While our culture idolizes athletes and celebrities, placing “pressure on a lot of students to get into sports instead of sciences,” the idols in other countries are the math and science professionals. Izadi remembers that, “in high school, everyone wanted to be like the guy who scored the highest in math. The absolute best students in Iran would get accepted into a science and engineering program. It was a very big deal; people strived to get into the program.” With great opportunities in American higher education, and strong science-oriented backgrounds, international students flock to US universities and excel, gaining graduate and post-graduate degrees “because we could pursue it, and we never stopped.”

In contrast, Izadi remarks that too many American students, lacking a science background from their K-12 education, enter college and “find math, science, and engineering too difficult, challenging, and out of their reach. So some struggle and others don’t even try.”

As technology advances exponentially, engineers will stay in high demand, but “unless our schools support and encourage students with the potential, we will have a problem in this nation. We are facing a situation where employers cannot find the skill set they need in this country, so they move their jobs. The university educational system is by far the best; that cannot be said for K-12,” Dr. Izadi concludes.





Lecturer Spotlight: Dennis Doherty, English

By Jaime Burns, Chapter Intern

During the Spring 2010 semester, contemplating a future college education, I sat in on a Short Story course at SUNY New Paltz as part of the Spend the Day program through Undergraduate Admissions. From the back of the classroom, I noticed the professor's engagement with both the students and Albert Camus' "The Guest," serving as my first and lasting impression of college instruction. A year later, I took Creative Writing I with Dennis Doherty, fairly certain he was the same man at the front of the Van den Berg classroom. Last semester, I relived the Short Story class on Albert Camus' "The Guest," this time in the first row, vividly recollecting the day I decided to attend SUNY New Paltz. Each class with Doherty delightfully interweaves literary examination with personal anecdotes. His transparency, his humanness, at the front of the classroom, shed light on just how much five courses strains a Creative Writing lecturer long before our interview. Dennis Doherty not only provided my first glimpse of the college-level English class, influencing my decision to attend SUNY New Paltz, but opened my eyes to the immense workload burden that weighs down contingents, motivating my interests as Chapter Intern.

Like a previous interviewee, Doherty grew up in lower Westchester County, specifically New Rochelle, which he coincidentally stated was near Ed Felton's hometown, Pelham. After dropping out of high school, he hitched across the country, doing odd jobs and hanging out with "older people who were turning into bums and druggies." Apple picking was one of these many quirky jobs, while he lived on an apple orchard in Yorktown, approximately fifteen minutes from my home in upper Westchester. Excited to take his Creative Writing class, I would tell fellow students that Doherty knew where I lived because he steered "pick your own" customers away from the fruitful trees with low-hanging branches, although many years before I would be one of his victims. I never knew that detail was a very small piece of his young-adult experience.

Struggling with plans for the future, Doherty "turned to the bold romantic move of joining the Navy." He was first stationed in New London for two years, extended his enlistment six months, and spent another two-years on the forward deployed frigate Lockwood out of Yokosuka, Japan. On Lockwood, the naval recruits "travelled all over the Pacific and Indian Oceans, doing mock battle with the Soviets, saving Vietnamese boat people, and finally cruising Gonzo Station near Iran during the Hostage Crisis." This experience fostered his physical and mental strength, enforced a responsible workmanship, and formed his "nascent moral conscience." Other than his novel manuscript *Subic*, based on his experiences in the Philippines, he has numerous poems on his time in the Navy scattered across his collections. "The experience will always be there in my memory, so I'm sure I'll always draw from it."

After his mother's death, Dennis entered an existential crisis, suddenly seized with the necessity of doing something important and meaningful, rather than working as a clerk on Wall Street. Attending college was his answer. SUNY New Paltz was mere coincidence, as one of his friends, a graduate of the school, convinced him to attend. Surrounded by literature and writing since youth, because his parents were writers, Dennis Doherty initially wished to stay clear from the literary path, but background inevitably won over young adult rebellion and he dove into an English degree.

When Doherty says, "I have been here ever since," he means it; he never left. At the end of his undergraduate education, he was offered a TA position if he pursued a Master's in English at New Paltz. Afterwards, he continued teaching as an adjunct. "An adjunct position is really good for people who have free time and really love doing what they're doing," and although he loved teaching, a low-paid, part-time career is not sustainable, especially for a father of a young family. In an effort to support his wife and baby girl, he acquired adjunct positions at three different universities, culminating in five courses per semester. In the school's Migrant Education Program, he obtained a full-time position teaching GED English and social studies, but still held onto his adjunct position in the English Department.

Such loyalty helped the Creative Writing instructor when, in 1999, the GED program lost their grant and Doherty lost his full-time employment. After confessing to Professor Kempton, then the English Department Chair, his need to

leave SUNY New Paltz to seek full-time employment elsewhere, Dennis was offered a lecturer position. The next year, he had to reapply for the same position, with a formal letter explaining his personal qualities, as if the faculty did not already know him for nearly a decade, and a group interview. "It was weird, having to reapply for my own job. I was given an interview in one of my friend's classrooms by my previous professors and current colleagues." Like all lecturers, he has to continuously reapply for his position every year or two.

While workload has increased for faculty and staff across campus, Doherty recounts exponential increases. One seemingly consistent rule across campus is a five-course workload per semester, but waivers for either advising or committee involvement hope to balance out the intense demands. He served as Director of the Creative Writing program and the Poetry Board for seven years, and advised Creative Writing students, in exchange for two course waivers: a workload comparable to his tenure-track colleagues.

Unfortunately, the workload only increased from there. One course waiver was removed because he supposedly was not working hard enough. After the economic collapse in 2008, waivers disappeared for all English lecturers, and Creative Writing advisees were reassigned to English Literature professors. However, no one relieved Dennis Doherty from his Director positions. Although he offered to step down from the roles immediately after losing his waivers, no one would take his place. He fused the Poetry Board with the Creative Writing program in an effort to ease the workload, but he still had to organize Creative Writing events and administer the program, on top of his five courses, until last semester.

Unlike other full-time colleagues, at least in the English department, lecturers are not required to publish. Doherty remains skeptical about how the non-requirement contributes to pay raises. "It seems I only get a major merit raise every year I publish a book. Early on, I raised that concern and did not receive a very definitive answer. Recently, I brought up the concern again, so we'll see where that goes." Also, the published poet fails to see the benefit of deterring lecturers from improving their instructional quality with an excessive course load.

"As a creative writing professor, I am supposed to be an example to the Creative Writing students in my courses; I am supposed to be an expert in my field. However, I have absolutely no time to write. I have not written anything at all this Fall semester." In exchange for aiding budding writers in their craft, the poet sacrifices his personal work. Still, he continues to manage and merge his roles as a writer and a teacher. Over the winter break, he worked on a contracted novel, *Why We Should Read The Adventures of Huckleberry Finn*. He teaches American Literature I every semester.

Dennis Doherty's reputation as the "poetry professor" and aficionado only blossomed later on in his post-graduate experience. He did not mainly write poetry until working on his first novel, realizing his tendency to focus on distinct images and abstract thoughts in a lyric fashion towards the end of his work. Subsequently, he took on the challenge of poetry, identifying the difficulty of the literary craft in his effort to master it. However, "once I found success—or what I consider success—I realized that no one reads poetry because it is so hard."

After publishing three volumes of poetry—*The Bad Man* (Ye Olde Font Shoppe Press, 2004), *Fugitive* (Codhill Press, 2007), and *Crush Test* (Codhill Press, 2010)—Doherty enjoys local readings. He entertains audience members with relatable anecdotes, placing his poetry within his individual experience and a collective identity probing at life's complex, overarching questions and themes. His work exercises descriptive imagery, explores abstract thoughts, revisits familiar topics of "love, life, death, and sex," and recollects events in a personal and communal context.

One of his frequent topics, fatherhood, serves as a testament to his devotion to family and his private life. Doherty has three daughters. The oldest is twenty-two, attending SUNY Stony Brook, and the others are seventeen and fifteen. As the only guy in the family, he will admit they are a bit closer with their mother, but he loves his quality time and relationship with his daughters. "We'll be driving in the car and they'll ask me how I was like at their age and about my opinions on certain issues. They're interested in me, and that's really nice." To say he takes pride in his daughters is an understatement. Most of his in-class anecdotes revolve around the girls, tying in their curiosities about life to the fundamental explorations of creative work and famous literature. "They are really good kids. They have great morals, and even though they are teenagers, they do the right thing."

CRUSH TEST



DENNIS DOHERTY



Adjunct Spotlight: Pamela Wallace, Art

By Jaime Burns, Chapter Intern

From a young age, Art adjunct Pamela Wallace unconsciously followed her parents' example of working with their hands, developing and honing her own interests in creating. "As a kid, I was always making projects, or painting, or fixing something."

Her mother's sewing enticed Pamela to take up lessons and make some of her own clothes. Her father, a technician in the Energy and Magnet labs at MIT, neither a scientist nor college-educated, built the mechanisms the scientists came up with. Pamela remembers standing on a milk crate in the basement with her dad, cutting out shapes on a bandsaw for a made up puzzle. "I was really just playing around, I didn't really know what I was doing, but I was learning how to use all this stuff before I knew I was going to make art with it."

As an undergraduate at Bard College, she started to work with a variety of materials and became a sculpture major, which greatly exercised her love of hands-on work and remains one of her strongest artistic skills. After re-

ceiving her undergraduate degree, Pamela worked as a waitress for many years, and then got a job with a carpenter. Moving between carpentry jobs, she developed woodworking skills, but realized "I can't do this for the rest of my life. I'm going to grad school to learn how to teach and buy some time to make artwork."

While completing two Masters of Fine Arts degrees—in sculpture and in blacksmithing—at Southern Illinois University at Carbondale, she taught undergraduate courses in sculpture and drawing. On the subject of blacksmithing, she strongly states that, despite her degree, she is not a blacksmith. "I use many of the techniques of a blacksmith to make my sculptural forms. My work is not functional, nor is it about iron per se, I borrow the methods of metalworking and apply them to my work as I need them."

Drawing also developed from her graduate work, first to aid in sculpting, but now she says her drawings have become entities in themselves. Pamela works with a variety of materials such as plaster, paper, beeswax, plastic, wood, etc, "I like to experiment with different materials to figure out how they're going to work." Welding also finds its way into her work. Her diversity of skills allows her to teach a lot of different classes, which is why teaching at New Paltz works out so well for her. "Sometimes I teach in metals or in sculpture, but mostly I teach drawing or Art Seminar in the Foundations department. The variety of classes keeps teaching exciting and interesting for me."

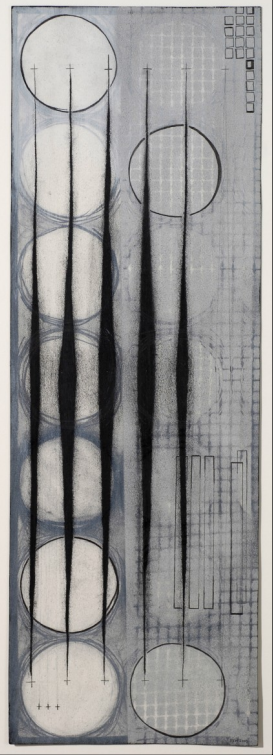
Interested in continuing teaching after receiving her Master's degree, she started her adjunct position at New Paltz in 1999. Over the years, she has taught at a variety of colleges in the Mid-Hudson Valley area. In addition, she has filled in twice as a sabbatical replacement at Mount Holyoke College in South Hadley, MA.

Currently, she balances her two introductory studio art courses at New Paltz with a drawing course for The Bard Prison Initiative, a rigorous undergraduate program that offers inmates at maximum and medium security prisons in New York State a bachelor's degree equivalent to a Bard College undergraduate degree. In the past, on top of her

coursework, she often worked with her husband as a part-time carpenter, but "since I started teaching in The BPI program, I'm not doing carpentry at all." Preparation for a solo exhibition of her artwork in early March at The John Davis Gallery in Hudson, NY also puts carpentry on hold. "Sometimes I feel like I'm all over the map, but I like the balance between teaching and working with my hands, doing real physical things." Building her own house with her husband is one example of her dedication to making things with her hands.

Low wages and job insecurity plague adjunct faculty at SUNY New Paltz. After more than a decade of instruction, Pamela's employment situation is only slightly better than one of a recent part-time hire.





She regularly receives the meager DSIs available to adjuncts, “and it helps my pay a little bit, but it’s not enough.” Despite the small benefit of the required 45 days notice before non-renewal, she can still be laid off or altered from yearly to semester contracts. “A couple of years ago, we got an official letter laying off all the adjuncts in the Art Department. Eventually, they hired most of us back because they need us, but there are a lot less of us than there used to be.”

While Pamela remains grateful for teaching two courses per semester, which guarantee her full health benefits, she knows if she were only given one course, she could not afford to keep the job she loves. “To drive an hour to teach one course for the pay I get, without the benefits... well, at that point, I’d probably have to quit and become a full-time carpenter. I stay as an adjunct because I love teaching, but even a part-time teacher should be treated with respect and paid well!”

Wallace also expresses the pressing need for adjuncts to have an office, hold office hours, and receive pay for their services. Students often converse with their instructors, but rather than shooting e-mails or squeezing time before or after classes, an office and advising hours would enrich those interested in the majors behind their GE courses. According to the Provost office, 42% of GE courses were taught by adjuncts in the Fall 2012 semester. “If the school relies on us to teach their students, they should also let us advise them in some way, or meet with them to talk about issues they have in class.” Earlier in her career, there used to be an office shared among twelve to fifteen Art and Theatre adjuncts. “At least it was a space. I didn’t mind that it was shared.” However, the office was moved far from the Art buildings and classrooms, so its usefulness was limited. Currently there is no office space that she knows of.

An office would reduce daily burdens for adjuncts. “Usually you’re teaching at strange times of the day, so you show up and try to find a parking spot, and you find one very far away. Not having an office means I need to carry all of my stuff, every single thing I need with me, from the car to the class and back. I don’t bring students’ homework home, because I’d have to carry it to the car, so I come early or stay late and grade their homework in the classroom when no one else is using it.”

Understandably, adjuncts hardly stay on campus after class, and Wallace admits to having little knowledge of on-campus events. “There are few services I use at SUNY, so I teach my class and go.” Since she has little time to make many meetings, nor is she required to do so, she makes time to communicate with faculty within and outside her department during her available time on campus. “I wouldn’t mind being more involved. It’s hard when you have to go to another job. I think a lot of adjuncts wouldn’t mind being more involved on campus and in the department. If it was part of my job description, I would gladly attend meetings.”

Despite her varied work and limited time on-campus, she contributes as much as she can to UUP. She enjoyed volunteering last year for Campus Equity Week, collecting signatures on the Petition for Educational Quality, Fairness & Equity, and attending the union’s occasional contingent gatherings. “I am appreciative of what the union has already done for adjuncts, such as health benefits and DSI.”

Pamela Wallace knows many adjuncts would prefer full-time work, and some do get hired as lecturers. However, being a lecturer is difficult. “I cannot imagine teaching five courses a semester - or four with a course release to do advising. In the Art Department one course meets for six hours a week; that alone would amount to thirty contact hours excluding prep and grading. I probably put in another six or eight hours a week outside of class for two courses. The time spent would be unbelievable! Lecturers work so much; I have a lot of respect for them. However, it does seem like the system is making them work incredibly hard, and that it’s very different from a tenure-track teaching job.”

After graduate school, Pamela applied for several full-time teaching positions, but realized she preferred teaching part-time. Her love of teaching combined with her interest in making art has proved to be a good combination for her. Accompanying this article are a few examples of Pamela’s plethora of artwork.





The Flaws of Distance Learning

By Bob Samuels, UC-AFT President

One potentially positive result of the current fascination with online education is that universities and colleges may be forced to define and defend quality education. This analysis of what we value

should help us to present to the public the importance of higher education in a high-tech world. However, the worst thing to do is to equate university education with its worst forms of instruction, which will in turn open the door for distance learning.

Perhaps the most destructive aspect of higher education is the use of large lecture classes. Not only does this type of learning environment tend to focus on students memorizing information for multiple-choice tests, but it also undermines any real distinction between in-person and online education. As one educational committee at the University of California at Los Angeles argued, we should just move most of our introductory courses online because they are already highly impersonal and ineffective. In opposition to this argument, we need to define and defend high-quality in-person classes.

Although some would argue that we should prepare students for the new high-tech world of self-instruction, we still need to teach students how to focus, concentrate, and sustain attention. In large classes, where the teacher often does not even know if the students are in attendance, it is hard to get students to stay on task, and many times, these potential learners are simply surfing the web or text messaging. In a small class, it is much harder for students to be invisible and to multitask, and while some may say that it is not the role of university educators to socialize these young adults, it is clear that the current generation of students does need some type of guidance in how they use technology and participate in their own education.

When people multitask, it often takes them twice as long to complete a task, and they do it half as well. For instance, my students tell me that when they try to write a paper, they are constantly text messaging and surfing the web: the result is that they spend hours

writing their essays, and their writing is often disjointed and lacking in coherence. Since they are not focused on a single task, they do not notice that the ideas and sentences in their essays do not flow or cohere. Literally and figuratively, these multitasking students are only partially present when they are writing and thinking.

This lack of presence also shows up in the classroom. Students often act as if they are invisible in small classes because in their large lecture classes they are in many ways not present. Many students seem to lack any awareness of how they appear to others, and they are so used to sleeping in their large classes that they do not think about how their present absence appears to other students in a smaller class. Of course, it is much more difficult for students to be either literally or figuratively absent in a small class, but some students have been socialized by their large lecture classes to ignore the different expectations of more intimate learning environments.

As many higher education teachers have experienced, some students are able to participate in online discussion forums but have a hard time speaking in their small seminars. Once again, students may find it difficult being present in front of others and taking the risk of presenting their own ideas in the presence of others. Some distance educators argue that we can resolve this problem by just moving classes online, but do we really want to train a generation of students who do not know how to communicate to other people in a natural setting?

I worry that students are losing the ability to make eye contact and read body language, and that they are not being prepared to be effective citizens, workers, and family members. This disconnect from in-person communication also relates to a distance from the natural world, and a growing indifference to the destruction of our environment. In this alienation from nature and natural environments, people, also lose the ability to distinguish between true and false representations. Since on the web, everything is a virtual image or simulation generated by digital code, we live in a state of constant in-difference.

The web also creates the illusion that all information is available and accessible to anyone at any time. This common view represses the real disparities of access in our world and also undermines the need for

educational experts. After all, if you can get all knowledge from Wikipedia or a Google search, why do you need teachers or even colleges? In response to this attitude, we should recenter higher education away from the learning of isolated facts and theories and concentrate on teaching students how to do things with information. In other words, students need to be taught by expert educators about how to access, analyze, criticize, synthesize, and communicate knowledge from multiple perspectives and disciplines.

While online educators argue that the traditional methods of instruction I have been discussing are outdated because they do not take into account the ways the new digital youth learn and think, I would counter that there is still a great need to teach students how to focus, concentrate, and discover how to make sense of the information that surrounds them. Too many online enthusiasts sell the new generation of students short by arguing that they can only learn if they are being entertained or if learning is an exciting, self-paced activity. Yet, we still need to teach people to concentrate and sustain their attention when things may get a little boring or difficult. Not all education should be fast-paced and visually stimulating; rather, people have to learn how to focus and stick with difficult and challenging tasks.

In this age of distracted living, where people crash their cars while text messaging and parents ignore their children while multitasking, do we really want a generation of students to take college classes on their laptops as they text, play games, and check their Facebook status updates? Isn't there something to value about showing up to a class at the right time and the right place with the proper preparation and motivation? The idea of anytime, anyplace education defeats the purpose of having a community of scholars engaged in a shared learning experience. Furthermore, the stress on self-paced learning undermines the value of the social nature of education; the end

result is that not only are students studying and bowling alone, but they are being seduced by a libertarian ideology that tells them that only the individual matters, and there is no such thing as a public space anymore.

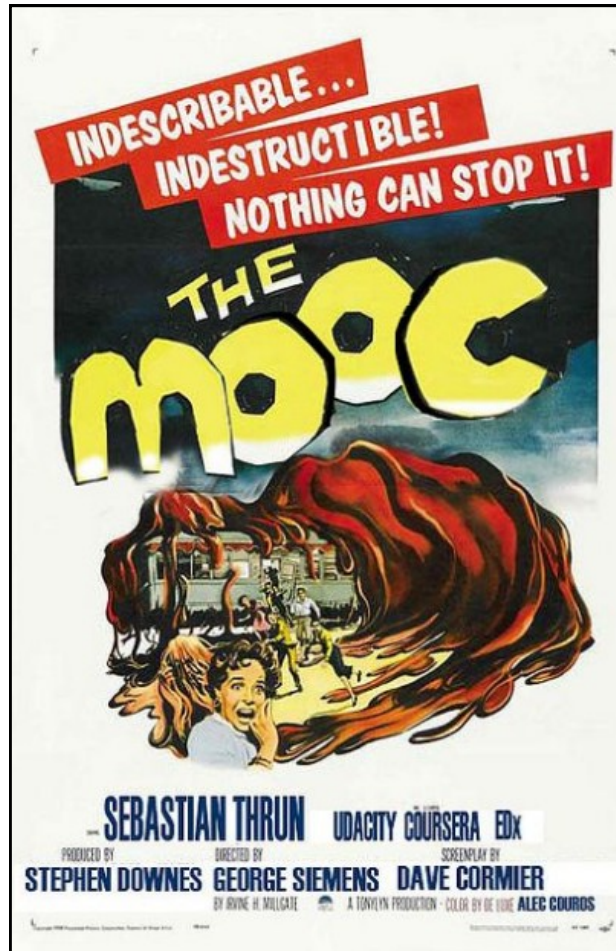


Illustration by [Giulia Forsythe](#), [2] licensed under Creative Commons Attribution-ShareAlike 2.5 agreement

When students have to be in a class and listen to their teacher and fellow learners, they are forced to turn off their cell phones and focus on a shared experience without the constant need to check their Facebook pages or latest texts. This experience represents one of the only reprieves young people will have from their constantly connected lives. In fact, students have told me that they would hate to take their classes online because they already feel addicted to their technologies. From their perspective, moving required classes online is like giving free crack to addicts and telling them that it will be good for them.

In order to help my students understand their dependence on technology and their alienation from nature and their own selves, I often bring them outside and tell them that they cannot do anything. This exercise often makes students very anxious, and when I later have students free-write about the experience, they write that they are not used to just doing nothing, and they felt an in-

tense need to reach for their phones: this dependence on communication technologies will only be enhanced by moving to distance education.

Online education then not only adds to our culture of distracted multitasking, but it also often functions to undermine the values of university professors. In the rhetoric of student-centered education, the teacher is reduced to being a "guide on the side," and this downgraded position entails that there is no need to give this facilitator tenure or a stable position; instead, through peer grading and computer assisted assessment, the role of the teachers is being eliminated, and so it is little wonder that colleges operating only online employ most of their faculty off the tenure-track.

Continue on next page

These online colleges and universities have also separated teaching from research and have basically “unbundled” the traditional role of the faculty member. Like the undermining of newspapers by new media, we now have more sources of information but fewer people being paid to do the actual on the ground work of researching and reporting. Also as Wikipedia has turned every amateur into a potential expert, our society is losing the value of expert, credentialed educators. Although some see this as a democratization of instruction and research, it can also be read as a destruction of the academic business model and a move to make people work for free as traditional jobs are downsized and outsourced.

Many online programs proclaim that education is democratized by having students grade each other’s work, but isn’t this confusion between the roles of the student and the teachers just a way of rationalizing the elimination of the professor? Moreover, the use of computer programs to assess student learning is only possible if people think that education is solely about rote memorization and standardization. Yes we can use computers to grade students, but only if we think of students as standardized computer programs.

In contrast to massive open online courses, small, in-person classes often force students to encounter new and different perspectives, and the students cannot simply turn off the computer or switch the channel. Unfortunately, too many colleges and universities rely too much on large lecture courses that allow students to tune out during class and then teach themselves the material outside of class. While I am all for flipping the class and having students learn the course content outside of the classroom, we still need to use actual class time to help students to engage in research in a critical and creative fashion.

This push for small interactive classes will be resisted by the claim that it is simply too expensive to teach every student in this type of learning environment. However, [my research](#) [1] shows that it is often more expensive to teach students in large lecture classes than in small seminars once you take into account the full cost of having graduate assistants teach the small sections attached to the large classes. Furthermore, the direct cost of hiring faculty to teach courses is often a fraction of the total cost of instruction, and massive savings could be generated if higher education institutions focused on their core missions and not the expensive areas of sponsored research, athletics, administration, and professional education. Being present at the university means that students and teachers are present in their classes and that education is the central presence of the institution.

Bob Samuels is president of UC-AFT and teaches writing at the University of California at Santa Barbara. He is the author of the blog [Changing Universities](#) [3] and the forthcoming book [Why Public Higher Education Should Be Free](#) [4] (Rutgers University Press).

Source URL: <http://www.insidehighered.com/views/2013/01/24/essay-flaws-distance-education>

Links:

[1] <http://changinguniversities.blogspot.com/2010/03/fact-checking-ucs-financial-myths.html>

[2] <http://www.flickr.com/photos/gforsythe/>

[3] <http://changinguniversities.blogspot.com/>

[4] http://rutgerspress.rutgers.edu/acatalog/why_public_higher_education_should_be_free.html

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February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20 Exec. Comm. Meeting, JFT 1010, 11-12:30 PM, Labor Management, 1:15 PM	21	22	23
24	25	26	27 Affirmative Action Panel 4:30—6 PM, CSB Auditorium	28		
<div> Winter Delegate Assembly in Albany </div>						

March

Sun
Mon
Tue
Wed
Thu
Fri
Sat
1
2
Equity & Social Justice Conference
3
4
5
6
7
International Women's Day, LC 100, 6-9 PM
8
9
10
11
12
Higher Education Lobby Day in Albany
13
Exec. Comm. Meeting, JFT 1010, 11 AM
14
15
16
17
18
19
20
Chapter Meeting, College Terrace, 12 PM
21
Labor Management, 1:45 PM
22
23
24
25
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30
31

Spring Break

6th Annual Conference on Equity & Social Justice

2013 REGISTRATION FORM

REGISTRATION DEADLINE: February 15, 2013

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MAILING ADDRESS _____

CITY _____ STATE _____ ZIP _____

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EMAIL (*Note: Registration Confirmation will be sent by email.) _____

ORGANIZATION/AFFILIATION _____

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(Please include only one person per form)

☐ Enclosed is my check, payable to *Equity and Social Justice Conference*Please charge to: ☐ Visa ☐ Mastercard

Name on card: _____

Card #: _____

Expiration Date: _____

Cardholder Signature _____

Conference will take place on
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 For more information visit
<http://www.equitysocialjustice.org>

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Mail, FAX, E-Mail)**Make personal checks, district purchase orders, and money orders payable to:
Campus Auxiliary Services/ESJ.**HOW TO REGISTER
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Christine Waldo-Klinger
 Conference Services
 Student Union 64
 SUNY New Paltz
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 New Paltz, NY 12561-2443
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Advice #		123456789		Pay Start Date		07/13/2009		Current	3456.78	1234.56	
Advice Date		07/12/2009		Pay End Date		07/27/009		YTD	45,678.90	34,567.89	
Department ID				1234				Net Pay 1,234.56			
								Pay Rate 78,910.11			
EARNINGS											
		Current				YTD				TAX DATA	
Hrs./Days		Earnings		Hrs./Days		Earnings		Federal		State NYC Yonkers	
Regular Pay Salary Employee		3456.78				45,678.90		Marital Status		4 4	
Location Pay		56.78				678.90		Allowances		2 0	
								Add. Amt.			
								TAXES		Current YTD	
								Fed Withholding		3,456.78 1,234.56	
								Medicare		45,678.90 34,567.89	
								Social Security		3,456.78 1,234.56	
								NY Withholding		45,678.90 34,567.89	
BEFORE TAX DEDUCTIONS				Current		YTD		AFTER TAX DEDUCTIONS			
Regular Before Tax Health		456.78				1,234.56				Current YTD	
Supplemental Ret. Annually Prog.		678.90				5,678.90					
TIAA Retirement Before Tax		56.78				1,234.56					
								UUP Member 26P		34.56 456.78	

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Please contact your chapter officers for a membership card.

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To be eligible to join UUP, one must be an employee of the State University of New York and belong to the Professional Services Negotiation Unit (PSNU, also called the o8 Bargaining Unit).

I am on the faculty at New Paltz / part of the professional staff / a librarian , so I am automatically a member of UUP, right?

No. By legislative action, UUP has "agency fee," meaning that all individuals who are classified as being members of the "Professional Services Negotiating Unit" pay a fee to the union if they are not actually members. The fee is equal to the dues charged UUP members, because Fee Payers receive many services from the union even though they are not members. Nonetheless, unless one signs and returns a membership application form to UUP Central, one can not vote in UUP elections, run for office within UUP or participate fully in UUP policy making. In short, if you don't sign the card, you are not a member of UUP.

What do I need to do in order to join?

You can obtain a membership application by contacting the Chapter Office, Lecture Center 6a and speaking with Chapter Assistant, Mary Thompson. You may also download the Membership Application (in PDF Format) from the UUP Central website, www.uupinfo.org, by clicking "Welcome/Join," and "How to Join UUP?" The form may be completed, SIGNED, and mailed to UUP, PO Box 15143, Albany, NY 12212-5143.



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We're on the Web!

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Executive Committee Meeting on Jan. 30, 2013

From L-R: Capowski, Hanley, Goodman, Robin,
Brown, Wilson, Smith, McNitt, Hain, Miller

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