

October 2012



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The Bullhorn



Obama is the Clear Choice By Phillip Smith, UUP President

Jackie Hayes is a UAlbany graduate student with \$72,000 in student debt, all of it accrued from attending public universities in New York.

So she's not exactly excited at the possibility of Republican presidential nominee Mitt Romney winning in November.

Actually, she's mortified by the prospect—which isn't surprising when you consider that Romney and his running mate, U.S. Rep. Paul Ryan, support catastrophic cuts to the Pell Grant program, and the expiration of the American Opportunity tax credit. Ryan favors increasing interest rates on student loans, while Romney has said he would allow private lenders back into the federal student loan market—a move that could cost taxpayers tens of billions of dollars in 10 years without saving students a dime, according to a report in *The Boston Globe* (<http://bo.st/PaoIYJ>).

Shop Around

At a campaign stop in March, Romney (who earned an MBA and a law degree from Harvard) told a budget-conscious high school student considering college to “shop around” and said students should consider the military if they're looking for government aid for college. In April, he said students should consider borrowing tuition money from their parents instead of looking to the government for assistance.

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UUP New Paltz Chapter Opposes NYSUT Endorsement of Congressman Chris Gibson UUP New Paltz Chapter Executive Committee, September 21, 2012

Whereas, The board of directors of the New York State United Teachers (NYSUT) voted in June 2012 to endorse Republican Chris Gibson over Democrat Julian Schreiber in the newly-created 19th Congressional District race;
Whereas, NYSUT is an affiliate of the United University Professions (UUP), and the UUP statewide organization has membership on the NYSUT executive board, and the UUP is bound by NYSUT endorsements;
Whereas, The NYSUT local presidents voted to take a position of neutrality on the race between Chris Gibson and Julian Schreiber;
Whereas, The NYSUT board of directors initially adopted a stance of neutrality on the race between Chris Gibson and Julian Schreiber, and then later changed their position to endorse Chris Gibson without consulting the NYSUT local presidents;
Whereas, Chris Gibson supported Paul Ryan's “Path to Prosperity” budget plan which would – among other things – devastate education funding;
Whereas, Chris Gibson voted to extend Bush-era tax cuts through 2013;
Whereas, Chris Gibson has voted to support voucher programs for education, depriving public schools of important funding;
Whereas, Chris Gibson voted in support of school vouchers in Washington, D.C., schools;

Continue on page 3

“Romney wants to make this a conversation about personal responsibility, because if that’s the way the conversation is framed, it will resonate with people with a lot of money and who can afford to pay out thousands of dollars for college,” according to Jackie, a doctoral candidate in Latin American and Caribbean studies. “But that doesn’t help a large majority of students.”

“If (Romney) is elected, things are absolutely going to get a lot worse for students, no doubt about it.”

Jackie, a student activist with New York Students Rising, knows what worse looks like. She figures she’ll have to pay between \$400 and \$600 monthly for the next 25 years to dig her way out of student debt—and she’s doubtful that she’ll ever be able to own a home, or even a car. And, as a graduate student, interest on her student loans now accrues while she’s in school, part of a July compromise by Congress that prevented a doubling of interest on federal subsidized Stafford loans.

Obama Knows

President Obama has shown that he understands the importance of an affordable, accessible college education by raising Pell Grant awards during his tenure in office—an effort that has expanded the program by 50 percent since 2008. This year, he raised the maximum subsidy to more than \$5,600 for 2013-14. The Health Care and Education Reconciliation Act of 2010 bolstered the Pell Grant program and helped student borrowers manage loan debt by capping repayments at 10 percent of their discretionary income and ending government subsidies to banks making federal student loans.

The president also pushed hard over the spring and summer to keep federal student loan interest rates from doubling—which would have impacted seven million students nationwide July 1. In late June, he signed an 11th hour compromise by Congress to keep the interest rate from rising from 3.4 percent to 6.8 percent. Romney was also in favor of extending the lower interest rate, a stance that crosses Ryan’s plan to increase student loan interest rates.

Most parents and students realize that a college education is a necessity, not a luxury in the 21st century. For many low- and middle-income students, borrowing money from their parents isn’t a possibility. State and federal grants and low-interest federal student loans are the only options they have to pay for college, a reality that a multimillionaire like Romney doesn’t seem to understand.

The Only Choice

So let’s recap: Romney would rather have students shop around for the cheapest college tuition and borrow money from their parents to pay for school in lieu of a guaranteed federal student loan. And there’s always the military for students looking for a little help from Uncle Sam—which was a choice my oldest son made to help pay for medical school.

For me, the choice for president couldn’t be clearer: it’s President Obama in 2012.

—

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President Barack Obama (D) and Massachusetts Governor Mitt Romney (R) at the first presidential debate



Whereas, Chris Gibson voted in support of increasing the interest rates on student loans;

Whereas, AFT and NYSUT's own ranking of Chris Gibson on Education issues before Congress is a mere 38%;

Whereas, Chris Gibson has called for the scaling back or closing down of the Department of Education;

Whereas, Chris Gibson has voted to prevent the E.P.A. from spending money to enforce its standards regarding the reduction of mercury emissions from cement plants across the U.S.;

Whereas, Chris Gibson has supported building additional nuclear power plants along the Hudson River;

Whereas, Chris Gibson voted in support of the Defense of Marriage Act and this year voted twice against efforts to repeal it, and opposes same-sex marriage;

Whereas, Chris Gibson voted to restrict the ability of unions to organize and effectively enforce safe labor standards;

Whereas, Chris Gibson was rated at a shockingly low 14% by the United Food and Commercial Workers International Union (a grade of "F" on worker's issues);

Whereas, Chris Gibson voted to ban federal health coverage that includes abortion; and

Whereas, A vote for Chris Gibson is also a vote for the anti-labor, anti-education leadership in the U.S. House of Representatives;

Resolved, That the UUP New Paltz Chapter Executive Committee opposes the NYSUT endorsement of Representative Chris Gibson for the 19th Congressional District.



A first novel by long-time playwright **Larry Carr**, a lecturer in

creative and dramatic writing at SUNY New Paltz, received first-place honors in the 2012 Next Generation Indie Book Awards.

Pancake Hollow Primer (Codhill Press, 2011) details the physical and spiritual journey of a Gulf War vet who inherits an 1820s Hudson Valley farmhouse.

Carr created The SUNY Playwrights' Project, and has had 30 of his plays and theater pieces produced throughout the U.S. and Europe. His prose and poetry have been published and performed throughout the country.

Spotlight Shines on UUPers

By Karen L. Mattison

Sheila Schwartz, a professor emeritus at SUNY New Paltz, recently published her 19th book, a bio-graphy on the literary highs and personal lows of *F. Scott Fitzgerald* (Haus Publishing, 2012).

Schwartz, who turned 86 in March, has written fiction, nonfiction and young adult novels. She has also published academic texts and more than a hundred articles and book reviews. For many years, she spent two months each year teaching in Mexico.

She has received numerous literary awards of excellence, and won a Fulbright Award for teaching and research in Ireland.

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November General Election

Anyone still debating which presidential candidate will do more for public education and the middle class should ask Jackie Hayes for advice.

Hayes, a UAlbany doctoral candidate in Latin American and Caribbean studies, is faced with \$72,000 in student debt. For her, the choice is simple: President Barack Obama.

Her story—spelled out in President Phil Smith's To the Point column —is not unique. The federal Consumer Financial Protection Bureau reported this spring that student debt hit a crippling \$1 trillion. Two-thirds of college seniors left school in 2010 with an average of \$25,250 in debt loans, according to the Institute for College Access and Success; that report also noted that 61 percent of New York state students graduated in debt.

Those are some of the reasons the AFL-CIO and the AFT endorsed President Obama for a second term. And why NYSUT and UUP threw their collective support behind local, state and federal candidates who are pro-education and pro-labor. A story on the NYSUT endorsement process and a complete list of endorsed candidates can be found on pages 8-9.

Other reasons are spelled out in a side-by-side comparison of the candidates' views on education compiled by the AFT, below.

| | Mitt Romney <i>"He [Obama] says we need more firemen, more policemen, more teachers. Did he not get the message of Wisconsin? The American people did. It's time for us to cut back on government and help the American people."</i> —Mitt Romney, Campaign Event, June 8, 2012 | Barack Obama <i>"I believe that this country succeeds when everyone gets a fair shot."</i> —President Obama in his weekly address, June 9, 2012 |
|---------------------------------------|--|---|
| Early Childhood Education | <ul style="list-style-type: none"> As governor of Massachusetts, cut funding for early childhood education and opposed universal pre-K. (<i>Boston Globe</i> Op-Ed, Derrick Z. Jackson, 6/9/07, <i>Telegram and Gazette</i>, 2/2/07.) | <ul style="list-style-type: none"> Expanded funding for early learning programs to serve an additional 61,000 children and families. (http://bit.ly/Lf5BZi) |
| Class-Size | <ul style="list-style-type: none"> Dismisses the importance of smaller class sizes, claiming the fight to maintain teacher-student ratios is a ploy by teachers trying to add more members to their unions. (Romney, <i>No Apology</i>, pg. 208.) | <ul style="list-style-type: none"> Provided funding to keep educators on the job to help prevent class-sizes from growing. (http://1.usa.gov/MmC6eg) |
| Testing | <ul style="list-style-type: none"> Believes in standardized tests, and attributes concerns about them to teachers unions trying to reject accountability for the performance of teachers in the classroom. (Romney, "A Chance for Every Child," 5/23/12; <i>New York Times</i>, South Carolina Republican Presidential Debate transcript, 5/15/07.) | <ul style="list-style-type: none"> Says we should "stop teaching to the test" and give teachers the flexibility to teach a fuller range of real world skills to students. (Obama 2012 State of the Union via CBS.com, 1/24/12.) |
| Education Jobs | <ul style="list-style-type: none"> Wants to cut funding for police officers, firefighters and teachers. (Andrew Rosenthal, <i>New York Times</i>, Taking Note, 6/12/12.) | <ul style="list-style-type: none"> Signed the American Recovery and Reinvestment Act protecting critical public services and stabilizing communities. The ARRA saved or created approximately 300,000 education and public service jobs. (Cynthia McCabe and Tim Walker, <i>nea.org</i>, 2/17/10.) |
| Higher Education Affordability | <ul style="list-style-type: none"> Supports a budget plan that would take away Pell Grants from 1 million college students over the next 10 years. (Joy Resmovits, <i>Huffington Post</i>, 3/27/12.) | <ul style="list-style-type: none"> Made higher education more affordable and accessible by increasing the number of Pell Grant recipients from 6 million to 9 million. (http://bit.ly/Nz2Aaf) |
| Taxes | <ul style="list-style-type: none"> His tax plan would increase taxes on the middle class by \$1,300 per family but provide millionaires with an average tax break of more than \$200,000. (Elizabeth Dwoskin, "Mitt Romney's Tax Plan: Cuts for Millionaires and a Hike for Just About Everyone Else," <i>Bloomberg Businessweek</i>, 8/2/12.) | <ul style="list-style-type: none"> Wants to end tax breaks for companies who send jobs overseas, and supports making large corporations and the richest 2 percent of Americans pay their fair share of taxes. (Devin Dwyer, "Promises to End Tax Breaks for Outsourcers," ABC News, 7/11/12; Barack Obama, address to joint session of Congress, 2/24/09.) |

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Rock the Vote: A SUNY New Paltz Update

By Jaime Burns, Chapter Intern, Rock the Vote Coordinator

Politics can be frustrating, but Rock the Vote is certainly not. In fact, as the New Paltz UUP Chapter's Rock the Vote Coordinator this year, I have recognized, and taken part, in the overwhelming success story of student activism and young

voter empowerment on our campus. Rock the Vote is a nation-wide non-partisan effort to mobilize young voters by getting them to register to vote.

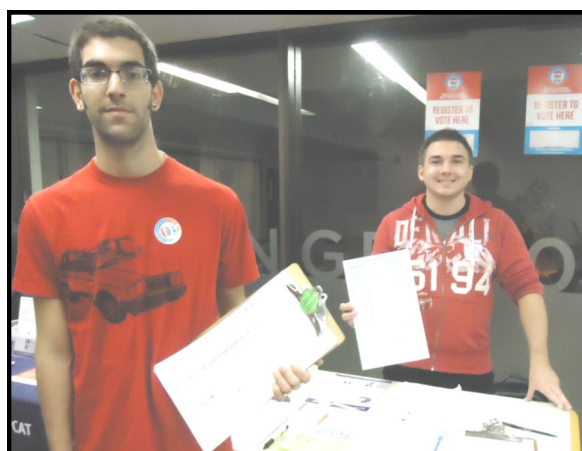
Adhering to the advice of former UUP Rock the Vote Coordinator Brian Obach (Sociology), I joined in with efforts already started by the campus NYPIRG (New York Public Interest Research Group) chapter since the beginning of the semester. Their frequent tabling in the Student Union and at the Farmer's Market, along with brief class presentations, class raps, already made our campus a trailblazer in SUNY Rock the Vote efforts with over eight-hundred registered voters in the past month alone.

After scrambling to publish the September *Bullhorn*, I started attending NYPIRG meetings every Wednesday at 3 PM in the humble abode of Student Union 426. I found my unique contribution to the effort: a connection with Residence Life because of my previous year on the Residence Hall Student Association Executive Board, advocating for resident interests throughout the campus. Spearheading the Residence Life registration effort, I registered voters through Residence Hall Student Association Associate Council meetings, the same organization's Spirit Weekend, and coordinated tabling efforts within the residence halls during the evenings of October 9th to 11th. The week tabling in the residence halls will also be crowded with many class raps and a Rock the Vote concert. Taking place on October 10th from noon to 5PM on Hasbrouck Quad, the concert is a strong effort to grab as many voter registrations as possible before the October 12th deadline with local bands and co-sponsored by our UUP chapter.

Another huge success story, nestled between the various triumphs of SUNY New Paltz Rock the

Vote efforts throughout the semester, was National Voter Registration Day; September 25th was a well-justified excuse to crank up the registration efforts by both NYPIRG and your UUP Rock the Vote Coordinator. As many NYPIRG interns and helpers were used as possible to spread out our voter registration efforts from the Hasbrouck Dining Hall to the Academic Concourse and other places in between. I stood between the Student Union Atrium and the Coykendall Science Building, attracting potential registrants from lunch or their residence halls to class and visa versa. Considering the campus has registered eight-hundred voters prior to this day, accumulating a dozen voter registration forms alone shows success in encouraging student activism. Overall, we collected a hundred and sixty-seven registrations on this day alone: that is a triumph.

While registering voters in classroom during the final weeks before the deadline, I am amazed at the constant steady flow of filled registration forms. Even after registering nearly a thousand voters on our campus, there are still more voters to register and more students to help engage in the most fundamental activism: voting. The strength of Rock the Vote, an effort to accumulate a mass of young voters, can only be formed with each individual registration and each individual effort to be some sort of activist in this increasingly political world.



NYPIRG interns tabling on National Voter Registration Day in the Student Union Building.

Reflections on Anger as a Political Tool: A Jewish Journey through the LGBTQ Struggle, Part II

By Peri L. Rainbow, Women's Studies & Humanistic/Multicultural Education

I spent the better part of my daughter's elementary- and middle-school years fighting angrily on her behalf. I fought for gender-neutral language on all parental forms ("parent/guardian" rather than "father /mother"), and I let it be known that I expected all families to be represented in curricula and in the school's libraries. I made sure that the Harvest Festival did not take place during the Jewish High Holy Days, and I demanded that the very traditional 8th-grade "home and careers" teacher include "other" ways that people can become parents as he taught about family, parenting, and child development. I was even hired to facilitate in-service professional development training on cultural competency for school staff.

Looking back, I'm not sure I gave them much room to refuse — which sounds a lot like bullying. My e-mails were cutting, and my face-to-face conversations were brutally honest.

"How can my daughter receive a grade of 85 when she is failing every test?" I asked her 9th grade math teacher. "What do you mean they 'self-correct' and you do not look at their work? How dare you?"

When I saw this teacher take a step back, I softened my approach. I expressed understanding and empathy for her impossible workload. I was aware of her perception that I was a "helicopter mom," hovering around my daughter's school. My self-righteous anger, born of oppression, no longer seemed to serve me well. An adjustment was desperately needed.

But such an adjustment does not come easily. Each time I am set on fire by the latest injustice, I feel the power of my anger immediately. The intimate connection I feel to the oppression of women, Jews, and Queer people validates my stance.

Clearly, positive changes have occurred in the status of the LGBTQ community. Six U.S. states and ten countries around the world now grant equal marriage rights to same-sex couples, and President Obama has at last endorsed marriage equality. The federal government has lifted the military's "Don't Ask, Don't Tell" policy, and the New York State Board of Education has joined the anti-bullying movement by passing the Dignity for All Students

Act. The Violence Against Women Act of 1994 and its reauthorizations have begun to reflect the actual experience of victims of domestic violence and sexual assault.

Much oppression remains in place, however, and the progress we have made is precarious at best. The U.S. government still does not recognize same-sex marriage, which greatly limits our rights and benefits. Thirty-one states have banned same-sex marriage outright — and in many jurisdictions, adoption by lesbian and gay people is also prohibited. The New York State Marriage Equality legislation passed only with an addendum that permits discrimination by faith-based organizations, and our gay and lesbian military personnel are well-aware that the repeal of "Don't Ask Don't Tell" may only last as long as Obama's presidency.

There is still an epidemic of suicides among young people tormented by their peers because of real or perceived homosexuality. Every semester I counsel students, often LGBTQ-identified, mostly young women, who have experienced sexual assault and harassment on our campus.

Lesbian, gay, bisexual, and transgender history, which includes many important people, cultural traditions, and social movements, remains invisible in school curricula.

The merging of public hospitals with faith-based ones keeps us vulnerable at times when we most need dignity, respect and protection. Public institutions still fail to recognize our existence

with inclusive language on documents and within facilities — try finding a gender-neutral bathroom anywhere!

Homophobia has shaped all of our thinking and permeates our society. When a group of people fail to see themselves represented in popular culture and institutions, when this group does not share equal rights or representation in our educational and legal systems, and when this group is constantly and self-righteously railed against, all people, including the group's constituents themselves, learn that there must be something wrong with them —for how can everything/everyone else be wrong?



Cecilia and Peri in Woodstock, 2009

I lecture on “cultural competency” these days, using my own family and personal journey as examples with which to teach educators and human service professionals about safety and diversity.

“You seem really nice,” commented one workshop participant recently, “but I am religious and I just don’t believe in homosexuality.”

My stomach tightened and I felt rage flooding my body. I began my fiery retort: *I am not the tooth-fairy, so you don’t get to ‘believe in me’ or not. Unfortunately, you do get to vote on my civil rights!* Then I took a deep breath while looking directly into the eyes of this young African-American woman. “I am here,” I said quietly. “And I’m going to continue to be here.” Then I left her to contemplate my “demands.”

Sometimes it is better to be quiet, and just keep showing up.

My gender and sexuality class has been a showcase for real change, personal and political. Students are responsible for creating effective ways to end oppression and violence; their research projects throughout the years have included panel discussions, curricula and lesson plans for all grades, art, music, children’s literature, and web pages. Their work is often amazing. I am blessed!

As I go into my 50s and reflect on the role of anger throughout my life, however, I realize that I have so often focused on “fighting the good fight” that I have sometimes neglected to seek peace. I have not always created a safe space for those who disagree with me (based on everything they have learned in our homophobic society). My classroom has been a charged environment, and while those who “get it” feel liberated, I fear that those who do not “get it” remain alienated. Usually well-intentioned, those people have their own stories, their own truths, which must be told, and heard, and understood, before any real progress can be made, not only in writing new laws, but in opening hearts.

I now see how my deep anger about injustice and oppression has been a thread running through my life’s tapestry. I have intimidated people with my knowledge and passion. I have demanded an almost impossible standard of understanding and behavior from them. I have forced concessions more than I have won understanding; I have forced justice to bloom like a hothouse flower, not like something cultivated in my garden. Although I am generally “right,” I am not at peace — and I do not create peace around me.

Yet whenever I look into the eyes of my wife and daughter, I see the life I want for myself and for everyone. It is a life of peace with justice, and love and respect. It is what Tamela and I vowed to give each other ten years ago in our *ketubah*. I want to live that peace and effect change through it, as I have effected change in the past through struggle.

Can it be done? Can I find compassion for my oppressor? Can I effect social change by living mindfully and remaining aware of the need for quiet consideration? Can I make this an effective activist tool to pass along as part of my legacy?

And at what point do I get to celebrate the cultures I have helped to nurture? Is my fate only to be wandering and wrestling — or can I step into the land of milk and honey and rejoice.

Every year at our house we celebrate Purim.

Yet I am anti-Purim! I do not want to celebrate war or reenact brutality, no matter how much humor is invoked. I take offense, on behalf of my Queer community, at the idea that dressing in drag is impossibly ridiculous. Still, we read the Book of Esther; we discuss issues of women’s power and how we must use our bodies and our sexuality to survive; we honor the quiet leadership of our foremother, her shrewdly submissive approach to King Ahasuerus.

My tradition — my Jewish, Queer, female, feminist tradition — honors all voices, even the quiet ones. Sometimes it is better to be quiet, to wait, to use our calm to help others find their own voices, and to learn how to safely listen to each other.

Quiet is not passive, but active and intentional. Quiet is an invitation to learn, to join, to understand, to celebrate.

I am learning the lessons of our long-enduring, righteous indignation, and I now seek to couple that with the ability to take pleasure in our accomplishments, and in our survival against all odds — and to live the peace we have fought so desperately to achieve.

Peri L. Rainbow is an author, clinician and educator with over twenty years of experience in her field. Recognized for her treatment of post-traumatic stress, safety, and diversity, she has been teaching at SUNY New Paltz since 1991. Reprinted by permission from *Jewish Currents*:

<http://jewishcurrents.org/reflections-on-anger-as-a-political-tool-a-jewish-journey-through-the-glbqt-struggle-11132>



Academe's House Rules

By Steve Street

In a report on part-time faculty members issued by the American Federation of Teachers in March, one paragraph opens with a stunning line: Adjuncts, it reads, "have

varying degrees of seniority at the institutions where they work."

The paragraph, in "American Academic: A National Survey of Part-Time/Adjunct Faculty" (http://www.aft.org/pdfs/highered/aa_partimefaculty0310.pdf), goes on to parse how many of the 500 faculty members surveyed have been teaching at the same institution (60 percent), and for how long (six to 20 years). So much for the common wisdom that adjuncts are not worth higher compensation, because we're not committed to our institutions.

Seniority usually indicates measures of job security that increase with service. But the only thing the word "seniority" means in that AFT report is how long those surveyed have held onto the same jobs.

Few contingent faculty members have seniority to any degree: It's our very lack of seniority rights that make us contingent employees. By working contract to contract, we bring institutions both cost savings and the flexibility that enables them to accommodate fluctuating enrollments and other variables. Some adjuncts have successfully bargained for the right of first refusal when teaching assignments are made (adjuncts who have been teaching the longest get offered the courses first).

But more commonly, seniority means nothing for an adjunct. As a new department head told a colleague of mine who had 30 years on the job and was worried when his next semester's schedule was delayed, "Part-time faculty have no seniority."

That the AFT report didn't distinguish those two

definitions of a term so crucial to the very population group it claimed to study seems significant in a couple of ways. Hart Research Associates, which conducted the survey for the AFT, does make other fine vocabulary distinctions: Its Web site points out that the company does "strategic research, not just polling or market research," and identifies its goal as "not merely to furnish interesting information; rather, we aim to provide the relevant decision making recommendations on which successful planning is built. ... All of us use our skills in every way we can to work toward the desired outcome."

Desired outcomes would be dictated by the clients, in this case the AFT, a union that purports to represent both part- and full-time faculty members but that didn't catch the fuzzy vocabulary in the report it had commissioned to illustrate its concern, presumably about, and for, contingent faculty members.

In fact, as dismayed adjuncts who posted comments about the report on an e-mail discussion group said, the AFT might just as well have commissioned the fuzziness itself (including the finding that most of us love teaching so much that "compensation appears not to be a major expectation"), as a way to justify the glacial pace at which the union has achieved contractual gains for contingent faculty members over the last couple of decades.

It's true, as the report's executive summary states, that the union now "is conducting an extensive national campaign to bring equitable salary and working conditions to contingent faculty and also to build a stronger corps of full-time tenured faculty in higher education." However, many adjuncts have questioned whether AFT and other unions that represent both sets of faculty members are working toward the first goal as hard as they are toward the second. In practice, the two goals can be mutually exclusive, partly because of budget limitations: Given a choice between more tenure-track positions and more money to pay adjuncts equitably, how many departments would choose the latter? And how many would choose fresh hires to fill the new tenure-track lines rather than long-serving adjuncts?

In our particular industry, credentials rule over experience and other standard criteria for seniority and promotion, and sometimes over judgment and common sense. In most professions, it's accepted that the longer you do a job, the better you get at it. But that's not perceived as true of adjuncts. In academe, the assumption is that if you spend more than a couple of years working in contingent teaching positions, something must be seriously wrong with you.

Even Hart Research Associates reports that 44 percent of its survey respondents believe they are not given a fair shot at full-time positions. The qualification that is preferred over teaching experience is a brand-new degree. "And a lot of the rest is luck," shrugs an exhausted tenure-track colleague, perhaps trying to make me feel better.

But as with so many of the symptoms of inequity between academe's two faculty tiers, fairness is only part of the problem. The other part is damage to the integrity of the institution itself: Too much veneration of credentials introduces a disconnect between declared values and practices, between aims and means.

At a recent conference, someone at my dinner table confessed to having been teaching in higher education for 24 years, but only the past four on the tenure track.


"Wow," I said. "Congratulations!" He was an unassuming-looking guy, but I was suddenly awed with what I realized must have been his hidden reserves of fortitude, not only to survive two decades of contingent teaching but also to have, at last, persuaded at least one institution to see adjunct experience as worthy of additional support. "Do you realize how rare it is to jump tracks like that? That must have taken some doing!"

"Not really," he said, finishing a mouthful. "You see, I finally just got the degree. I went back and got it." He was mumbling, his eyes on his plate, and others at the table, newly credentialed themselves, looked down, too.

What we need to put this academic house of ours in order—in a way that we can all be proud of—is fewer of our own particular definitions, credentials, and procedures, and more of all three that make sense to everyone. The rules shouldn't just benefit the house. That's the difference between colleges and casinos, or it should be.

Steve Street, a lecturer in the writing program at Buffalo State College, died of cancer in August. He taught writing and literature in colleges and universities since 1980, never on the tenure track. This commentary first appeared in *The Chronicle of Higher Education* and is reprinted here by kind permission. <http://chronicle.com/article/Academes-House-Rules/65163>

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UUP created its College Scholarship Fund in 1985 to celebrate the unions' commitment to academic excellence and the life of the mind by awarding up to four scholarships each year to qualified SUNY undergraduates. In 2010, the union awarded its first post baccalaureate scholarship.

Labor-Management Meeting Notes, September 20th, 2012

By Ed Hanley, Chapter Secretary



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

UUP Attendees: President Brown, VP Smith, VP Miller, NYSUT Labor Relations Specialist Capowski, Secretary Hanley, Chapter Intern Burns (introductions and photography only).

1. Training for Chairs to Advise Faculty. At our last meeting four months ago in May, UUP and management agreed that there was a need for much more robust training and orientation, especially for new chairs, to be able to advise their faculty in situations where they feel threatened by students. What measures, if any, have been undertaken or planned thus far?

President Brown briefly recapped the issue to open the discussion. Provost Mauceri indicated the issue will be covered in two forums that are now being planned, the first of which will likely be held in December. Further, written guidelines are also being prepared. Initiatives in this area will be coordinated with David Rooney (Student Affairs) to ensure everyone is on the same page.

2. College Committee on Professional Evaluation and College Review Panel. UUP is planning elections for its three (3) members on the College Committee on Professional Evaluation. Has the Administration appointed its two (2) designees for the CCPE? UUP also will hold elections soon to populate the College Review Panel, as described in Appendix 28, III C, of the Agreement:

C. College Review Panel

Each college president shall continue the procedure by which the professional employees shall elect a College Review Panel. Such Panel shall consist of not less than five (5) nor more than seven (7) members elected at large by all professional employees in the negotiating unit.

The Panel shall:

- (1) review applications for promotions of the type defined in Section II, Paragraph C(2) and make decisions and recommendations with respect to such applications in accordance with appropriate provisions of Paragraph E(2); and
- (2) review applications for salary increases resulting from a permanent and significant increase in duties and responsibilities which are not accompanied by a change in title or rank.

Brown gave notice of the chapter's intent to reactivate both of these presently dormant bodies. President Christian asked how this would be accomplished. Brown indicated the chapter would soon hold elections for professionals to serve on both the CCPE and College Review Panel (CRP). Christian stated he would look into whether the administration's present appointees to the CCPE would be willing to continue serving going forward. He also noted the administration had been unable to find any institutional history regarding the activities of the CRP and asked if the union had any. VP Smith acknowledged that she was familiar with the CRP, but had no specific information about its past activities. VP DiStefano asked how any recommended salary increases would be funded. LRS Capowski stated they would be funded by the employer (i.e. – the College). He went on to explain that while the CRP makes recommendations, those recommendations are not binding on the College President. Approval of any increase recommended is entirely at the President's discretion.

3. Lost Vacation Day. What is the current status of efforts to recoup the lost vacation day for our members resulting from last year's tropical storm Irene on August 8, 2012?

DiStefano stated the matter was still pending in the Governor's Office of Employee Relations (GOER). The administration had already submitted two requests to GOER but as yet had not received any decision in response.

4. Library Contamination Assessment. UUP hereby requests copies of any Contamination Assessments resulting from the suspended asbestos abatement project by Piazza Brothers Inc. and all subcontractors at the Library in mid-August. What is HR's protocol for contacting the union regarding inspections by the NYS Department of Labor? According to the NYS Public Employee Occupational Safety and Health Act of 1980, a union representative is entitled to accompany the inspector during the course of any inspection. UUP asks that the administration adhere to a more timely notification and consultation process with the union whenever there is a serious situation, such as this, potentially affecting the health and safety of our members.

Despite having met with both Assistant VP Shupe (Facilities) and Dean Colvson (Library) about the asbestos situation, Brown opined that the chapter seemed to be playing "catch up" and expressed the hope that the union would receive more timely notice of such incidents in the future. DiStefano pointed out that, with respect to union involvement, the NYS Public Employee Occupation Safety and Health (PESH) Act of 1980 did not apply in this case. The actions taken were not based on an employee complaint; such complaint being necessary to bring the PESH Act into play. Instead, the situation fell under the purview of Department of Labor (DOL) guidance, which did not require involving the union. However, she went on to note emphatically that the affected spaces were not open to either the public or employees. She also pointed out that members of the administration had met with the library staff to keep them informed. Brown suggested it would have been helpful if the union had been invited to any such meeting(s); DiStefano acknowledged the point. When VP Miller suggested that rumors about the incident still seemed to be floating around despite administration efforts to keep people informed, Christian expressed considerable surprise. Echoing Miller, Brown suggested there may still be some skepticism with respect to the official version of events. He also noted that, by not being in the loop from the outset, the union was not in a position to corroborate the information provided to faculty and staff by the administration as events unfolded.

5. Tenure and Promotion. In the absence of Drescher leaves which sunset July 2011, has the administration adjusted its expectations of faculty coming up for continuing appointment? How many men and how many women applied for, and how many received, promotion to full professor over the past three years?

Mauceri stated that expectations had not been adjusted, as there is no way to evaluate what impact the absence of Drescher leaves has or might have had. Further, he was unsure how such expectations could be adjusted based on the absence of those leaves; there was no way to tell who would or would not have been awarded leave had it been available. As for the statistical information requested, the task of assembling it was not complete so it was not yet available. Christian then shared information about pre-tenure sabbaticals (officially known as "Title F leave"). Though faculty would have to give up their first post-tenure sabbatical in exchange for one, Christian suggested they constituted a benefit worth considering. Returning to the issue of expectations, he observed that part of the problem is that they are not consistent across the campus. Mauceri noted that there is an effort presently underway to clarify, standardize, and document standards for tenure and promotion. Ultimately, written guidance on the subject will be published. This should help ensure all departments are on the same page going forward. Brown acknowledged that this will be helpful and should make the continuing appointment process more transparent.

6. Pedestrian Safety. What additional steps have been undertaken or are being planned to assure pedestrian safety in view of the significantly altered campus environment brought about by changes in parking and construction?

DiStefano noted that much has already been accomplished to improve pedestrian safety. She cited the electronic signboard and radar speed clock now posted on Rt. 32 as examples. She further noted that much is also in the works, including joint traffic safety initiatives with county and state agencies. Several initiatives are presently ongoing, including but not limited to: repairing sidewalks; repainting crosswalks; improving signage; increasing campus police presence on Rt. 32; ensuring the campus snow removal plan takes into account existing and anticipated changes in pedestrian traffic; publicizing the availability of the Campus Escort Service; reviewing the mission of the campus parking committee to ensure it keeps pace with changes now taking place on the campus; and building transportation "hubs" to improve traffic safety in the vicinity of busses picking up and discharging passengers on or near the campus. Also on a safety-related note, DiStefano provided all with a courtesy reminder about the annual New York State fire inspection that will take place on campus in October.

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7. New Athletic & Wellness Center and Elting Gym Policies. UUP maintains that these new policies and fees are mandatorily negotiable. We ask that they be rescinded and that the proper procedure be followed before making any changes in these conditions of employment.

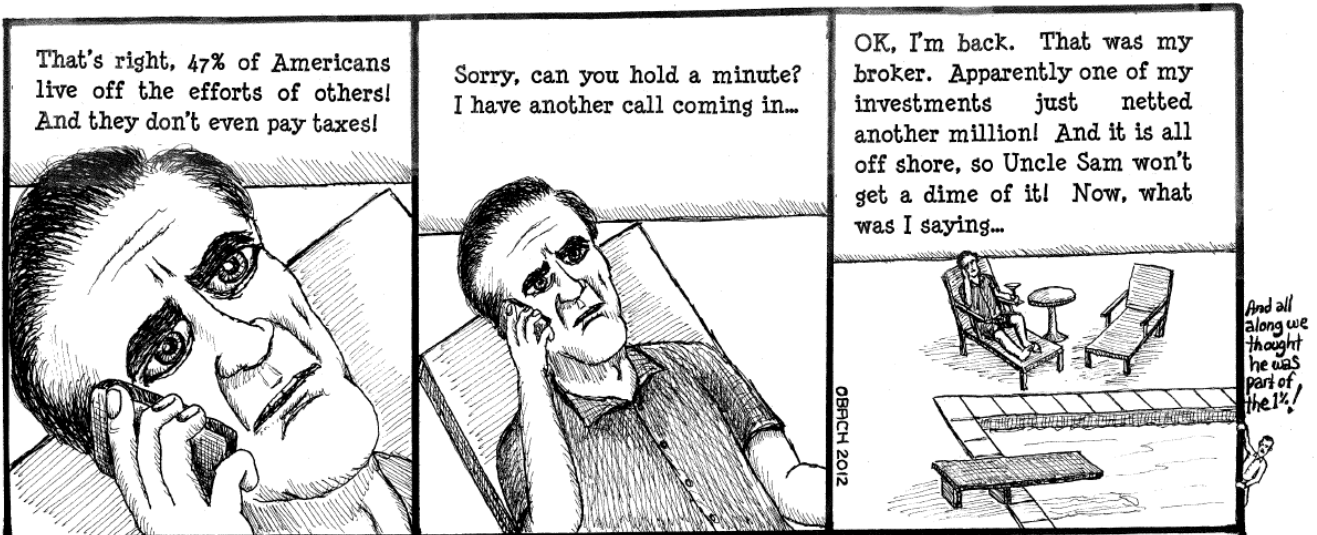
The fees in question having already been rescinded by the administration in response to the chapter's request, there was no discussion of this item. However, Brown did mention that the recently revised guidance concerning the use of the Elting facilities by family members over 18 is still somewhat unclear.

The meeting adjourned at 3:00pm.



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

Cartoon by Brian Obach, Sociology



Contingent Concerns Labor-Management Meeting Notes: October 1st, 2012

By Beth Wilson, Co-Chair of the Contingent Concerns Committee

Administration Attendees: Provost Philip Mauceri, HR Dir. Dawn Blades, HR Assoc. Dir. Jodi Papa, Exec. Asst. to Provost Deborah Gould, Staff Asst. Valerie McAllister

UUP Attendees: CCC Co-Chairs Ed Felton & Beth Wilson, Chapter President Peter D.G. Brown, NYSUT Labor Relations Specialist William Capowski

1. Streamlining the Lecturer Reappointment Process

Valerie McAllister of the Provost's Office reported that the process of adapting the existing guidelines for re-appointment (which were designed for tenure-track faculty), begun by then-interim provost Laurel Duhaney and UUP's Yvonne Aspengren, was nearly complete, with final draft documents in the process of review by the Provost. She expects that these revised guidelines will be implemented in time for the reappointment cycle that comes due in Spring 2013.

2. Adjunct Compensation

VP for Contingents Ed Felton used this opportunity to provide a sketch of the history and background of the ongoing discussion UUP has maintained with the administration, seeking equity in pay for part-time teaching faculty. Underscoring the concept of equity, he reiterated our position that part-time adjuncts should be paid at an equivalent rate to full-time lecturers, whose 5/5 course load would work out to approximately \$4000 per 3-credit course, rather than the \$3100 that is the current standard.

Dawn Blades of HR noted that given the statewide contract negotiations, the College would not engage in negotiations over adjunct pay, as these decisions would depend on the statewide agreement. Peter Brown noted that the State has consistently maintained that 'there is no local impediment' for the individual colleges to set or increase adjunct pay. Ed Felton asked the Administration to at least begin to imagine what the impact would be on the budget if adjunct pay were increased to a more equitable level. This is an item that will definitely be followed-up in subsequent meetings.

Although it was not formally on the agenda, based on recent information we have received via the UUP part-timers' listserv, we raised the issue of timeliness of the initial paychecks for the Fall semester. (This is an issue that was discussed extensively in labor-management meetings last Spring as well.) Both sides acknowledged the complex nature of the appointment paperwork, and the efforts that HR has made to set deadlines, etc. for receipt of the necessary forms. However, it appears that a significant number of adjuncts may still not have received their first paycheck for work started in August.

Dawn Blades made it clear that if individual members have such payroll issues, they should immediately contact HR directly. If there is a form still needed from the employee, he/she can complete it there immediately, and if there is some other issue, HR will be able to resolve it. She would like everyone to know that there is a process for issuing a payroll advance, regardless of the cause of the delay, so that a check can be cut the same day (or in some cases, the next day) to alleviate the difficulties caused by delayed paychecks. Again, in order to exercise this option, the affected employee needs to come in person to the HR office.

3. New Employee Orientation & 4. Nonrenewal and Rehiring/Training of Adjuncts

These items were treated together, as they are connected. Ed Felton spoke first to the past practice of including UUP in the new employee orientations. In the past, we would have a UUP officer speak briefly to the group relatively early in the orientation meeting, distribute union cards and answer questions. This semester, the procedure was changed, due in part to the new required training that precedes the orientation session. UUP was invited to come at the end of the meeting, when most of the participants had already gone. We expressed our interest in revisiting the past practice in future orientations.

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Peter Brown noted that there had been a widespread notification of non-renewal among adjunct faculty members in the Spring semester, many of whom were re-hired to teach in the Fall. He asked whether this was a procedure intended to make them 'new employees' every year and thus subject to the mandatory training. In addition, he wondered whether this would be a regular procedure, entailing that part-time faculty would have to repeat this training every year. Dawn Blades responded that the directives coming from New York State include required training of new employees and re-training for all College employees at least annually, so everyone will be required to attend one of the training sessions every year. She also noted that the new appointment forms had been changed to include a clause that includes these mandatory trainings.

5. Maternity/Family Leave for Adjuncts

In response to a request to clarify the procedures to be followed in the case of maternity or sick leave, Dawn Blades said that the first stop for the employee should be the Benefits Office. HR is the only office that can require documentation of medically necessary absence/leave, and can advise the employee directly about the use of accumulated sick days, etc. They will also advise the employee's supervisor of any period of absence required, but without revealing specific details of the personal/medical condition involved. As per the *Faculty Handbook*, it is the responsibility of the department chair/supervisor of the employee to arrange to cover any missed classes, etc.

6. Appointments of Part-Time Academics with Non-Teaching Responsibilities

Jodi Papa stated that she does not normally track this information, and so could not say definitively how many people are employed on such contracts. She did say that the majority of them would be people serving as supervisors for student teachers. Bill Capowski asked how such appointments were determined, or if there were specific definitions of what would qualify for this sort of contract. Papa responded that if a new position were created and a request was made to define the position as academic/non-teaching, she would ask for a job description, and then make sure that the title properly classified according to the State's system.

7. Parking

Felton provided a quick sketch of the problem for the administration, outlining the situation facing adjuncts who might only teach one class in an afternoon, who are now pushed further and further away from the teaching buildings to park. Beth Wilson raised the issue of unique time pressures, as many adjuncts teach at other institutions and thus do not have the option of leaving a half hour earlier to make time for parking/walking. There is also often a need to bring sometimes bulky instructional materials to class, which is complicated by having to park far from the classroom, especially in inclement winter weather. Brown suggested a possible adjustment to the current parking policy would be to move resident student parking to the outer lots, rather than adjacent to the dorms, since students mainly use their cars on weekends. Then those spaces closer to the classrooms could be for adjunct-only or for faculty/staff-only use.





Greening the Workforce

By Anne Wiegard, English, SUNY Cortland

Earth Day has become big business; it's all the rage to be green these days. Have you heard about the American College & University Presidents Climate Commitment (<http://www.presidentsclimatecommitment.org/about/commitment>), organized and supported by the Association for Advancement of Sustainability in Higher Education, ecoAmerica and Second Nature? College and university presidents, including our own Erik Bitterbaum, have laudably signed a pledge to create a more sustainable campus. The Second Nature website describes its mission as "making healthy, just, and sustainable living the foundation of all learning and practice in higher education." (<http://www.secondnature.org/>) As envisioned by this influential non-profit organization, going green goes beyond recycling bottles and mounting solar collectors on rooftops; it encompasses the sustainability of the workforce and the moral framework of higher education. What are SUNY students learning about the world if the practices of their educational institutions are unjust and unsustainable? Just as the economic, cultural and political conditions governing the lives of parents greatly determine the upbringing their children receive, so, too, do the working conditions of college faculty and staff equate to the learning conditions of students or care of patients, as is the case at our SUNY hospitals. When faculty and staff are fully supported, by extension their students and patients are being supported as well. When faculty and staff are overworked, underpaid, insecure and demoralized, the students and patients they serve cannot fail to be shortchanged.

Depletion of resources is an obvious sign of unsustainable systems, but so is waste of untapped resources. Our two-tiered professoriate is paradoxically both insufficient and wasteful. Insufficient in that the shrinkage of tenure lines has meant there are not enough tenured faculty to perform all the work that only they should perform. Although, in one sense, contingent employees are being exploited—performing in the classroom for fractional wages—their valuable expertise is being wasted, in that SUNY cannot take advantage of the full potential contributions of these workers, because the terms and conditions of their employment, as well as the campus culture, maintain a workforce strictly divided into those who are eligible for continuing or permanent appointment and those who are not, with prescribed and proscribed obligations for each category. Meanwhile, our tenure-track colleagues, both academic and professional, have had to shoulder greater and greater workloads to take up the slack. What is more wasteful than underutilizing the skills and ambitions of human resources?

Some heroic contingent faculty do everything their tenured colleagues do, but contingent employees who volunteer their services are noble but unwise, since doing so sets the stage for unpaid labor as an expectation. Most accommodate to the reality of their situation. They have no incentive to risk participating in time-consuming, innovative, high-impact initiatives such as learning communities and grant applications, because they have no assurance such investment in their long-term professional development will ever be rewarded. If they were compensated equitably, it would be a different story. By allowing only token participation by those not in the tenure-track ranks, even the Faculty Senate fails to capitalize on the diversity, experience and "juice" of the contingent employees. Students and coworkers alike will greatly benefit when all faculty achieve parity, as has been proven elsewhere.

We know a house divided cannot stand. Divided families and communities stagnate or self-destruct. We can't operate SUNY according to a double standard indefinitely and the longer we delay a reconciliation, the more violent and painful it will be when it occurs. Let's transform the shortsighted, unsustainable employment practices SUNY has unthinkingly relied on to its detriment for far too long.

For inspiration to carry us forward, let's turn again to Second Nature, and the last paragraph of its vision statement: *Too often, we view health, social, economic, security, environmental, and other major societal issues as separate, competing, and hierarchical, when they are really systemic and interdependent. We do not have environmental problems per se, we have negative environmental consequences of the way we have designed our business, social, economic, and political systems. The challenge of addressing these flaws in societal design is unprecedented, daunting, and exciting. It is one that will require the best in all of us.*

Let's redesign SUNY as a sustainable system. Don't the people we serve deserve the best in all of us?

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Negotiating a contract in difficult times

UUP's contract talks have been in process for more than a year, with progress made on many items and resolution of existing disagreements pending.

UUP's Negotiations Team presented its contract proposals to State negotiators Aug. 26, 2011. Since then, there have been 25 formal negotiations sessions and many additional off-the-table discussions aimed at clarifying information and exploring ways to arrive at compromises over difficult issues.

Who UUP negotiates with

UUP's 15-member Negotiations Team, headed by Chief Negotiator Jamie Dangler and Associate Chief Negotiator Mike Smiles, negotiates with representatives from the Governor's Office of Employee Relations. The State's chief negotiator, Joseph Bress, was appointed by and represents Gov. Andrew Cuomo. The State's negotiations team also consists of representatives from SUNY, the NYS Division of the Budget, and the NYS Department of Civil Service.

Governor's demands; UUP's challenges

Gov. Cuomo presented all NYS employee unions with the same key demands: no across-the-board raises for three years, nine furlough days, and increases in the employee share of health insurance premiums and costs for out-of-network provider use in the Empire Plan. Most of the other NYS employee unions settled their contracts within the past year, including the Civil Service Employees Association (CSEA), the Public Employees Federation (PEF), the Police Benevolent Association of New York State (PBA of NYS), and the New York State Correctional Officers and Police Benevolent Association (NYSCOPBA). All of these contracts contain the governor's key demands.

However, each of them has unique features that provide some offsets to the immediate



El-Wise Noisette

UUP Chief Negotiator Jamie Dangler, right, updates delegates to the 2012 Spring DA on the status of contract negotiations with New York State.

economic hardship their members are experiencing because of givebacks to the State. For example, all other NYS employee bargaining units have salary structures that provide incremental increases (commonly referred to as salary steps) and longevity increases. Some of these contracts also contain other provisions that serve to offset immediate losses.

The state's insistence on key similarities in all its union contracts has presented particular challenges for UUP because of our unique characteristics as a union. Unlike all other NYS employee bargaining units, UUP does not have a salary structure that provides salary step or longevity increases. We have no other predictable salary increases to offset years with zero across-the-board raises, and offsets contained in other union contracts will not apply to our members.

Need for fairness, equity for all UUPers

UUP continues to press for a contract that is fair and equitable in relation to other bargaining units and in terms of its application to all of our members.

Our union is a highly diverse group in terms of the salaries, working conditions, and part-time/full-time status of our members. UUP represents 35,000 professionals and academics at SUNY's state-operated teaching hospitals, university centers, comprehensive colleges, technical colleges, and specialized institutions.

A cookie-cutter contract presents serious challenges for ratification.

Limit on information-sharing

UUP's Negotiations Team cannot reveal details about ongoing negotiations because UUP and the State have agreed to strict ground rules prohibiting release of such information to the public. Violation of those ground rules would jeopardize negotiations. The most we can communicate is information about the process in which we are engaged or information that has already been officially released to the public.

Where we stand at this point

UUP and the State have reached understandings on numerous monetary and nonmonetary contract items, which must be verified in the context of a complete, final agreement.

For many months, UUP and the State have been engaged in a continuous proposal/ counterproposal process. Negotiations involve compromise, as well as maintenance of important bottom-line criteria for reaching an agreement. Deliberation over items that remain unresolved will continue as the fall semester gets under way.

Role of UUPers in contract ratification

When negotiations conclude, the Negotiations Team will present a tentative agreement to the UUP Negotiations Committee, which consists of one representative from each of UUP's 32 chapters, plus an additional part-time professional and part-time academic.

The Committee then makes a recommendation to the UUP Executive Board regarding ratification and, pending board approval, members vote on the contract. A neutral third party, often the American Arbitration Association, conducts the ratification voting process.

Negotiations Team needs your support

Negotiations Team members have spent countless hours over the last year doing their best to represent *all* of UUP's bargaining unit members. Every hour spent at the negotiations table requires many additional hours of preparation—collecting information, analyzing data, developing strategies, considering new approaches and possible compromises, and assessing the impact of each successive state counterproposal on various constituencies within UUP. They are volunteers and receive no payment for their work.

Every hour they spend in Albany results in an hour of work they need to make up when they return to their campuses or an hour away from their families. Every hour they spend traveling to Albany (including travel from far corners of the state such as Buffalo, Alfred, and Stony Brook) they need to make up when they return to their campuses or experience as lost time with their families.

Your continued support of the Team's efforts to arrive at a new contract is much appreciated.

Implications of working under an expired contract

UUP's contract expired July 1, 2011. But under the Triborough Amendment provisions of the Public Employees Fair Employment Act (the "Taylor Law"), all contract articles continue until a successor agreement is ratified, except for provisions that expired on specific sunset dates. This means that while monetary and some other dated provisions of the 2007-2011 contract expired, all other contract protections, including health benefits provisions, remain in place.

Stay informed

As negotiations proceed, UUP members will be kept informed through regular website postings, mailings from President Phil Smith, and articles in *The Voice*. Periodic updates and other information will be sent to chapter presidents for distribution via chapter websites, newsletters, fliers and meetings.

Members are encouraged to periodically check the UUP website (www.uupinfo.org) for postings at the "Contract Negotiations" link on the home page.

Feel free to contact Chief Negotiator Dangler at contract@uupmail.org for further information or to submit questions or comments.

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Linda Smith advocating for the SUNY New Paltz UUP chapter at a news conference

UUP Spotlight: Linda Smith

By Jaime Burns, Chapter Intern

Between her various array of work at the Teaching and Learning Center one Friday afternoon and the chaos of a tree falling on her car after the September 18th storm, our Vice President for Professionals made room for an interview on her passion for assisting others in any way she can, through technology, her profession, and her involvement in the UUP:

Jaime Burns: How did you arrive at New Paltz?

Linda Smith: It's a long story, going way back to the mid 1960s when I got my undergraduate degree in English, Math, and Education. After doing a lot of things – raised two daughters, moved to New York – I went back to school for computer science and went, “Oo, ick!” Who wants to sit in front of a computer and write code all day long? So I took my computer science, education, and math stuff, rolled them all together and worked at Marist College to train IBMers how to use personal computers. I developed a whole series of courses

for IBM, how to use a personal computer, a lot of different things. Once that program disappeared, I went into environmental science for a while, and another position opened up at this college and I said, “Ooh, that looks very interesting.” So I've been here for about 18 years, doing a variety of things. I started the Student Help Desk, fought for the space, then the position for managing online learning came along, and I said, “This sounds like me.” Then the Provost at the time said, “Let's start a Teaching Learning Center,” so Richard Kelder and I started it, and here we are.

JB: Even though you initially said, “Ew, who wants to do that?” you got yourself really involved in computers and technology.

LS: But I get to work with people, whereas if I had gotten into programming, which is why I went back to school, I would not get to interface with students, or faculty and staff, so I get to work with everything.

JB: What first got you into the idea of programming or anything to do with computers? It was probably such a foreign subject.

LS: It was. I first thought I was going to be teaching, but at the time I was looking to get into teaching there were really no positions available. And I lived in an area where the federal government had a facility in the middle of the Mississippi River called the Rock Island Arsenal, Army Weapons Command, and they were hiring programmer trainees during the Vietnam War. So that's how I got started. I said, “Well, I can do that!”

JB: What encompasses your normal workday?

LS: One never knows! We do training on a variety of technologies. Right now, I have been concentrating on running Blackboard workshops on Tuesdays and Thursdays, especially because we got a lot of new faculty. I will do similar workshops in October, but merge in some Web 2.0 tools to use in their online environment. We're probably going to be taking a look at electronic portfolios, we've looked at them before, but we've never really started to use them. I update the server mornings and afternoons. I do a lot of upkeep on Blackboard, I do a lot of student and faculty support throughout the day, I do a lot of hands-on, I do a lot of I don't know what. Everything that people seem to need as far as online environment for their academic, Blackboard, whatever turns out to be, I try to make it happen.

JB: How much diversity is in your work?

LS: There are web 2.0 tools we've been using; I have a whole list I tend to introduce, sneak them in through the backdoor so it doesn't feel overwhelming. It's not so much Blackboard's focus as it is an online teaching focus. This morning I was working in a teaching center in Washingtonville, where we do web conferencing. There are a few online professors and a couple of adjuncts teaching graduate classes using it to teach students in New Paltz, Washingtonville and White Plains, all online at the same time using Blackboard Collaborate, Illuminate, and our web processing tools.

JB: What you and your colleagues do is really the backbone of education and the modern classroom.

LS: It is. My home department is academic computing, so we're responsible for all the classrooms, computers, computer labs, the hardware and software, not the projection systems or the sound systems. I've done that throughout my career here, but now I mainly focus on the online stuff. Online faculty also need to run their course proposal and

syllabi and rubric past me if they're going to propose a new online class, and they have to get it approved through Faculty Governance: their department, their school and the central Curriculum Committee. But generally speaking it comes to me, I make suggestions about where faculty need to tweak things, and we go from there.

JB: Professionals are seen as disconnected because they are not directly in front of students in the classroom. Yet, it's almost as if you are faculty in the sense of being there for students; do you believe the professional staff shares your same motivation to be so dedicated for students?

LS: If you think about the different professionals on campus, and all the different departments, you're talking about the Career Resource Center, Academic Advising, etc. We all interact with students on a different level, but we all try to make students a focus of what we do. I deal mostly with students and faculty, rather than professional staff, but if a professional staff member asks me, "Can you create a community site on Blackboard," well sure, no problem. I focus on everyone actually, but definitely students and definitely faculty: it's why we're here. I used to have a lot of face-to-face workshops, but now my workshops and tutorials are pretty much on video. That removes me a little bit from interacting in a personal fashion, but it allows me to reach more students, and faculty, and everyone. But I know what you mean as far as a disconnect. There are some departments that work very hard to make sure everything runs smoothly with students, but don't necessarily have as much interaction, as much as Academic Advising surely does. There are different levels of interaction.

JB: Despite the fact that you have a crazy schedule, where you don't know what goes on one day to the next, you are quite involved with the UUP. You're still on the Executive Committee and attending meetings even if a tree falls on your car. What got you into it?

LS: I've been part of UUP for a while now. Way back then, Glenn McNitt asked me if I would serve on the Health and Safety Committee, which is a joint labor-management committee, and I've been hooked ever since. I was Vice President for Professionals two years under Richard Kelder, and one year and some under Peter Brown.

JB: What gets you so interested and committed despite your busy schedule?

LS: Everyone has a busy schedule. Really and truly, everyone is super busy, not just me, everybody on this campus. But I have always believed it is important to provide support and service to the people you work with and for. So that's me.

JB: That definitely seems like your motto for everything.

LS: I try, I try.

JB: In the same regard of helping and assisting, what would you say to someone who is unsure about getting involved in UUP?

LS: Generally, I would recommend that they volunteer for a committee. Some meet all the time, some, like Health and Safety Committee, meet infrequently but it's an important committee. The other thing I would recommend is that they attend a Delegate Assembly as a guest. They'll hear the speeches, they'll see what goes on, and they'll get a little bit more information than they would if they were to go to a chapter meeting on campus. You'll get people from Buffalo down to Stony Brook, and everybody in between and off to the sides.

JB: Back to your work, how much do you teach people Microsoft Office?

LS: I used to do that an awful lot. I was making programs for IBM while working for Marist: word processing, spreadsheets, project management, PowerPoint-like applications, etc. I developed all of those courses, teaching IBMers to use what was in vogue. When I came here, I did training for students and faculty and staff in word processing, spreadsheeting, PowerPoint, I think we even did video editing workshops over the years. As online learning became more the focus of what I did, and as people – students, faculty, staff – already knew pretty much how to use the basic tools, and as there are so many websites now with "How do I do a footer?" or you can just go to YouTube, I don't do that sort of training anymore. I am more than willing to accommodate for some people. Even the stragglers, those who claim they're Luddites, they come to me and say, "Okay, you convinced me, I'm teaching online this summer." My response is always, "I will adopt you over the summer" and get it done. It's one of the reasons I got an award from the Chancellor.

JB: How would you rate your 18 years of experiences here?

LS: It depends on the day of the week, and that's an honest answer. But overall, it's a very positive experience. I think the campus has received a benefit from having me here and having me provide this service to the New Paltz community. I don't know how to separate out what I have learned from New Paltz and what New Paltz might have learned from me. It has been a win-win for both the campus and me.



UUP Spotlight: Ed Felton

By Jaime Burns, Chapter Intern

One Wednesday afternoon, our Officer for Contingents found time between union meetings and several office hours for an interview on his family, his jobs in wood design and politics, and his passion for social justice.

We were talking about your family a bit before the interview. Do you want to tell us a bit about your wife and children?

My wife, Agnes, is from Poland and has been here for ten years. We have two sons: Redi is three-and-a-half years old, and Rowen is eight months.

How did you arrive at your current job at SUNY New Paltz?

The wood shop was shut down; when I was hired, there was no wood design program or courses. The job was unexpected and unplanned, an opportunity presented itself and I got the job on the basis of my portfolio as a lifetime woodworker, sculptor, and designer. I always loved teaching; I didn't think I'd end up teaching art, but I love the work, and I love working with students.

What got you into woodwork in the first place? Do you do woodwork outside of class?

I just grew up with it. My father and grandfather did industrial design work, prototypes, so in the basement of my house was an old woodshop, even lead casting equipment and working with wood, metal, plastic... really a kind of an industrial design shop. I just grew up making things and working at cabinet making shop as a teenager, so it became automatic. I work at a shop up in the Catskills, I work for a guy there sometimes making piano hammers, and I do furniture design, custom woodwork, and different kinds of things.

You were a student here, how long ago?

I went to Westchester Community College and transferred here in 1991. My focus was mainly politics and social change, and I ended up being a sociology major. I really didn't know what sociology was when I came to New Paltz. In high school, the version of sociology that was presented was more like social psychology; it didn't represent the discipline as the synthesis of all the social sciences. I graduated in '95. I didn't go to school every semester because I was working full time. It was frustrating at the time, but I think it was beneficial in the end because I did political work in between; it was kind of all one experience. I think it was good, in retrospect.

What got you involved in politics?

Growing up on the border between the Bronx and Westchester County, in Pallam, there was such a sharp line of contrast in terms of inequality and life experiences. I'd go to one friend's house and it was \$500k; I go to another friend's house and it's a shack with no windows on the second floor. In high school, there were racial divisions and stereotypes and tensions; all those kinds of problems existed. The answers that adults provided for the hard questions were never satisfying. It just seemed like all of these forms of unfairness and inequality were inexcusable; there were no answers that explained them away. My mother was also a huge influence. She was half-Spanish and was called a spic growing up in Brooklyn. She wasn't politically minded, but as a human being, she was anti-racist and fairness minded. The only avenue of expression for her was the church. We would deliver turkeys to people around the holidays and the like.

So is your involvement in UUP driven by your interest in your political work?

My involvement in UUP is my duty as an union-conscious employee. Between the time I was a student and working here, I was a full time union organizer. I worked for the United Farm Workers, FEIU, AFL-CIO, conducting internships through the union summer program. My interest in the labor movement came in my later years as a student, starting a Student Labor Action Coalition in my last semester with a couple of other students, which no longer exists. Now, I am an organizer in the ANSWER coalition – Act Now to Stop War and End Racism. I'm closely linked to the office in Harlem, shared with the branch office of the Party for Social Liberation, and I was one of the branch's founding members.

Would you want to give a brief summary of your average workload per semester?

The wood studio is the only art studio facility that doesn't house a BFA program, though Art Education and Visual Arts majors can choose wood as their concentration. I manage and maintain the facility, placing orders for supplies and materials, doing regular maintenance and repairs on equipment. I provide instructional support and do technical

demonstrations for Wood Design classes I'm not the primary instructor in. Since there's no full-time faculty member, instructional support is my biggest role. I need to be accessible to wood design students outside of class, so they have the support outside of class necessary to succeed in their projects. I also do a studio orientation for each grad class. In the first year MFA candidates come here, they take Graduate Art Seminar. Last Friday I did a three hour seminar session with the new grad students. There are also some other classes I do sessions for that are not in Wood Design.

How much do you represent the contingents, even though you're in the professional bargaining unit?

I represent them fully. I think even if I was a full-time faculty member, my interest would still be advocating on the behalf of the lecturers, adjuncts, and part-timers. It goes along with my ideas about the importance that a union is advocating for those who are treated the least fairly.

There also seems to be a disparity between academics and professionals. Do you feel like you bridge the gap and represent both sides?

Oh, definitely. For us part-time professionals, which aren't a lot, but enough, that workload creep or leap is even more of a problem. Sometimes I work 40 hours a week, and if I don't students will not be as safe. So there is a lot of pressure on us to perform as if we are full-time. People are also not aware that there are part-timers. When I have to call facilities, they never think they're talking to a part-time person; they assume everyone is full-time. It's an assumption across the board. Someone might look for you at 2 PM on a Thursday, and they don't even think you might not be on campus. When the administration makes the schedule and decides that on October 9th, although it is a Tuesday, that it's on a Monday-class schedule, they assume that works for everyone, because everyone here lives in the SUNY New Paltz universe, and it will just fit in their schedules.

Are adjuncts burdened by the advising pressure not considered part of their workload commitments?

That's a major pressure that adjuncts face, especially now that communication is on a minute-by-minute basis. Because adjuncts love their students and care about their work, they allow themselves to be on call. So even if the idea is that you're only paid for class time and an extra office hour a week, you'll still meet up with students on campus, respond to student's e-mails in the evening... It's impossible to be a good teacher and just be around for class time and one office hour a week. Adjuncts don't want to do that, because then they would ignore their students' needs.

How would you promote involvement in the UUP to adjuncts, lecturers, and other contingents?

As a professional, the most professional thing you can do is to be involved in efforts to shape what the goals of your field are. It's through the union that we have the opportunity to be the agents of determining the goals of higher education. There is a lot of philosophy around organizing, and getting people involved, and one of the most important things to say is, "We need you. We need your help, we need you to contribute." It's not one size fits all; if someone can only come to a meeting once a month, and then help with something for a couple more hours, where you're talking about four hours a month, it's not like taking on another part-time job.

Did you notice a union shift from the time you were here as a student until now?

In the mid 90s, coinciding with a healthy economic period, there was a national leadership change in the AFL-CIO, which brought forth the more progressive and ambitious elements within the labor movement. Many ambitious projects were launched, such as an internship program in 1996. College students all over the country participated in intense labor campaigns and then started student labor coalitions at their schools. Students became more aware of labor movements as an engine for social change, went into the organizing institute, and became union organizers. I was part of that at the end of my time as a student, and we started a Student/Labor Action Coalition. In the past couple of years, there's been a sort of backlash, in the context of an economic downturn and an assault against the unions; things like the *Waiting for Superman* movie, a whole range of different things dehumanizing unions and union members.

How are your hopes for unions?

I don't have much use for hope. It's like waiting. Even if the right-wing was to succeed in completely eliminating the National Labor Relations Board, and make unions no longer have a legal standing, they'll be back. There can be no end to the fact that workers are exploited and that workers are going to fight back. I have not hope, but confidence in the fact that in the long term, history is moving in a progressive direction. It was inconceivable ten years ago that the Democratic Party would embrace same-sex marriage. Five years before the civil rights bill was passed, people said, "Oh, maybe that'll happen in fifty or a hundred years." It happened five years later, not because of who was president, but because of what the people did. We are fidgety in our own generation, and we want to see these things happen quickly, and they're not happening as quickly as we want, but we can look back and see that the efforts of our ancestors were not fought in vain. I don't want to suggest that it's an evolutionary process that we can just have faith in, that it'll just happen automatically. People need to make it happen.

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 Claudette Aldebot, Residence Life, 257-5501, aldebotc@newpaltz.edu
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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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October 2012

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|------------|--|---|--|------------|--|-------------------------|
| | 1 | 2 | 3 Executive Committee Meeting: 12:30 pm, JFT 1010 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 Rock the Vote Concert: Noon to 5 PM Hasbrouck Quad Chapter Meeting: 12 PM, College Terrace | 11 | 12 Fall UUP Delegate Assembly in Buffalo | 13 D.A. cont. |
| 14 | 15 | 16 | 17 Executive Committee Meeting: 11 AM, LC 6A "Getting to Tenure" Workshop: 12:30–2 PM, JFT 1010 | 18 | 19 | 20 |
| 21 | 22 Workshop for Professionals; Appointment Considerations: Noon, SUB 100 Labor Management Meeting: 9:30 AM, HAB 903 | 23 Gathering of Contingents at Bacchus: 5–7:30 PM | 24 Labor Education Committee Meeting: 10:30 AM, LC 6A Department Reps Lunch: Noon, SUB 418 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

November

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--|-----|--|--|-----|-----|
| | | | | 1 | 2 | 3 |
| 4 | 5 Contingent Concerns Labor Management Meeting: 11AM, HAB 903 | 6 | 7 Executive Committee Meeting: 12:30 PM, JFT 1010 | 8 Pauline Lipman on Chicago Teacher's Strike: 4:30 PM, CSB Auditorium | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 Labor Management Meeting: 2PM, HAB 903 Workshop: Leaves for Professionals/ Academics: noon, JFT 1010 | 27 | 28 Executive Committee Meeting: 11 AM, JFT 1010 | 29 | 30 | |

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Motivano SmartSavings Online Discount Marketplace – Shop for sales and discounts on dining, travel and more.

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Executive Committee 2011-2013

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Are You a Member?

| | | | | | | | | | |
|--|------------|----------------|------------|-------------------------------|-----------|-----------|---------|-----------|-----------|
| Thomas P. DiNapoli New York State Comptroller | | JOHN DOE | | Total Gross Fed Taxable Gross | | | | | |
| | | | | Current | 3456.78 | 1234.56 | YTD | 45,678.90 | 34,567.89 |
| Advice # | 123456789 | Pay Start Date | 07/13/2009 | Net Pay 1,234.56 | | | | | |
| Advice Date | 07/12/2009 | Pay End Date | 07/27/009 | | | | | | |
| Department ID | 1234 | | | 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 | | | | | | |
| TIAA Retirement Before Tax | 56.78 | | 1,234.56 | | | | | | |
| | | | | UUP Member 26P | | | | | |
| | | | | | 34.56 | | 456.78 | | |

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.

Join the UUP

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



Chapter Secretary Ed Hanley and former Chapter President Glenn McNitt taking notes at a recent Executive Committee meeting.

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The Bullhorn:

Peter D.G. Brown, Executive Editor

Jaime Burns, Managing Editor

Editorial Policy: Opinions expressed in *The Bullhorn* are solely those of the writers and do not necessarily reflect the positions or policies of the UUP or its New Paltz Chapter, who are not liable for any errors or inaccuracies.

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.