

**November/
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Negotiations with Jamie Dangler: A Chapter Meeting
By Jaime Burns , Chapter Intern

Even though the rain tried to dampen the event, members of the New Paltz chapter of UUP turned out in overwhelming numbers to our Chapter Meeting on October 10th. The College Terrace was filled with close to a hundred members interested in hearing our guest speaker, Jamie Dangler, UUP's Chief Contract Negotiator. Chapter President Peter Brown introduced two officers who "make working in the chapter a pleasure." Jeff Miller (Political Science), VP for Academics, encouraged participation in an upcoming survey to accurately quantify weekly workload. Linda Smith (Academic Computing), VP for Professionals, announced the election results for the College Committee on Professional Evaluation, consisting exclusively of UUP members, and the College Review Panel, made up of administration and UUP members. The results for the elections are on page 8.

Brown introduced Jamie Dangler as a "close colleague, friend and invaluable mentor," endowed with self-confidence but devoid of an oversized ego. A sociologist and former Chapter President at SUNY Cortland, she was elected earlier this year as statewide VP for Academics. Dangler began her presentation citing her close connection with SUNY New Paltz and the surrounding community. Not only did she grow up in nearby Newburgh, she has worked extensively with Donna Goodman, chair of the Community Outreach/Coalition Building Committee. She now works with Richard Kelder, former Chapter President, as part of the Negotiations Team. New Paltz also has Jeff Miller serving as the chapter's representative and Ed Felton representing part-time professionals on the Negotiations Committee, a separate group that must recommend approval before a tentative contract goes to the membership for a ratification vote.

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Highlights of the Fall Delegate Assembly
By Peter D.G. Brown, Chapter President

UUP's fall Delegate Assembly took place October 12-13 in Buffalo, NY. Some 260 elected delegates from around the state attended, a less than usual but still considerable number given the long distance that many of us had to travel. Being together with hundreds of other union activists from throughout SUNY is always an energizing experience for those of us who attend these important gatherings. They occur three times a year, normally in Albany.

A particular highlight for those of us from New Paltz was the receipt by our campus colleague, Yvonne Aspengren (Languages, Literatures & Cultures), of the Fayez Samuel Courageous Part-Timer Award (see p. 4).

The assembly also passed a special order of business honoring the life and service of the late Stephen M. Street, our friend and colleague from Buffalo. His hard-hitting commentaries on contingency frequently appeared in *The Bullhorn*, as well as in *The Chronicle of Higher Education* and *Inside Higher Ed*.

Perhaps the most important business at this assembly was the election of a new

Masthead Photograph by Jaime Burns

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Dangler opened her presentation stating that she cannot reveal specifics that are on the table because of strict ground rules agreed to by UUP and the State. Negotiations include monetary as well as non-monetary items to benefit the unique, diverse needs of UUP members across the state. She understands some frustration about the length of the negotiations process, but emphasized the importance of reaching an agreement that is fair and equitable for all UUP members. She also emphasized the need to obtain a tentative contract that our members would ratify.

Aside from the ongoing contract negotiations, the SUNY budget is of major concern to all campuses in the system. Under some new budget allocation formulas which the Chancellor is considering, funding could well be shifted away from the smaller comprehensive colleges and technical campuses to the four University centers: Stony Brook, Buffalo, Binghamton and Albany. Deeming such a shift “disturbing” given the needs and importance of all SUNY campuses, Dangler encouraged members to meet with legislators in their home districts and to come to Albany to discuss the financial implications of any reallocation of resources.

Hospital centers in SUNY will be heavily affected by the budget and continuing efforts to privatize more and more of SUNY’s functions. Downstate Medical Center in Brooklyn is a glaring example of privatization’s threat to public medical institutions. More than 80% of medical professionals educated at Downstate stay in the New York City area; without the educational opportunities and medical services provided by these state-supported institutions, Brooklyn’s population will suffer. In addition, job losses at Downstate will have a serious negative impact on families and Brooklyn’s local economy. More than 400 UUP members have been given notices of non-renewal and more job loss is expected. Dangler urged members to visit the UUP website (www.uupinfo.org) to send a fax to the Governor and legislators to save SUNY’s Downstate Medical Center and maintain the critical health services it provides to the Brooklyn community.

Dangler cited another issue affecting SUNY and our members: shared services. There are concerns about potential job loss and that combining services between colleges can severely disrupt college operations. At Morrisville our members are reporting the “snail’s pace of decision-making” as a result of sharing a president and other administrators with SUNY-IT in Utica. Delhi and Cobleskill similarly combined its presidents; Canton and Potsdam have other shared administrators.

Jamie Dangler called upon the union members to help and to make their voices heard on top-down decision-making in areas such as Teacher Education, where curriculum changes, new data collection requirements, and other directives are being imposed on campuses without adequate consultation and input. Once again, she recognized strong efforts on the SUNY New Paltz campus. Four SUNY New Paltz union members (Nancy Schniedewind, Julie Gorsewski, Susan Stern, Irene Watts-Politz) have been important contributors to UUP’s statewide Teacher Education Task Force.

Dangler then entertained questions from the audience, covering topics such as NYSUT’s candidate endorsement process and negotiations. Members asked about the duration of a new contract, UUP’s lack of a salary step system, comparisons between UUP’s potential contract and the contracts accepted by other state employee bargaining units, and representation of important UUP constituencies on the Negotiations Team. She thanked New Paltz member Richard Kelder for his dedicated work on the Negotiations Team. The team members sacrifice a huge amount of their personal time to pursue these negotiations.

Richard Kelder commended Jamie Dangler for her “outstanding job” fighting for the union’s rights in negotiations. He stated that the problem is educating SUNY and the state about exactly who is part of UUP and about the diverse needs of its members.



Scenes from the Fall Chapter Meeting



Jamie Dangler conversing with Chair of the Women's Rights and Concerns Committee Maryalice Citera



Community Outreach/Coalition Building Chair Donna Goodman with guest speaker Jamie Dangler.

From L-R: VP for Academics Jeff Miller, former Chapter President Richard Kelder, Chief Contract Negotiator Jamie Dangler, and Chapter President Peter D.G. Brown



Jamie Dangler and Peter D.G. Brown meeting with President Don Christian and Chief of Staff Shelly Wright

**More pictures are on our website:
www.newpaltz.edu/uup**

Photos by Jaime Burns

statewide Membership Development Officer. In a special election, Edison Bond, Jr. of Downstate Medical Center in Brooklyn defeated Boob Rees of Alfred. He will fill the remaining term ending in May 2013, which was recently vacated by Edward Quinn. Bond is director of patient and guest relations at Downstate and also serves as chapter vice president for professionals.

Arthur Schertzer, Chapter President at Stony Brook, was elected without opposition to the Executive Board to fill the vacancy left by Bond's election.

Much of the business at Delegate Assemblies takes place within dozens of individual committees, which then submit resolutions to be voted on by the entire plenary assembly. A set of resolutions to extend the terms of delegates and officers from two to three years did not pass.

A resolution adopted unanimously was one "requesting that the U.S. Department of Labor issue an Unemployment Insurance Program Letter clarifying for the states that contingent faculty do not have 'reasonable assurance' of future employment when they are between terms." This would make it easier for adjuncts nationwide to qualify for unemployment benefits between semesters or receive longer, enforceable contracts from their employers.

Other resolutions approved by the delegates: one supporting Wal-Mart workers seeking to organize; one that encourages the celebration of International Women's Day on March 8, 2013; one that supported the striking Chicago Teachers Union; and one honoring Malala Yousafzai, the 14-year-old Pakistani schoolgirl who is an advocate of education for girls and who was recently shot on her school bus by a Taliban gunman.

Delegate Maryann Fallek and former Chapter President Glenn McNitt in Buffalo



Adjunct Yvonne Aspengren Receives Faye Samuel Award

Yvonne Aspengren received the prestigious Faye Samuel Award for Courageous Service by Part-Time Academic and Professional Faculty on October 12 at the fall Delegate Assembly in Buffalo. For the past twelve years, Aspengren has taught German in the Department of Languages, Literatures & Cultures at SUNY New Paltz, both as a full-time lecturer and as a part-time adjunct.

The award is named after Faye Samuel, a pioneer for the fair and equitable treatment of part-timers at SUNY, who retired from Farmingdale in 2003. He flew in from Florida to attend the ceremony honoring Ms. Aspengren.

In 2004, Aspengren helped found New Paltz's Adjunct Faculty Association, which fought for higher wages and better job security for adjuncts. She was instrumental in the campaign to overturn a two-course cap for adjuncts that had existed for years at New Paltz. After being elected Vice President for Part-Timers, she chaired the Part-Time Concerns Committee and led Part-Time Labor-Management meetings.

Among her many accomplishments, Aspengren successfully negotiated a process whereby adjuncts can receive Discretionary Salary Increases (DSI), which are added to their base salaries. She also organized a series of annual workshops for adjuncts to help them apply for DSI and unemployment benefits between semesters.



From left to right: Faye Samuel, UUP President Phillip Smith, Yvonne Aspengren, and Jil Hanifan, Co-Chair of the Contingent Employment Committee

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Following are Yvonne Aspengren's remarks at the award ceremony:

I'm honored to accept this Faye Samuel Award for Courageous Service by Part-Time Academic and Professional Faculty, for work that I, and many, many others, have done to further the interests of the largest segment of the academic workforce. Contingent faculty make up three-quarters of the instructional workforce and teach over half of undergraduate classes at public institutions of higher education. Contingent faculty are the largest segment of the academic workforce.

We are hearing more and more from and about this growing body of employees. We read reports in *The Chronicle of Higher Education*, *Inside Higher Ed* and *AFT On Campus* about the over-reliance of colleges and universities on poorly paid part-time faculty. *The New York Times* publishes "Back to School - as an Adjunct" and "The Case of the Vanishing Full-

Time Professor." National Public Radio does a piece entitled "Why so many PhDs are on Food Stamps." *The Daily News* takes an interest in the fact that some adjuncts at CUNY have yet to be paid this semester, and the Modern Language Association recommends a per course minimum starting salary for adjuncts, which is more than twice as much as I earn after 12 years at New Paltz.

The largest segment of the academic workforce now has a number of advocacy groups working to achieve equity. There are books, journals, blogs, conferences, summits, coalitions and task forces dedicated to improving the lot of us adjuncts. Most of us have at least a basic understanding of the problems facing part-timers and have more than once heard adjuncts referred to as "freeway flyers," "road scholars," second-class citizens or the "migrant workers of higher education."

Since I've been involved with the union on my campus and then with the statewide Contingent Employment Committee, I have seen part-time and contingent issues increasingly recognized and addressed by UUP. At last fall's Delegate Assembly, "contingent" became a category of membership, and we now have a guaranteed seat on the statewide Executive Board. At my campus we have worked hard to educate the administration and the faculty, to organize part-timers and to institute practices which recognize, reward and integrate adjuncts into the college community.

Unfortunately, even with all the attention and awareness, in real life, adjuncts remain largely invisible and peripheral. Try finding a trace of "the largest segment of the academic workforce" on your campus, outside of the classroom. Are adjuncts listed in your department's directory? Are there phone numbers associated with these names, and can these names be found hanging on office doors? Are adjuncts allowed to participate in campus governance? Do they apply for discretionary salary increases? Do adjuncts come to the campus president's holiday party? Are they invited? How many adjuncts show up at your chapter meetings? How many adjuncts attend Delegate Assemblies?

Progress is slow, in fits and starts. We take a few baby steps, get a few crumbs. Sometimes things fall apart completely. Long-term adjuncts regularly receive notices of non-renewal. Nobody knows if they'll be rehired in the fall. We get discouraged. The enormous salary gap between adjuncts and everyone else continues to widen. Are things *really* getting better, here on the ground?

I'll tell you a secret about getting the Faye Samuel Award for Courageous Service: I am not very courageous. Steve Street was courageous. But I can be persistent. I'm hard-working and focused. Most importantly, though, I am surrounded, supported and inspired by colleagues, who, in many-to-most cases, are much more courageous dedicated unionists than I am. These are the people I would like to thank: my committed cohorts at New Paltz – Alan Dunefsky, Maryann Fallek, Donna Goodman, Ed Felton, Beth Wilson, and the indefatigable Peter Brown; and here, the Contingent Employment Committee, especially Carolyn Kube, Jil Hanifan, Jan Tewes, Ross Borden and the amazing Anne Wiegard. And thank *you* all for your support, for your leadership and for your unwavering commitment to the underclass of higher education.





2012 Campus Sustainability Plan

By KT Tobin, CREEO, and Brian Obach, Sociology



Higher education institutions have an important role in addressing the deepening global environmental crisis. Colleges and universities have a responsibility to increase educational opportunities in environmental fields to meet growing demand, to

supply the expertise and labor needed to contend with intensifying environmental problems, and to educate students in sustainable living and citizenship. As large institutions that consume considerable resources and energy, colleges must also commit to improving their own environmental performance, thus reducing ecological impacts and serving as models of sustainability for students and the public at large.

The State University of New York at New Paltz has a long history of engagement with environmental issues. During the 1970's, New Paltz had an interdisciplinary Innovative Studies Program that was at the cutting edge of experimentation with renewable energy, sustainable food systems, energy efficient building design, and other sustainability initiatives that are commonplace today. That program was discontinued in the 1980's, but New Paltz has renewed its commitment to environmental education and ecological sustainability.

In the last decade, the college has undertaken a number of infrastructure improvements and made policy reforms to advance environmental performance. From recycling improvements to energy efficiency measures to local food procurement, New Paltz has made positive strides in many areas. Environmental education has also expanded substantially, with two new academic programs added in the last ten years. For the last three years the college has been recognized for its environmental achievements in the Princeton Review's Guide to Green Colleges.

In 2008, the college became a signatory to the American College and University Presidents' Climate Commitment (ACUPCC), a national program that facilitates the expansion of environmental education and research and to improve environmental performance on college campuses. As part of that program, the college created a formal Sustainability Committee in 2009 whose official charge is to:

- Assist with the coordination and fulfillment of

the ACUPCC by helping to develop and implement an action plan for the College to become climate neutral

- Educate faculty, staff, students and college offices about sustainability issues and opportunities; together with the Division of Student Affairs, encourage and support student leadership on climate neutrality
- Help incorporate environmental issues into the college's curriculum, research profile, and educational outreach
- Promote environmental stewardship as a hallmark of college operations, working with the appropriate administrative units

The Sustainability Committee is situated within the faculty governance structure as a subcommittee of the Budget, Goals and Plans Committee. There are elected faculty seats from each college and the library and one for professional faculty, along with appointed administrators whose work involves areas relevant to sustainability issues. There is student representation from the Student Association and the Residence Hall Student Association.

Over the course of the past two years, the committee has undertaken the development of the Campus Sustainability Plan. It is designed to be a dynamic document, continually revisited, revised, and updated as new information and technology becomes available. It will serve as a guide for the college toward the achievement of full ecological sustainability in the coming decades. The timeline for achieving sustainability is long, but the plan includes a number of specific short- and medium- term actions that will yield measurable progress towards the ultimate goal. While serving as a blueprint throughout the process, these plans are to be reviewed on a bi-annual basis and revised in accordance with new developments.

This plan uses 2010 as a baseline year for most measures and is designed to allow for the achievement of full sustainability in fifty years. Some measures, such as the CO₂ emissions addressed in the Energy section are quantifiable, and for these, specific numeric targets are identified. Other areas have qualitative measures and goals. The plan provides an overview of each of four major areas of environmental performance including Energy, Environmental Education, Land Use, and Solid

Waste and Purchasing. Each section describes current status and provides action plans.

Energy

Based on current projections, the college expects that by 2030, emissions directly related to campus operations under direct campus control (such as the central heating plant) and those not under direct campus control (such as purchased electricity) could be reduced by as much as 80% from 2008 levels. Energy areas of focus are conservation, efficiency, renewable technology, and transportation.

Energy Action Plan
Conservation <i>Reduce Energy Usage</i> <ul style="list-style-type: none"> ✓ Lighting Controls ✓ Controls Upgrades ✓ Night Setbacks ✓ Building Usage
Efficiency <i>Improve Technologies</i> <ul style="list-style-type: none"> ✓ Increase Efficient Equipment ✓ Biomass Boiler Installation ✓ Building Renovations
Renewable Technology <i>Increase On-site Renewable Energy Generation</i> <ul style="list-style-type: none"> ✓ 2nd Biomass Boiler Installation ✓ Expand Photovoltaic PV Solar Systems
Transportation <i>Green Commuting, Campus Fleet and Travel</i> <ul style="list-style-type: none"> ✓ Increase Campus Housing ✓ Increase Bus Ridership ✓ Increase Bicycling ✓ Increase Carpooling ✓ Increase Low Emissions Vehicles ✓ Explore New Technologies to Reduce Travel
Energy Education <i>Foster Behavioral Change</i> <ul style="list-style-type: none"> ✓ Educational Materials ✓ Signage

Environmental Education

Achieving sustainability at the global level will require that citizens of the world understand the scope of the challenges that we face and how we can meet those challenges. In addition to instilling a basic environmental awareness among all people, this will also require that we develop the expertise necessary to understand and solve ecological problems. Thus, the college must ensure that all students achieve a basic level of ecological literacy and that we provide ample opportunity for students who wish to specialize in environmental fields. The college can also play an important role in educating the public at large. Carrying out this educational mission requires that the college employ active, engaged researchers who are

seeking to understand and develop solutions to the world's environmental challenges. The environmental education section of the plan includes subsections for curriculum, extracurricular programming, internal/external communications, and research.

Environmental Education Action Plan
Curriculum <i>Increase Support</i> <ul style="list-style-type: none"> ✓ Increase Majors and Minors ✓ Support Curriculum ✓ Increase Coursework ✓ Increase Internships
Programming <i>Increase Extracurricular Activities</i> <ul style="list-style-type: none"> ✓ Increase Staffing ✓ Support Events and Programming ✓ Support and Expand Campus Garden ✓ Evaluate Sustainability Committee
Communications <i>Increase Public Education and Outreach</i> <ul style="list-style-type: none"> ✓ Increase Media Coverage ✓ Improve Branding and Identity ✓ Inform Public about Campus Energy Use
Research <i>Support Research and Funding</i> <ul style="list-style-type: none"> ✓ Increase Research ✓ Increase Funding

Land Use

The 2007 Master Plan mapped out the long-term needs and physical growth of the campus and provided ample attention to practical needs, aesthetic qualities and environmental concerns. Plans to protect ecologically sensitive areas of the campus, to make better use of the natural features of the land, and to expand green space and eliminate impermeable surfaces where possible are included.

Land Use Action Plan
<ul style="list-style-type: none"> ✓ Inventory Land Use ✓ Decrease Synthetic Pesticide Use ✓ Implement Green Infrastructure

Solid Waste and Purchasing

The college has taken a number of measures to reduce solid waste and improve environmentally conscious purchasing. Recycling and composting programs have been created and expanded in the last five years and several policies are in place to ensure that needed items purchased by the college meet environmental criteria.

Solid Waste and Purchasing Action Plan
<ul style="list-style-type: none"> ✓ Increase Composting and Recycling ✓ Increase Sustainable Food ✓ Support and Expand the Farmers Market

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Next Steps

SUNY New Paltz has made considerable strides towards improving ecological performance and expanding environmental education in the last decade. We have a long way to go in order to achieve full sustainability. The 2012 Campus Sustainability Plan documents past achievements and identifies targets for the future. This plan will be regularly revisited; revised and updated every two years as we progress towards our goals. While the specifics may evolve, the college's firm commitment to making this institution a model of sustainability and a center of environmental learning will not cease.

The Sustainability Committee submitted the plan and campus community comments to the president on November 1, 2012. President Christian will review the committee's proposal and any comments and use them as a basis for fulfilling the reporting requirements of the ACUPCC. The committee now plans to focus on implementation of the plan, with a particular focus on their third charge, greater incorporation of environmental issues into our curriculum, research profile, and educational outreach.

Election Results: Review/Evaluation Committees for Professionals

By Peter D.G. Brown, Chapter President

Elections were held in October for two important committees that are by and for our Professional employees. They do not involve our Academic members.

The **College Review Panel** can be asked within 45 days to review a request for promotion or salary increase if it is denied. The Panel consists of five UUP members elected by the Professional employees on campus.

The **Committee on Professional Evaluation** can review an "unsatisfactory" annual evaluation based on a Performance Program. It also consists of five members, three of whom are elected by the Professional employees and two of whom are appointed by the College President. To initiate the appeal, notify the Committee on Professional Evaluation (or UUP), your supervisor and the College President *in writing within 10 working days of receipt of the evaluation*.

The election results are as follows:

College Review Panel

Niza Cardona, Chair (Student Accounts)
Amanda Merritt (Curriculum Materials Ctr., School of Education)
Jeff Pollard (International Programs)
Scott Schulte (Environmental Health & Safety)
Marcia Roth Tucci (Academic Advising)

Committee on Professional Evaluation

Elected by UUP Professionals:

Alan Dunefsky (Development – Foundation)
Mary Kastner (Design, Print & Mail Services)
Wayne Lempka (Art Museum)

Appointed by the College President:

Rosemarie LaTourette (Accounting Services)
Camille Suckie (Financial Aid)

More information on these two committees and the appeal/review processes can be found in UUP's *Guide for Professional Employees*, which is online at: <http://www.uuphost.org/newpaltzwp/wp-content/uploads/2012/06/guide-for-professionals-at-suny.pdf>

Professional members are also urged to consult Appendix A-28, Memoranda of Understanding Relating to Evaluation and Promotion for Professional Employees, which begins on page 99 of the *Agreement between NYS and UUP* ("The Contract"). It is also online at: <http://uupinfo.org/negotiations/agreement.pdf>.

Workshop/Luncheon for Professional Reappointment October 22, 2012



From L—R: Justin Shumway (Communications & Marketing), Mustafa Ciner (Administrative Computing), Andrea Durbin (Comm & Mktg.), Lijun Luan (Administrative Services), and Matt Skillman (Comm & Mktg.)



From front to back: Marcia Tucci (Academic Advising), Chapter President Peter Brown, and Denise Kennedy-Shane (Development)



Maureen Maxwell
(Purchasing) taking notes



NYSUT Relations Specialist Bill Capowski addressing the attendees





NYSUT Relations Specialist William Capowski giving his presentation. *From L—R:* Connie Rotunda (Theatre Arts), Lisa Barker (Secondary Education), Roberto Velez (Sociology), Karl Bryant (Sociology and Woman's Studies)



From L—R: Michael Machczynski (Chemistry), Rajeev Narayanan (Engineering), James Fossett (Art), Montserrat Gimeno (Music), and Andrea Frank (Art—Photography)



Roberto Velez (Sociology) and Montserrat Gimeno (Music) in discussion

Getting to Tenure: A Workshop for Academics

On October 17th, the union held its second annual workshop to help tenure-track academics in their pursuit of job security at SUNY New Paltz. There were over a dozen participants, each at a different point in the tenure process. First, they learned about their rights as members of the bargaining unit and tenure-pursuing academics from NYSUT Labor Relations Specialist Bill Capowski. After lunch, they received advice from Anne Roschelle, Sociology, who was recently promoted to full professor and co-hosted the workshop last year. You can find her notes presented at a previous workshop in the December 2011 issue of *The Bullhorn* on pages 22–23: http://www.uuphost.org/newpaltzwp/wp-content/uploads/2012/06/bullhorn_dec2011.pdf



Karl Bryant (Sociology and Women's Studies) and guest speaker Anne Roschelle (Sociology)





Maureen Morrow (Biology) and Beth King (Career Resource Center) taking notes



From L-R: Chapter President Peter Brown, VP for Professionals Linda Smith, Connie Rotunda (Theatre Arts), and Christine DeLape (Fine and Performing Arts)

Department Representatives Meeting

Twenty department representatives attended the meeting on October 24th to learn about their vital role as liaison between their departments and the leadership of the New Paltz chapter. Chapter President Peter Brown started the meeting stressing the importance of two-way communication. He stressed the union's need to be in continuous contact with our members. He also outlined the various modes of addressing departmental concerns to the union, ranging from the bi-weekly Executive Committee meetings to *The Bullhorn*.

After delivering important information from the latest Labor Management Meeting on October 22nd (see page 12), Brown opened up the floor to the department representatives to deliver respective concerns. The following topics were addressed:

- Re-energizing faculty governance
- Crediting union service in DSI decisions
- Pay increases during contract negotiations
- Evaluating top administrators
- Lack of heat in buildings during winter intersession

In closing, Brown encouraged attendees to get more involved by running in the Chapter Elections coming up next semester for delegate or a chapter officer.

From L—R: Tim Watson (History), Diane Strauss (IMS), and Wayne Lempka (Art Museum)



From L-R: Jeff Pollard (International Programs), Kevin Caskey (Business), Irwin Sperber (Sociology) and Tom LaBarr (Engineering)



Photos by Jaime Burns





Catch Up, Get Ahead, Do Summer at SUNY New Paltz

By Helise Winters, Dean, Office of Extended Learning

Summer session at SUNY New Paltz has been an integral component for many of our students. Survey data, collected on a yearly basis by the Office of Extended Learning, indicate that the greatest percentage of enrollments in SUNY New Paltz summer courses is from our own graduate and undergraduate students.

“Catch Up, Get Ahead, Do Summer” has been the mantra we have used in several summer session promotions to our students and students at sister SUNYs. We encourage students—as early as January by posting our summer courses on the Summer Session website—to plan to enroll in summer courses to assist them in graduating in a timely way. This is especially important as students often take specific courses in summer that they may have been unable to schedule during their fall or spring semesters. Some students may delay taking General Education courses until close to graduation; others tell us they want to move ahead with their degree requirements, and summer is a good time to concentrate on those courses.

We are especially pleased when both full-time and part-time faculty plan to teach a course or two during summer sessions. We ask departments to offer a variety of courses re mode of delivery, General Education and/or electives, and convenient scheduling to allow students to register in more than one course. Course enrollments in seated, online and hybrid courses reflect students’ interests in course content, meeting degree requirements, ease of scheduling and faculty reputation. Meeting students’ needs and interests, along with faculty interests and schedules, is essential in the planning process.

Recently, we have seen some decline in summer graduate enrollments, as have other SUNYs, especially in the areas of Education. Some prospective students indicate that they are waiting to enroll in a master’s program and are having a hard time finding employment in our region. Those currently teaching may limit their professional

development efforts and not take a summer course, as they may be less likely to receive tuition reimbursement from their financially challenged school district.

Prospective students have many choices for graduate education, seated and online. It is important for SUNY New Paltz to highlight the unique aspects of our graduate courses and programs to attract qualified students. We have seen some teachers enroll for a second master’s degree in a field that they hope will enhance their professional credentials and make them more marketable. Summer is a good time for these students to pick up some credits toward their degree completion.

This summer, we did see strong graduate enrollments in some disciplines. Online graduate courses recently approved in Education, Communication Disorders and Engineering did well. Also of interest to our graduate students are hybrid courses which allow for face-to-face connection and community building, as well as online content allowing students to reduce the number of trips they make to our campus.

Procedural changes have helped the College get a clearer assessment of enrollment and reduce spending. Requiring students to pay in full before the start of the summer session has enabled us to get a clearer sense of student commitment toward taking and completing their courses. Students can still withdraw from courses, and we know that faculty do their best to assist students in staying in the course, if appropriate. However, sometimes students’ commitments change, and the best option is to withdraw and take the course during their regular semester, if they are matriculated students.

With the recent increase in online course offerings, our College is able to offer students the option of taking SUNY New Paltz courses even if they return home and cannot remain on campus. Enrollments in these online courses have been steady as has the gradual increase in the number and variety of courses we offer.

We now offer over 85 online courses through the College of Liberal Arts & Sciences, the Schools of Education, Fine & Performing Arts, and Science & Engineering. Building a strong online program takes the initiative, careful planning and hard work of faculty and support personnel. Faculty review of online courses by the Curriculum Committee and the Graduate Council, as well as faculty oversight within each school, are good first steps in ensuring that courses are rigorous, pedagogy is sound, and assessment rubrics are in place. Posting the syllabus online before students begin their course(s) helps students assess their own level of commitment and likelihood of success.

Student input, via SEIs as well as individual faculty surveys, gives needed feedback to allow for improvement and enhancement of course content and approaches to instruction. Updating online pedagogy, using new technologies, needs to be addressed, especially if the same courses are offered each summer. Understanding student learning styles and personalized approaches to specific student needs works well with this kind of course delivery. Using a variety of contents helps keep students motivated and engaged.

While many faculty may already use the Blackboard platform to augment their seated courses, teaching a course asynchronously demands new learning- and time-challenges to design and implement the course effectively. We have had the ongoing support of Linda Smith, Instructional Technology Coordinator from the Department of Academic Computing and the Teaching & Learning Center, who offers both one-on-one training and workshops for faculty development. Provost Mauceri has indicated his support of hiring an Instructional Designer to give faculty added assistance with course design and implementing new learning strategies to increase student participation and learning.

The Summer Session staff advocates for, and assists with the design and implementation of, specialized approaches to summer programming. We invite faculty to propose unique programs, e.g., summer institutes, workshops, conferences, etc. that will stimulate student interest and make SUNY New Paltz a place to come for specialized learning.

Students have many choices during the summer. Some attend a local community college to earn credits that they transfer into their degree program. Others choose to attend a four-year college close to home and transfer the credit. Still others may take online courses, which we may not offer in summer, from other schools. Being student-centered for summer, we hope to offer a variety of courses across disciplines and levels so students choose SUNY New Paltz. At the same time, we need to recognize the needs and interests of our faculty who are vital to this initiative.

Careful planning and thought, infused with creative approaches to programming, will yield the best results. I look forward to hearing from you at wintersh@newpaltz.edu.



Labor-Management Meeting Notes, October 22, 2012

By Ed Hanley, Chapter Secretary



Administration Attendees: President Christian, VP DiStefano, Provost Mauceri, Chief of Staff Wright, 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. Results of elections by UUP Professionals. UUP has completed its two elections among its Professional members with the following results:

College Review Panel

Niza Cardona (Student Accounts)

Amanda Merritt (Curriculum Materials Ctr., School of Education)

Jeff Pollard (International Programs)

Scott Schulte (Environmental Health & Safety)

Marcia Roth Tucci (Academic Advising)

Committee on Professional Evaluation

Alan Dunefsky (Development – Foundation)

Mary Kastner (Design, Print & Mail Services)

Wayne Lempka (Art Museum)

Has the administration designated its two members of the Committee on Professional Evaluation? This committee is required to issue its report within 25 working days of any appeal, and UUP members may be requesting reviews in the very near future.

President Brown asked President Christian if the administration had yet identified two members to serve on the College Committee on Professional Evaluation. Answering affirmatively, Christian stated that Camille Suckie (Financial Aid) and Rosemarie LaTourette (Accounting Services) would serve on the Committee. Brown indicated the union would provide some orientation for its committee representatives; he invited the administration's representatives to participate in the session(s) as well.

2. Administration empowered to grant upward salary adjustments. UUP will be reminding its members of §20.12 in the Agreement and requests that the administration do the same.

“§20.12 Nothing contained herein shall prevent the University, in its discretion, from granting further upward salary adjustments of individual employees.”

Noting that the union will be contacting members on the matter of salary adjustments, Brown opined that it would be helpful if both the union and the administration sent the same message on this issue. Christian pointed out that it was not the administration's responsibility to remind members of the bargaining unit of their rights under the contract. Brown suggested that perhaps the administration could at least get the word out to Deans and Vice Presidents that this option exists. Christian noted Brown's point.

3. Disabled commuters. Some of our disabled members have been denied permission to be driven up to, and discharged close to, the buildings where they work. A member was denied a request for a remote control to lift the barrier behind the FOB. The University Police should be directed and trained to be more helpful to disabled employees.

4. Private vehicles used for College business. Some members are required to use their personal vehicles to transport bulky supplies and provisions to the College. We propose that they be provided with special hang tags for short-term parking near academic buildings. We should also consider estab-

lishing a more efficient mechanism for resolving such issues described in agenda items #3 and #4 outside of Labor-Management.

Note: items 3 & 4 were addressed in combination rather than separately. Noting that Labor-Management meetings do not seem the most appropriate forum for issues of this type, Brown suggested there was a need for a more effective mechanism for dealing with them. VP DiStefano concurred, noting that the college already has a well defined, vetted process for dealing with disability issues. She further noted that people who encounter problems when using their personal vehicle to perform official business should, as a first step, seek their supervisor's help in resolving them. Acknowledging DiStefano's point, LRS Capowski observed it is always desirable to resolve issues at the lowest level. Christian noted that - even when such issues are properly addressed and reasonable accommodations made - those involved are not always completely satisfied with the results. He cautioned against the possibility of people continuing to shop around for solutions in an attempt to achieve their preferred outcome.

5. Sabbatical rescission. UUP was very concerned when it learned this fall that a member's previously-approved sabbatical leave had suddenly been rescinded over the summer. Where is the authority for, and what are the precedents, if any, for such a sabbatical rescission? Was there approval of this leave by SUNY system administration in Albany?

Christian stated the authority for rescission resides with the campus president, based on institutional need. Noting that sabbaticals are reported to SUNY but not approved at that level, he further noted there is no formal process that requires notification in the event approval is rescinded. When Miller suggested it might be advisable to highlight the possibility of rescission when awarding sabbaticals in the future, Christian indicated this was certainly not something he foresaw doing on a routine basis. Brown asked if people who had a sabbatical rescinded would receive any special consideration when they next applied. Christian noted that such circumstances could certainly be considered. Miller then asked how Title F leaves affect sabbaticals once tenure is reached. Per Christian, faculty are eligible to apply for their first sabbatical upon achieving tenure. As they will normally be expected to give up that first sabbatical in exchange for a Title F leave, they would be considered for their next (second) sabbatical seven years after achieving tenure.

6. Improper Practice. Our members continue to report that some units have been actively discouraging their subordinate employees from participation in UUP. This is a serious violation of the statute and an Improper Practice actionable with PERB. The administration needs to make it very clear by sending a memo to all department and area heads/directors, with a copy to UUP, affirming: that under the Taylor Law, UUP is the exclusive legal representative of the roughly 900 members of the bargaining unit; and that it is an Improper Practice, as set forth in §209-a, Section 1a, to "interfere with, restrain or coerce public employees in the exercise of their rights guaranteed" in §202 (Right of Organization), §203 (Right of Representation) and §204 (Recognition and Certification).

Acknowledging improvement on this issue since it was first discussed at the May '12, Labor-Management meeting, Brown noted that it is not yet fully resolved. As at the May meeting, the administration asked for specific details and these were provided by the union. HR Director Blades also took the opportunity to bring a related issue to the union's attention. Specifically, that people occasionally contact HR asking if they are required to participate in union activities. Because the administration abides by the policies, procedures, and agreements that guarantee the union's right to interact with its members, people sometimes incorrectly surmise that the administration therefore expects faculty & staff to participate in union activities. Brown clearly reiterated that, while members are indeed actively encouraged to avail themselves of all the union

has to offer - including participation in events - such involvement is entirely voluntary.



From L—R: VP Miller, VP Smith, President Brown, NYSUT Relations Specialist Capowski; Chief of Staff Wright, Provost Mauceri, President Christian, VP DiStefano



UUP Spotlight: Shannon Roddy

By Jaime Burns, Chapter Intern

After the well-received Chapter Meeting featuring UUP Chief Negotiator Jamie Dangler (see pages 1–3 for more information), our chapter Treasurer Shannon Roddy found time for an interview on her support of union strength and her love for numbers, art, wellness, and public institutions.

What got you interested and involved in accounting? Maybe this is because I am an English major, but I see working with numbers all day as pretty dulling work.

When I was an undergraduate student, I dabbled at first as an art major, but after a semester I realized art is a hobby for me, rather than a career path. I ended up in finance and business and really loved the coursework I was doing. I went to work for my college, the College of St. Rose in Albany, in the Advancement Office while I was still an undergraduate student, full time, with a professional position in the public relations area. After I graduated, I worked for a bank for a little while, which I really did not enjoy. Then a posi-

tion opened back up at St. Rose, in the accounting area for Advancement, which fit with my background, my education. So I was there for about another year. Then ten years ago, I came here to New Paltz, starting as the accountant for the SUNY New Paltz Foundation. Three years later, I was promoted to the director of the department. I love working on a college campus, as opposed to a private, for-profit industry. It's certainly my niche.

Why do you like your time in the college environment more than the profit-driven industry?

First, there's the interaction with students. For many years, I've had students in Accounting who were working in the office. I really enjoyed that, because I can see them apply what they're learning. It makes such a difference, making them into well-rounded students -- and then going out into the workforce, and having them come back and say, "I learned so much in your office and it really helped me with my work!" Second, there are so many cultural opportunities. Every night there's either a lecture or a show or something going on that we're just a part of because we're funding all the various departments. We're really involved and invested, whether we're keeping the books or fundraising for that area.

What's your favorite event in the past year on this campus?

I enjoyed when we brought in Noam Chomsky; that was really exciting. It was amazing to see him here and it's nice that New Paltz can bring in such a high-profile individual. I also really enjoy the shows at the Dorsky Museum. They are probably our most active fundraising group on campus so I really get to know what's going on in the shows. There's the "Shinohara Pops!" exhibition going on right now. I try to take a lunch hour and see each of the shows.

What brought you here to SUNY New Paltz specifically?

It was a really interesting opportunity to come here to New Paltz because the Foundation is its own separate organization. We're running the whole organization, whereas if you're at a private university, you're running a division. It was a broad experience that you can't get anywhere else. I learned so much my first couple of years here at New Paltz because we're a really small office. At the time, there were two of us; now there are two and a half of us. You're doing literally everything and given a lot of stuff you wouldn't be given at a larger institution. It was a really exciting opportunity.

You've stated previously that you have been at New Paltz for ten years; what has been so great about the campus that has kept you here?

I had a very supportive supervisor; she really opened up the opportunity to me to lead this area seven years ago at a fairly early point in a career. There is never a status quo year. There's always something new and interesting to keep you invested every year at New Paltz, and you're constantly growing within the organization; it's when you are not growing anymore that you just want to find another opportunity. We've moved into real estate development, property just off of campus. We're working with a developer to build student housing, private housing with a small section reserved for faculty. That is going to allow us to give a housing option to transfer students. It's such a huge need at New Paltz, because right now we can't offer any transfer students housing. There's a small section for faculty housing,

which is really important for the campus as well. We're finding it hard to recruit the kind of faculty that we're looking for because it's so expensive to live here. We can't offer the kind of salaries that would allow faculty to move into this area; it's completely unaffordable. We'll also be able to offer something to interested faculty who are moving into the area or want to come and get to know it before making a huge investment. Students and faculty are living so far from New Paltz that we're missing a community aspect of the college experience.

Can you describe your average workday?

I wish there was a regular workday, but lately it's not really like that. We certainly oversee the finances for the New Paltz Foundation, recording all the revenue received, including great contributions from alumni, parents, faculty, and staff. Students support us on a really high level through an optional Student Alumni fee, and we have about an 80% student participation rate, which is amazing. I think a lot of folks don't know that students are really supporting us. I monitor our endowment of about fifteen million, four million in non-endowed investments. We have about three hundred restricted accounts. For example, someone can donate to Friends of the Library; that money is segregated into a restricted account used to purchase books for the collection. We're monitoring the disbursement requests that come in from all those accounts to make sure that the funds are being used for the purpose the donors requested. We monitor the budget for the Development office. We have a very active volunteer board that governs the Foundation, and I work closely with the board to make sure we are carrying out their objectives. Right now my staff members are really busy with our scholarships. The first scholarship disbursement of the year is happening next week. So, my staff is really busy with making sure we have all the information on students receiving scholarships this year, that we have a disbursement orders for each scholarship, and that the students are meeting the scholarship criteria. That's the big fall project. Then we're compiling the scholarship catalog that comes out in late February, including the application process for next year's scholarships.

How does the SUNY New Paltz Foundation function with the broader community? Does it reach out to alumni, companies, etc? How much does your work play in these connections?

Finance is part of that team; we come in and help analyze projects that the Development staff members are going to undertake. We look at things like cost-evaluations and help sort through what is the best use of our time, which project yielded a good result. We expand on the projects we can, and evaluate the things that did not resonate with our donors. We're definitely in the back office, but we do play a role in the overall decision-making.

I figure you don't surround yourself with numbers all day; that would be quite exhausting! What do you do to relieve yourself from your work at the end of the day?

I love cooking, so I do a lot of cooking at home. I work out. I walk my two Yorkies; they're a lot of fun! I focus on wellness. I joined the Athletic and Wellness Center this year, and I really like it; there's good equipment and it's convenient.

How did you get involved with the UUP chapter?

I've been on campus for ten years, so I've been a member of UUP since coming to campus. In terms of getting involved on the Executive Committee, one of my colleagues, Alan Dunefsky, was the Treasurer before me. He was looking for a replacement and to move on to other things. I really wanted to learn more about what the UUP does. It's been an interesting experience, how hard everyone works, Peter Brown works incredibly hard for the organization. I got involved just a year ago as Treasurer. Things were moving along, and I felt I could take on something like that role. It's within my skill set, and that's made it very manageable. I also like to be able to give back whenever I can.

What keeps you committed to the chapter, especially despite your heavy workload?

It's very important for the union to be strong. I see all the work that my colleagues do to the union, for the strength of the UUP. The work my colleagues do benefits so many people, it helps the students, parents, and everyone for whom this institution serves. Seeing the dedication and commitment to the union helps me keep going.

If someone were to come up to you, unsure about the benefit of getting involved and their time commitments, what would you tell them to encourage them to get involved?

I would just reinforce that it is so important to the union that it's kept strong, and it is not strong if your members are not involved. Voting on a contract is important, but you all have to work together, support one another. Even if you may not have to rely on the union for help during your career, your colleagues will, so being there for them makes the University stronger.





UUP Spotlight: Jeff Miller

By Jaime Burns, Chapter Intern

I will admit, the first time I saw Jeff Miller's name on the old UUP website as the Vice President for Academics, I was determined to get the chapter intern position. After three great successive courses with the political theory professor, how was I going to pass up the opportunity to work with him again? As Chapter Intern, I do not see Jeff as frequently as I would taking one of his courses, but when I stepped into his office for our interview, it felt like I was retaking Individual and Society: pleasant, motivating, and intellectually invigorating. Whenever I run into my minor advisor and previous Honors Director, I remember why I fell in love with SUNY New Paltz.

Jeff Miller eagerly starts off the interview talking about his little girl Clio and her developing New York accent. Born in the UCLA hospital and growing up mainly in the southern portion of San Diego, the Political Science professor "still feels a little bit like a non-New Yorker. The seasonal changes kind of catch me by surprise. I know they're coming and I know what to expect, but I would be comfortable with no seasons and constant 70 degree sunny weather." After receiving a bachelor's degree from UC Santa Cruz, Miller

worked for a state congressman, which cured him of the desire to work in politics and manifested his true loves of political theory and Ancient Greece into an academic pursuit.

What inspired his passion for the subjects? "My grandmother, when I was a little kid, used to read me stories from Herodotus and Thucydides, believe it or not. All the males, on my mother's side, for several generations, had the middle name Leonidas; that's the name of the Spartan commander at the Battle of Thermopylae. The Spartans held back the Persian army at bay for several days against insurmountable odds. There's this great story about Leonidas, and this was read to me all the time, and my grandfather and uncle have this name. I escaped the name; my middle name is Lee, but it's for Leonidas. So, something in my name, something in my early childhood, reading all the myths and stories as a kid, must have moved me towards it naturally in college."

Miller then guessed my next question: why Greeks? Despite such an affinity to the subject at a young age, what keeps the political theorist attached to the material to this day? "For a political theorist, the Greeks represent something fundamentally different from the way that we approach politics, in terms of basic assumptions of the self and the relationship between the self and society. In Greek tragedies, there are no clear, easy answers: there is just a choice between two irreconcilable, bad options. When reading Plato and Socrates, you're forced to provide your own answers. The Greeks have a particular way of reaching out and grabbing you, unlike a lot of traditional philosophy. Traditional philosophy has this tyrannical perspective—here's the argument and here's the conclusion—and that's less engaging."

Just as Jeff Miller gravitated towards Ancient Greek political theory, he gravitated towards his faculty status at SUNY New Paltz. When Miller pursued a master's degree in political theory at the University of Virginia, he would take trips up to New Paltz for rock climbing. He noticed the college, said "Wow, how nice!", but never thought he would get a chance to teach at the school. Years later, with a PhD in Political Theory and a few one-year visiting assistant professorships under his belt, "the stars aligned" and he was hired as the political theorist of the Political Science department in 1999.

Two years later, he accepted the position of Honors Director and ran the program for a decade. The Honors Program's focus on small, discussion-based seminars that probe the difficult questions was highly attractive to the inquisitive professor. He continues to use discussion-based teaching over lectures, even in political theory courses with twenty to thirty students. He also admired the driven intellectual students who populated the Honors courses. Still, for a young professor following the legacy of Karin Andriolo, Professor Emeritus in Anthropology who launched the program, "to be entrusted with the program was both great and scary." While Honors Director, he still taught some political theory courses, but at least half of his focus was devoted to expanding and enhancing the program, serving as advisor to all Honors students, and learning the administrative ropes.

In my first semester at New Paltz, I was a student in the last Individual and Society class he has taught. A year later,

after always “wanting to come back to his department and work on the program more robustly,” he stepped down as Honors Director and devoted more time to his field.

Each semester, he teaches three political theory courses: one 4-credit survey on classic or modern political theory and two extra courses on a variety of topics, from liberalism to Theater and Politics. Over the course of his fourteen years at SUNY New Paltz, but especially in the past year post-Honors Director, he created most of the political theory courses he teaches today. “There weren’t a lot of theory courses on the books, and I was not particularly interested in doing the ones that were.” He also tries to serve on one committee every year. He has been on the Budget, Goals, and Plans Committee for the past three years, but he also serves on a variety of smaller committees, including a search this semester for an Ancient historian in the History department, which is a certain interest to the Ancient Greek aficionado. He was also just elected as a Liberal Arts and Sciences representative to the Liberal Education Committee.

One of the potential items on the table for the group is a move towards all four-credit courses, which Miller expresses can have great benefits. “As long as there’s not an overall increase in teaching, the credit shift would be a really good thing for students. Students are sometimes taking six or even seven courses. They don’t have the time to really think about their courses, and one or two of them end up being a sort of gut course where they say, ‘Oh, I don’t really need to pay attention.’ If you’re not paying attention to the course, why are you doing it? If it’s just to check off a box for your graduation form, then it’s a waste of time and money. At UC Santa Cruz, we were on a quarter system, and the average load was three classes a semester. So I remember having this feeling of expansive space, and I had a lot of time to think about whatever the course was doing. That’s a really important part of the undergraduate liberal arts experience. It’s a way to discover who you are, as opposed to being busy all the time.”

Along with balancing the Honors Program, his courses, and varying committee memberships, Jeff Miller has been involved with UUP from fairly early on in his SUNY New Paltz career as either a delegate or an officer. Within a week of Miller’s first year at New Paltz, former Chapter President and political science colleague Glenn McNitt encouraged the young political theorist to run for delegate the next year. After “getting his feet on the ground,” Miller took up the offer in 2001, the same year he became the Honors Director. His first officer position was Treasurer, for a single term, which he admits is the “most administratively taxing. It’s not something I’m particularly interested in doing, but I can.” Today, as VP for Academics, Miller finds he is “more engaged with issues that concern the faculty.” His current dedication to an accurate display of faculty workload in light of the “distinctive workload creep since I’ve been here, especially over the last two or three years,” reflects his interest to serve effectively as a representative of the faculty. Miller echoes concern that large increases in teaching load have a detrimental impact on the quality of instruction, advising, and research. Lack of time for research is a widespread complaint because of the “really close link between research and teaching. People come into the academe because they like to teach but they also like to pursue knowledge. To take away one of the primary parts is really going to do damage.” Research enhances instruction and benefits both the students and the instructor.

When asked what he would say to people who are on the fence about getting involved, he draws upon ideas of political and community obligation. “I don’t think everyone is dispositionally suited for or has interest in the union. But you don’t need to think very long on what unions have given you as an individual, either as an employee at New Paltz or as a worker in the United States, to see that, out of fairness, you should give something back. Your involvement can be anything from the bare minimum, becoming a full member, to running for office or taking on one of the major leadership responsibilities.”

Coming back full circle, I jokingly ask if Clio is going to be speaking Ancient Greek anytime soon. John Stuart Mill relayed in his autobiography that he was forced to learn multiple languages by the time he was four years old; Clio is past that point, but she recently received a deluxe kid’s edition of the *Odyssey* from colleagues Brian Obach and Ilgu Ozler for her fourth birthday, which she and her father have been reading ever since. He admits that she’s very girly, with nurturing tendencies and a love of dresses, which is something he didn’t understand very much at first since he grew up in a house full of boys. However, she also has a full suit of armor with a fake sword that she wears around the house, “sometimes with the dress on underneath it, a warrior princess, and she goes around chasing the dog. Fortunately, he’s still faster than her.” Despite an effort to keep public and private life separate, “these boundaries are not clear and distinct,” and that’s certainly recognizable in Jeff Miller’s background and the love of Ancient Greece that he shares with his daughter.





Department Chair Spotlight: Mary Christensen By Jaime Burns, Chapter Intern

Professor Mary Christensen, Chair of Languages, Literatures & Cultures, starts off our new series of Department Chair profiles as a passionate lover of words, a compassionate advocate for unions and worker rights, and a positive energy on the SUNY New Paltz campus.

Her love of languages, and notably French, started with her mother. “She wanted me to be an educated person, so she pushed me to learn French and to be the kind of person she would have liked to be.” Eventually, she went to France through her high school and lived outside of Paris for a year and fell in love with languages and traveling. After finishing her high school and college degrees, she went back to France and taught English at the high school level for a year in Paris, a program sponsored by the French government that was “wonderful and really polished my French. I have encouraged my students to apply for this program ever since I started working at New Paltz, and I have eight students up there now.”

Between her master’s and her PhD at the University of Michigan at Ann Arbor, and her current position at SUNY New Paltz, she expanded her language expertise beyond French and Spanish and studied linguistics, Latin, and Macedonian. After I confessed to my monolingualism and how impressed I am with even bi-lingual speakers, Mary Christensen addressed her concern about America’s linguistic isolationism: “When Huguenots settled this area, they were French speakers, but they lived in Germany before they came here, and then they were speaking Dutch, and then they had to learn Indian languages. Everybody thought that was normal. That’s just what you did; learn some languages so you can talk with people around you. The hegemony of monolingualism in the United States is something that’s a big obstacle for Americans; we see this as something so difficult. It’s really the norm to be multilingual throughout history and throughout time and space.”

Before her first trip to France, she considered pursuing her love for literature with an English degree. Today, as a philologist, or a lover of words, she still passionately studies literature and researches seventeenth-century women’s literature in France. In graduate school, she started as a medievalist, working closely with linguistics and language skills to interpret Old French, but she didn’t click with the expert in the field. Working her way up to seventeenth-century, her dissertation advisor, Dr. Domna Stanton, provided Christensen with the passion and love for the field she researches today. Specifically, she works on seventeenth-century memoirs, autobiographies, and the birth of the novel during that age. Her dissertation explored the birth of genealogy as a definition of class and its subsequent impact on the female memoir author. Today, she researches the “development of the novel and seventeenth-century ideas about truth.” She turns to autobiographies and novels of the time period, such as supposedly nonfictional works modern scholars discard as false and untrue, and asks, “Why do we want it to be so true?” Her work answering this question hopes to enlighten current perceptions of literary works.

As Department Chair of Languages, Literatures & Cultures, Mary Christensen stands in a unique position, negotiating between surprising trends of student interest in language, the different interests of language subsections, and the range of academic positions. Although funding continues to decline for languages at the state level, a growing number of students are majoring in languages, but “not in the areas you would expect.” Students are double-majoring in language and, not education as one would expect, but other traditional liberal arts fields that require graduate degrees, such as art history, English, history, and anthropology. A second language aids in their research. Similarly, students are also coupling languages with “International Relations, International Business, Finance, or even Women’s Studies, things that people will put together later as jobs.” Christensen encourages her students to continue their language studies in addition to their other majors because of the jobs that will perfectly suit that unique bachelor’s degree.

Even with the Spanish program’s approximately one hundred majors, the large elephant in the room toppling over the fifty French majors, fifty Asian Studies majors (split almost evenly between Chinese and Japanese), and other smaller language minors, Christensen works to diffuse the “power struggle” by investing in the growing majors that play a role in global affairs. “We’re bringing Arabic back. We’re opening up new sections of Chinese because that’s the biggest area

of growth in the country right now. It would be poor foresight on the part of Americans to think that Spanish is the only language we should be studying." Even with such sentiments, Christensen is interested in expanding the healthy Spanish program. By modifying language placement, unnecessary Spanish 101 sections were removed to allow greater investment in upper-division courses. Just as many of her French students paired up a language with a variety of liberal arts majors, she encourages a similar path for Spanish majors. A new study-abroad program for Economics majors, working with a Spanish bank and instructing in both English and Spanish, gave a scholarship to SUNY New Paltz, so interested students could go for a semester with little cost. Even in America, where the population is increasingly speaking Spanish, "you're not going to be required to speak Spanish, but there are many jobs that if you do, you'll be much better off. I'm better off in my job."

Despite the "power struggle," Christensen says working with her colleagues is a lot of fun. "We're always learning a little bit of each other's languages. I find there is less strain and more positive energy than anything else, and that makes me happy." Despite starting her work at SUNY New Paltz in 1998, she will be the most senior member of the department by next semester; a younger faculty devoted to scholarship along with instruction bestows life to Languages, Literatures & Cultures.

With six tenure-track professors, eight lecturers, and eighteen adjuncts, Mary Christensen recognizes her responsibility to care for a large group of contingents. With organizing experience at University of Michigan, cousins in UAW (United Auto Workers), and her early efforts at New Paltz to build up the French program with only herself and eight adjuncts, the department chair's pro-union sentiments and experience conflicts with continued department cuts and her inability to provide optimal full-time positions: "I've been trying to deal with the fact that there's nothing I can do to create more full-time jobs or more tenure-track jobs. So, working with this reality, how can I make sure the people feel respected and taken care of? How do I give them the best schedule I can and make sure they actually have a computer?" Between working with administration needs and those of her colleagues, she works diligently to provide what is crucial. While she cannot provide phones to every adjunct, she tries to give two courses to adjuncts that need the health benefits guaranteed with the workload.

Despite cuts to the department, Christensen hopes to strengthen the educational value of the language courses. She confesses we are not in the most "ideal" situation as a language department, but between scheduling and funding, the department is trying its best to provide the most optimal experience. A smaller class-size would increase retention—student caps on courses is 27 when the Modern Language Association recommends 14—but stretching out faculty or hiring new faculty for more courses is not financially possible. Similarly, although more frequent weekly instruction would enhance learning, eighteen adjuncts would be at a disadvantage, spending more time and money for commuting. However, some improvements may be on the horizon. The Provost is in support of lowering the 20-person minimum class size, which would not only keep necessary major-track classes, but also greatly enhance active student courses such as Composition and Conversation.

As a member of the President's Strategic Planning Committee, Mary Christensen knows that the administration is focused on globalizing education. The faculty is talking about increasing the language requirement, internationalizing the campus by expanding the Chinese Living Learning Community (in Crispell Hall) to other languages. Additionally, they hope to increase opportunities for students to "have contact with students of other nationalities and just celebrate that cultural diversity we already have on campus and that we can expand even more." Lastly, they are exploring using computer technology to provide more courses more frequently. Christensen supports creating a freshmen seminar to cultivate in-depth learning early on, increasing and expanding the STEM disciplines across the departments, and moving campus-wide towards all four-credit classes. Regarding the latter, she notes it will increase four-year student graduation rates and ease faculty and student workload burdens.

True to her love of diversity and cultures, Mary Christensen enjoys cooking to escape from the stresses of work. She would have been a hobbyist reader if not for her intensive reading for her research, but her culinary passion well suits her love for languages. When first studying in France, one of her friends was living with her grandparents and invited Mary over on many occasions. Her friend's grandfather, who was previously a chef, taught Mary how to cook and recognize and taste wine. Afterwards, she had a few small food-service jobs and her own catering company during college; now it is a culturally-diverse hobby. "I cook Thai food, I can roll sushi, I make my own bread and my own yogurt. I'm always looking to make something new and try something out." Such a delightful outlook and go-getter attitude certainly shapes her passions to the benefit of her department and SUNY New Paltz as a whole.





Ed Felton from Art-Wood Design (Officer for Contingents) and Amy Pickering from the Samuel Dorsky Museum talking to students.

For the eighth consecutive year, the Office of Financial Aid at the State University of New York (SUNY) at New Paltz hosted its annual Federal Work Study (FWS) Job Fair at the beginning of the fall semester and the 2012-2013 academic year. This on-campus event was open to all students who were offered Work Study in their financial aid package. The job fair provides students with an opportunity to meet and interview with campus departments who are looking to hire Work Study students at the outset of the academic year. The FWS program is a federally funded financial need-based employment program which plays an important role on-campus because Work Study students are employed with departments in almost every aspect of the SUNY New Paltz institution. Local non-profit agencies that are part of the college's Community Service Learning Program also participate to fill their limited number of off-campus positions. The FWS program also provides students with employment opportunities so they can earn money while working on-campus to help defray the cost of attending college while simultaneously providing departments with student help at no cost to them.

The Work Study Job Fair has served as a beneficial occasion to streamline the Work Study hiring process by having both departments and students meet in the same place and at the same time, thus creating a one-stop-shopping atmosphere. The event has also been a valuable way to enhance the SUNY New Paltz Office of Financial Aid's customer service to students and campus departments. "Students have praised the job fair because of the comfortable atmosphere in which they can obtain a job. They appreciate having a variety of employers and positions on campus, as well as off-campus community opportunities, from which to choose," says Cynthia Harkins, Sr. Financial Aid Advisor and Student Employment Coordinator at SUNY New Paltz.

This year's event was also highlighted by the Work Study hiring process going online and replacing the former clearance form system. Supervisors were able

Work Study Job Fair Does Its Job Again!

By Shaun Hoff, Assistant Director, Financial Aid Office

to post available Work Study positions, hire students, and access student applications on an On-Campus Employer home page. Departments had the option of just collecting online applications but were also able to meet with and interview students at the job fair. If a student was hired at the job fair, the supervisor then completed the online hiring process at the conclusion of the event. Daniel Sistarenik, Director of Financial Aid at SUNY New Paltz, says, "The new online hiring process eliminates much of the former paperwork and complements the in-person job fair, allowing for more one-on-one interaction and interview time with quicker placement in a job and timely payment thereafter."

If hired at the event, students were also able to complete their I-9 form with their supervisor, as well as complete federal and state withholding tax forms. Students submitted all of their completed paperwork to the Payroll Office Representative at the Job Fair, which reduces the amount of time it takes for Work Study students to get on the payroll and also must be received before a student starts working. The Payroll Office was available to assist with direct deposit forms and to answer questions.

Participating departments at the event had a unique chance to market and advertise themselves to students on campus. The event provided an occasion to place students in positions that will utilize their skills and interests while they earn funds to assist with their personal expenses. "I found the Work Study Job Fair to be very beneficial to my department," said Brendan O'Brien, Events Coordinator for Student Activities and Union Services. "It allowed us to fill our vacant positions in one day and meet many qualified students. The online system helped us to be organized and effectively promote our open positions."

During the event, attendees enjoyed refreshments provided by Campus Auxiliary Services (CAS) of SUNY New Paltz. Students also had a chance to enter a drawing to win several door prizes and giveaways courtesy of local businesses. Students who completed the Free Application for Federal Student Aid (FAFSA) late or did not qualify for Work Study were given information about an online Job X off-campus student employment program (Job Locator) for non-FWS positions.

For further information about the SUNY New Paltz Office of Financial Aid please visit <http://www.newpaltz.edu/financialaid>.

Contingent Concerns Committee Gathering at Bacchus October 23, 2012



Lisa Woodrum (Math) and Abigail Robin (English) conversing before the meeting



Chapter Assistant Mary Thompson and Paul Rubeo (Secondary Education)



From L—R: Larry Carr (English), Nancy Heiz-Meyer (Communications and Media), and Larry Queipo (Engineering)



From L—R: Pamela Wallace (Art), Clinton Bennett (Philosophy), and Wayne Montecalvo (Art)



**Co-Chairs Beth Wilson (Art History) and Ed Felton (Art) grab the attention of attendees
People not identified previously are Douglas Koop (Math/Physics/Engineering), Rachel Grasso (Music), and Norbert Hellman (English as 2nd Language)**



A New Academic Underclass: The Adjunct Committee Member

By Carolyn Foster Segal

I've recently come full circle to where I started my academic life: I am once again working as an adjunct professor. Last December, I left my full-time, tenured position at a small liberal arts/ professional college. I was ready for an early retirement from my institution (even if it didn't come with an enticement package) -- but I wasn't ready to stop teaching. Just lately, I've been contemplating putting together a proposal offering my services for a new position, which I will unveil here. But first I need to explain how I reached this point.

One evening a week, I drive to a college a few miles from my old one and spend three hours with a bright and lively class of adult learners. We talk before and after class, and a few times a week we exchange e-mails. I do not have an office, which is fine with me; I do not even have a mailbox. If mail comes for me, someone holds it at the front desk. Walking into the adult- school building is a bit like walking into the tiny post office/general store of a fishing village. The natives know me, and are kind. When I publish an essay, I receive a congratulatory note. I already have my assignment for spring.

My adjunct experiences before finding a full-time position in 1996 were far more fraught. My husband and I had three young children to support. He was starting a job with a new company; those were lean -- very lean -- years. For four out of the five years that I taught at a major university, I had a series of one-semester contracts; often I would be kept waiting until November to find out if and what I would be teaching in January. During several of those semesters, I took on second adjunct jobs at second schools. And still my pay was *adjunct* to my husband's salary; no family, no individual, could have lived on my pay.

My teaching load as an adjunct at the university was sometimes as high as three classes per semester, until one dean of faculty pointed out that three courses would require payments of benefits, and then all adjuncts were limited to two classes. The full-time *annual* course load for full-time professors was two to three classes, depending upon committee work -- in other words, part-time workers (the designation in my series of contract letters) had double the course

load of full-time workers. I served on two committees -- with no compensation -- during my time there.

My department chair at the university called me "The Queen of Adjuncts" -- a playful term that both conferred complimentary status and clearly established and maintained my auxiliary position. I was the only adjunct included in departmental meetings; I was invited to dinners with accreditation teams. But I would, then and forever, be an adjunct to the institution. If nothing else -- and to be fair, there was a great deal else, including wonderful colleagues and group after group of sharp and witty students -- my five-year stint helped hone my sense of irony: I taught a graduate class in poetry, painfully aware that I was helping to train the competition.

The difference for me now, all these years later, is that my single class at my new college is adjunct to my life. The stakes are very different. I don't have to struggle with feelings of powerlessness. I'm doing what I love to do. But I'm also the daughter of a union organizer, and as both a full-time professor and a retiree/ adjunct, I have struggled with the idea of being complicit in -- with perpetrating -- a system riddled with inequity. I've read, with empathy, articles that focus on involving adjuncts -- or contingent faculty -- in the life of the college, but adjuncts trying to make a living may not always have the time or leisure to do more than teach a class at one place and then travel on to their next class miles away. (Indeed, such warmth-in-the-workplace concerns may be increasingly moot, as more and more adjuncts are hired to teach online.) And any enjoyment of extracurricular activities is nearly always overshadowed by the financial reality of the two-tier feudal class system. In other words, as I recently noted in response to an e-mail inviting me to teach a class at my former college, I need to raise the subject of pay.

My former department has contacted me with job offers twice since I left last December. The first time was in late August, just four days before the start of the fall semester. An adjunct hired to teach the nonfiction class had gone rogue; would I be interested in filling in? I was able to graciously decline by claiming a time conflict -- the course met at

the same time as the class at my new school. The second offer came just a few weeks later in late September: would I be interested in offering — for the regular adjunct salary — my women's film class in the May term? Not really.

Like Thomas Wolfe, I don't believe that you can go home again. I'm more of a Nick Carraway kind of girl, believing the past is the past — and these offers unsettled me, for a number of reasons. First and foremost, why would anyone expect me to return — at a fraction of the pay or for any amount — to a place that I chose to leave because I wasn't particularly happy? "But it's flattering," a friend tells me over lunch. "Don't you think it's flattering? They need you! They want you! And they're your courses!"

It's true that I did in fact develop the classes for the college. It's also true that the former acting president liked to say that "no one owns a course" (although she was the only one to ever teach certain upper-level classes). And at no time in the six months between my letter of retirement and my leaving did any administrator say, "We really appreciate these courses that you created, and we hope that you'll reconsider and stay on full-time to teach them." Instead, they immediately went about the business of hiring my replacements, offering one woman a half-time position and contacting several other local Ph.D.s and MFAs for adjunct work. If I were to accept the college's offer now, wouldn't I possibly be harming the chances of that half-time professor's contract converting to full-time? My cooperation in providing contingent labor might make it easier to delay discussions about honoring the promise to add a full-time position back into the department.

And here was the — literal — \$64,000 question: Why was a course formerly valued at \$8,875 now worth only \$3,125?

\$8,875 was the average pay for a class in my eight-course load as a full-time full professor. Of course, the argument regarding full-time pay is that it's compensation not just for teaching but also for a range of other responsibilities, including office hours — what my student-evaluation forms call "availability to students" — and writing letters of recommendation. But these are two demands that fall on adjuncts as well. What other required tasks, besides finding and convincing adjuncts to come on board, does a full-time faculty member have at a teaching college like my former school? The answer involves a little bit of writing/publishing and a good deal of service — in particular, committee service.

And so I finally understood how foolish I had been to

complain about the hours that I had devoted to committee work, for that apparently is where the money is, generating far more income — nearly double — than, say, teaching, prepping, and grading a course.

And it's true that I had already known something about the value of committees. At my former school, it was possible to apply for a sort of one-semester mini sabbatical/ half-leave, with a 20 percent reduction in pay. The only stipulation was that while on half-leave from teaching, volunteer applicants would agree to carry on with their full committee load. There were also the cries of outrage regarding the departure of faculty members, through retirement and resignation: with departments rapidly shrinking, how would committees ever be able to fill their slots?

The answer to that last question is really quite simple: create a new underclass of adjunct committee members. In this scenario, everyone would win. Even after doubling adjunct pay, administrators could more easily balance their budgets, since they would be able to cut back on the number of full-time consultants they hire per year, a number that, like the numbers of middle-administrators and adjunct instructors, continues to grow. They might follow the current 30/70 percent model of full and contingent workers, a split that has served the teaching arena so well.

Freed from the onus of ceaseless grading, adjunct committee members would have time to work on their writing — and the chance to hone their skills with unlimited practice in a variety of academic genres, such as mission statements; vision statements; monthly revisions of policy statements; curricular tinkering, deconstruction, and mayhem; new strategic plans; new *new* strategic plans; and meta-assessment documents regarding everything else in this list. Standing, ad hoc, party planning: there would be plenty of opportunities for migrant workers who formerly toiled in the field of instruction to settle down and to participate -- finally, fully, richly -- in academic life.

Carolyn Foster Segal is an adjunct at Muhlenberg College.

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Committees are open to all academic and professional members of UUP, whether full-time, part-time or retired. It is a great way to get involved, to improve our College community, to strengthen our union and to meet colleagues from other departments.

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Chicago Teachers Strike

Reframing Education Reform & Teacher Unions

Thursday, November 8, 2012 • 4:30 pm
Coykendall Science Building Auditorium
SUNY New Paltz



This talk will focus on the national significance of the Chicago teachers strike and its potential for the future of education and teacher unions in the U.S.

Pauline Lipman is Professor of Educational Policy Studies and the Director of the Collaborative for Equity and Social Justice in Chicago. She was active in the recent teachers strike.

Co-sponsors

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Advice # 123456789 Advice Date 07/12/2009		Pay Start Date 07/13/2009 Pay End Date 07/27/009		Current YTD	3456.78 1234.56 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				AFTER TAX DEDUCTIONS	
Current		YTD			Current YTD
Regular Before Tax Health	456.78		1,234.56		
Supplemental Ret. Annually Prog.	678.90		5,678.90		
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CHECK PAY STUB TO MAKE SURE

In order to be a member of the union, your paycheck **must** say "UUP Member." If it says "UUP Agency Fee," then you are included in the Professional Services Negotiating Unit, but are *not* a member of the union.

UUP Membership Entitles You To:

- Vote on collective bargaining agreement
- Hold union office
- Attend union meetings
- Elect union leaders on your campus and choose your representatives at the state and national levels
- Maintain UUP membership after retirement and be eligible for benefit programs
- Upon separation of service, obtain Associate Membership with NYSUT and be eligible for benefit programs

Please contact your chapter officers for a membership card.

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Who can become a member of the UUP?

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!

www.newpaltz.edu/uup



Zeke Perkins (Bard College; Student Labor Dialogue), Community Outreach/Coalition Building Committee Chair Donna Goodman, and Steve Pinchbeck (Bard College; SEIU and UHCCC) at a Labor Education Committee meeting on October 25

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Jaime Burns, Managing Editor

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Would you like to write for ***The Bullhorn***? We welcome your mail, editorials and articles on work, research, leisure, recreation, health and other topics. Please email Peter Brown or Jaime Burns.