

The Bullhorn

The Official Newsletter of the SUNY New Paltz Chapter of the UUP

April/May 2012



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Springing Ahead by Peter D.G. Brown, Chapter President

Spring is always an energizing time of renewal and rejuvenation. Our UUP chapter began this spring with a number of innovative events and actions. On the last day of February, spring was already in the air when we held a chapter meeting, at which members heard updates from chapter officers and committee chairs, in addition to voting on a budget for next year (pages 14-15).

In early April we held the first-ever campus-wide discussion at New Paltz of Workload, Faculty Voice and the Quality of Higher Education. Co-sponsored by the Progressive Academic Network (PAN) and a host of academic departments, this event attracted a number of folks from outside the chapter. Guests included campus President Donald P. Christian and Interim Provost Cheryl Torsney, as well as two statewide UUP officers who came down from Albany, Fred Floss, Academic Vice President, and J. Philippe Abraham, Vice President for Professionals.



Professor Gary Rhoades and Chapter President Peter Brown at the April Faculty Forum

Our Faculty Forum was attended by 75 of our colleagues, who were first addressed by our featured speaker, Gary Rhoades. Kudos to our Academic Vice President, Jeff Miller, who did yeoman's work in helping to organize this event!

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Forum on Workload, Faculty Voice and Quality in Higher Education by Jaime Burns, Chapter Intern

The increasing pressures on faculty in a multifaceted university demanded an unprecedented event: Faculty Forum: Workload, Faculty Voice and Quality in Higher Education. Set in the Terrace at SUNY New Paltz on April 3rd, the event attracted over 75 campus employees. The first half was a lecture by Professor Gary Rhoades, followed by a question and answer session. This was open to union and non-UUP members. The second half, exclusively for UUP members, consisted of table discussions on the lecture and steps faculty can take to alleviate issues of workload, faculty voice and quality in SUNY New Paltz.

Chapter President Peter Brown opened the event stressing the forum's novelty on the New Paltz campus and its necessity due to growing campus and national issues of workload, faculty voice and quality education. Workload is an especially difficult issue because the concept is elusive. Brown likened it to "comparing apples and oranges and raisins... it's not so easy."

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This spring, New Paltz became the first UUP chapter ever to hire a student intern. We are pleased to have Jaime Burns assisting the chapter and its committees with research and writing. She is a sophomore in the Honors Program, majoring in English/Creative Writing with a minor in Political Science. Her first assignment was to cover the Faculty Forum for *The Bullhorn*, and her report begins in this issue on p.1. We are also grateful to Beth King, who first got us thinking about the possibilities and benefits of hiring a student intern. Beth continues our feature series on *What We Do* with an informative article on career counseling on page 23.

When the administration put out a call for proposals on how to spend the anticipated \$1.6 million in additional revenue generated by the tuition increase, our Contingent Concerns Committee, co-chaired by Ed Felton and Beth Wilson, drafted a *Resolution to Address the Growing Pay-Gap for Adjuncts*. The resolution was unanimously passed by the Executive Committee on March 14, and the formal request was submitted to the campus administration at the end of March. We have reprinted the resolution on page 7, for which we are inviting support from academic departments.

As part of our community outreach program, New Paltz became the first UUP chapter in the state to join the local Chamber of Commerce. While many Chambers in NYS and throughout the country have taken outspokenly anti-union positions, our New Paltz Regional Chamber has cordially welcomed us. UUP shares many of its goals—thriving local businesses, good schools, clean and safe streets, effective local government, public transportation, parking, etc. This is a pilot project to see if our union voices can help to more effectively communicate our issues to the local business community.

At the same time, we are reaching out and building coalitions with others unions in the Upper Hudson Central Labor Council, such SEIU, CSEA, NYSUT, IBEW and local teachers' unions. We are also becoming active in AFL-CIO's Hudson Valley Area Labor Federation. Donna Goodman, our tireless chair of the Community Outreach/Coalition Building Committee, reports on developments in her article on p. 19. Salvatore (saed) Engel-DiMauro describes his effort to reach out to the local Occupy Education movement on page 21.

Jerry Persaud, our chapter's Affirmative Action Officer, is working with the Affirmative Action/Diversity Committee to plan an important event for this fall to focus on *Affirmative Action, Institutional Racism and Diversity*. A.J. Williams-Myers wrote a moving reflection on "The

Sad Role of Silence and Indifference in the Death of Trayvon Martin," which is on page 20.

Alan Dunefsky, Spencer Salend, Kevin Saunders and others on our Membership Development Committee have been working all year to identify and sign up "fee payers." These are colleagues in the bargaining unit, principally adjuncts, who pay the mandatory fees to UUP, but have yet to sign a membership card. Until they do, they are ineligible to vote on any new contract or participate in elections and other union activities.

Our indispensable Labor Relations Specialist, Bill Capowski, has continued to run a series of successful workshops for professionals this spring. I am also deeply indebted to Linda Smith, our Vice President for Professionals, who has done a superb job in representing the interests of this vital segment of our membership. We continue to be well-served by our able and widely-recognized Secretary, Ed Hanley. Less visible are two other officers, who generously contribute their time and talents to making the chapter work as effectively as it does: our Treasurer, Shannon Roddy; and Rachel Rigolino, our Grievance Officer, who continues to do double-duty as the seemingly irreplaceable Managing Editor of *The Bullhorn*.

**We have
activated
more
UUP
members
than ever
before**

Thanks to Rachel, Ed and all our other contributors, *The Bullhorn* just won top honors in the 2011-2012 UUP Journalism Competition in three categories: General Excellence, Best Editorial/Column, and Best Layout/Use of Graphics, as well as placing second in the category of Best Feature Story. Bravo, Team *Bullhorn*!!!

We have activated many more UUP members than ever before, both as officers and on our seven committees. The individuals mentioned above have made enormous contributions, but everyone's time is severely limited. So, please pitch in by contacting any of the committee chairs listed on pages 26-27 and find out about how you might help by contributing just an hour or so a month to our efforts. Your involvement can truly make a difference to all our 900 chapter members!

At the end of this semester, the chapter will be holding a retreat at the Mohonk Visitors Center on Saturday, May 12th, from 9.30 am to 1 pm. All UUP members are cordially invited to attend, but space is limited, so please RSVP soon by emailing our chapter assistant, Mary Thompson, (thompson@newpaltz.edu) or phoning her at 257-2770.

With a spring like this, can summer be far behind?—Have a great one!



Jaime Burns, Chapter Intern

A scholar on restructuring academic institutions, science and technology policy, Gary Rhoades served from 2009-2011 as General Secretary of the American Association of University Professors (AAUP) in Washington D.C. For twelve years prior to that, he was Director of the Center for the Study of Higher Education at the University of Ari-

zona. His extensive published work includes *Academic Capitalism and the New Economy* (with Shelia Slaughter), several copies of which were given as door prizes. His most recent study is *Closing the Door, Increasing the Gap: Who's not going to (community) college?* It is published by the Center for the Future of Higher Education, a virtual think tank, and downloadable here: http://futureofhighered.org/uploads/ClosingTheDoorFINAL_ALL32812.pdf

Gary Rhoades began proposing a general path towards improving higher education: to study and improve the "intersection between the workload of faculty and professionals." By having a union, SUNY New Paltz is on the right track; what is needed is understanding national and SUNY academic agendas and how to break away from the structural flaws.

The National Agenda

The national agenda, Rhoades stated, is driven by three factors reminiscent of an unsettling business model: productivity, efficiency, and completion. This is a small part of the flawed national agenda. The Obama Administration set a goal to educate 50% more of the American population with a college degree by 2020, but did not significantly increase resources. The National Governors Association Completion Agenda pays attention to students who will succeed in the current system, instead of changing the institutional structure to allow less advantaged students to succeed. The Increase Output Agenda pushes for larger class sizes to deliver more bachelor's degrees in a shorter time. *Quantity, rather than quality, is the focus of the national agenda.*

Instead of restructuring ideas of higher education, the nation blames flawed institutions for not carrying out

their projected goals. Jane Wellman and the Delta Project on Postsecondary Education Costs argued against wasteful budgeting in institutions, overpaid faculty and little use of technology with bountiful data to the contrary. The inevitable conclusion is that there is no productivity problem, but a disinvestment problem. What is often ignored is the fact that resources and restructuring are the keys to success.

The SUNY Situation and Agenda

Earlier, Rhoades admitted that New York State recognizes the need to invest in public higher education and avoid skyrocketing tuition increases by agreeing to a "maintenance of effort" in state support, for five years, in return for a limit on tuition increases. After student campaigns in Albany against increased tuition and cuts in faculty and programs, the gradual efforts to relieve tuition inflation sounded reasonable when discussed at a President's Cabinet meeting in the fall. The agreement is not enough to affect faculty workload and certainly does not solve the rising tuition rates, but it is good for future development.

The biggest problem is increased enrollment in the SUNY system outpacing hires in faculty. From 2005 to 2011, there was a 13.3% increase in students but only a 9% increase in faculty, with more being part-time faculty and full-time faculty decreasing from 71.17% in 1996 to 60.3% in 2011. Combined with the increasing tuition rates, the result is evident: students are paying more for less.

Just as the national agenda does not understand faculty and professional needs, proposals offered by the Chancellor demonstrate the need for an organized faculty voice to express concern. The proposals include allocation of resources based on discipline, accountability and performance, reminiscent of the troubling business model.

Redefinition of terms by the faculty can turn the Chancellor's suggestions into positive goals. Performance and workload can be redefined to evaluate the amount of time and dedication towards work. Professors who actively engage classes in group discussion, paper-writing, special projects and other time-intensive activities, have made a much greater impact on my educational experience. When other students are asked, at student panels or in casual conversation, they reply that engaging professors who connect with their students and are passionate about their work are the most memorable. The experience can be compromised if the amount of work, dedication, and performance necessary to engage students is not recognized. If the more rigorous course meets fewer times a week, it counts as less credit, the professor is pressured to take

on more courses, and days are swamped because of the disproportionate measure of workload.

Focus on New Paltz

New Paltz stands out with a strong graduation rate, meaning our institution has a stronger baseline for future changes. Rhoades emphasizes focusing on contingents, as well as on the EOP program, which echoes the concern to not simply focus on those most likely to succeed, but to improve the institutional structure to let more students succeed, regardless of economic or social background.

Second, he directed attention to the number of students professors advise, a key factor in workload. The pie concept was introduced by Peter Brown in his introduction: if one area of the pie increases, others must decrease to maintain the same size pie. If areas increase without others decreasing, faculty is overworked and quality is sacrificed to meet demands. When professors have to advise large numbers of students, individual assistance is compromised. I hardly go to my advisor because I do not feel I get individual assistance, which is perfectly understandable with the workload. I am simply afraid that the same compromise will become increasingly evident in my discussion-based and writing-oriented classes.

Applying Faculty Voice: What can we do?

Rhoades praised the constructive conversation in this Faculty Forum as the first step towards change. Faculty need to push for quality-oriented discussions within the institution and explain the inherent flaws in quantitative definitions of workload to administration, because they are in a unique position to raise these concerns. They are personally affected by these definitions and enrollment increases.

Rhoades also said that faculty voice is most important “to exercise responsibility... for students and community.” Faculty members directly affect a student’s education and their preparation as productive members of society. A bachelor’s degree means nothing if quality education is abandoned.

Rhoades proposed several measures faculty can take to improve current conditions. First, he emphasized continuing conversations on workload, quality education, and graduation among faculty and between faculty and administration. Second, he suggested faculty involvement in collecting data. Data that supports the faculty concerns on workload and quality education would inform change in discussions with administration. Third, faculty should push for reallocation of resources from

administration to instruction/students, and monitor its progress, utilizing data-gathering and administrative conversations for support.

Rhoades also suggested applying for a Lumina Foundation grant as an external funding source for educational restructuring. The private, independent foundation sets out to increase the number of Americans with higher education degrees by providing financial support to colleges and universities across the country to restructure their institutions for change.

Questions on Preparation and Action

A brief question and answer session commenced. The first questioner asked about the issue of spending a large portion of institutional money on preparing students for college education, since many are unprepared when they reach the university. Rhoades addressed the issue as part of the structural failures in the whole public education system. Before higher education, students are “victims of K-12 education NCLB’d to death,” a reference to the federal law No Child Left Behind. They are being taught to the test, rather than prepared for a diverse higher education course load. Similarly, when community colleges close their doors due to caps, disadvantaged students (those of color, lower income, first generation, or immigrants), who need the institutions as a stepping stone to four-year colleges, are denied education. Rhoades stated that faculty needs “to be the voice that calls this stuff out” in order to bring about institutional change.

Another individual asked about the role of organized labor. Rhoades stated that movements similar to the Occupy movement will be needed to restructure higher education institutions. It did not consist of a large group of people, and it was not even organized, but it put the disenfranchised 99% on the national agenda. Similarly, SUNY New Paltz joined the larger SUNY campaign to educate students about upcoming budget cuts, and many went to Albany to speak to legislators. Organized labor movements will make change.

Applying National and SUNY Concerns to New Paltz

After the question and answer session, non-union members left and very organized discussion sessions commenced. Nancy Schniedewind (Humanistic/Multicultural Education), Alison Nash and Maryalice Citera (both Psychology) presented the goals of the table discussions: to share experiences and concerns related to workload, quality education, and faculty voice across departmental lines, to look for areas of common concern, and to suggest steps that faculty, staff, and the

union can take to improve conditions. Individuals were then randomly assigned to different table groups using colored name tags. The groups took ten minutes for each task proposed in the table discussion overview.

I observed diverse passionate discussions about concerns raised in the lecture and what they mean inside and outside the classroom. Many saw the corporate, quantitative model imposed on education. Students are herded into larger classrooms and pushed to graduate, which can be counterproductive to quality education. An example is the heavily-overworked history department; the caps have increased to 43 in G.E. classes, 36 in upper-division classes, and 19 for 400-level courses. They cannot teach the way they used to: quizzes and lectures replace discussions, and essays swamp faculty. Others were concerned that research and scholarship, activities of passionate interest and importance, are pushed aside due to increased classroom demands. One professor pointed out that research enhances the quality of her education in the classroom. A professor from the theater department discussed constant pressure to add more and more work, in light of new, innovative ideas, but never taking away existing demands.

The largest issue was that the quantitative focus is diminishing educational quality. A few groups discussed grade inflation as a product of the quantitative focus. Smaller class sizes allow for reflective thinking and classroom discussion, especially in introductory courses. This would help undeclared students to better consider possible majors. However, introductory courses tend toward larger class sizes, which in turn results in less engagement with students and lower quality. The same trend is found in scholarship; the emphasis on more and more publications results in diminished quality of research.

When the groups reconvened for a report-out and closure session, I heard recommendations to address some of the key issues. They included:

Faculty should assume responsibility for tracking and monitoring workload and its effects on quality education;

Continue dialogue between faculty and administration on workload definitions;

Ask the administration what parts of the equal pie should be reduced with additional teaching demands;

Coordinate and increase collective union action and involvement from faculty;

Collectively say “no” to pedagogically unsound increased workload demands.

Each step is hard and requires time, effort, and risk that can further impact workload. However, the cliché that “things must get worse in order to get better” never rang more true. The event organizers followed up with other efforts, such as surveys on workload currently in circulation, which will move the discussion ahead. The success of the dialogue echoes Peter Brown’s earlier hope that this forum “is not the last.”



Quantitative focus is diminishing educational quality.

Student Perspective

When I was asked to write about this innovative, unprecedented forum, I was worried my student perspective would leave me in the dark. As informed as I could be, through research or student knowledge on the issues, I am not behind the scenes of department discussions or involved in the dialogue between academics and administration. Increased work demands, lack of voice, and striving for quality in a quantity-oriented environment are heavy burdens on faculty. All I recognize are larger classes, reduced course offerings, and altered syllabi.

Despite my non-faculty status, it was easier than expected to relate to the faculty issues during the forum. As a student representative, I can speak for many that we would much rather have smaller class sizes and focus on discussion and the interactive experience, rather than droning lectures. The national focus on productivity does not focus on learning but on producing degrees, and I doubt that students want to burden their parents with the steep price of education just to twiddle their thumbs.

Faculty and students both want the same thing in the end: quality. I gained insight into the faculty experience and would love to have other students be more informed. Rhoades told me that students have the power: they can go to Albany and make change in the education system. It is our education that is affected. We are the ones being prepared for our future professions. We can only gain quality by giving the faculty what it needs to deliver quality. If there is a way to include student voice in faculty voice, changes can happen.

Jaime Burns is a sophomore in the Honors Program with a major in English and a minor in Political Science. She is the first SUNY student to intern at a UUP chapter.

Faculty Forum on Workload, Faculty Voice and Quality in Higher Education, April 3, 2012



Gary Rhoades chatting with President Christian



Some of the 75 attendees at the April Faculty Forum



L-R, Alison Nash, Fred Floss, Simin Mozayeni



L-R, Cheryl Torsney, Devon Duhaney, Yoni Schwartz, Donald Christian, Jeff Miller, Tom Sarrantonio



Gary Rhoades with Mary Christensen

Photos by Morgan Gwenwald

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**United University Professions
New Paltz Chapter**

Resolution to Address the Growing Pay-Gap for Adjuncts at SUNY New Paltz

Whereas adjuncts (adjunct lecturers) constitute the largest segment of teachers at SUNY New Paltz, and

Whereas a substantial amount of instruction at SUNY New Paltz is routinely taught by adjuncts, from introductory and General Education classes to highly specialized advanced major and graduate courses, and

Whereas SUNY New Paltz would be utterly incapable of carrying out its mission without its 235 adjuncts, and

Whereas over 50 adjuncts have been teaching at SUNY New Paltz for more than a decade, and
Whereas adjuncts are among the very lowest-paid employees, who typically earn only \$12,000 annually for teaching two three-credit courses per semester at SUNY New Paltz and thus require other sources of income, and

Whereas adjuncts at SUNY New Paltz have not received a substantial salary increase in the past seven years, and

Whereas compensation for adjuncts at SUNY New Paltz has plummeted 49% over the past four decades when adjusted for inflation, and

Whereas the pay gap between adjuncts and everyone else at SUNY New Paltz continues to widen every year, despite contractual across-the-board salary increases, and

Whereas equal pay for equal work is a widely recognized economic principle, and

Whereas budget constraints have been frequently cited as the rationale for not paying adjuncts the same rate per-course as full-time lecturers, who are compensated about one-third or \$1,000 more per three-credit course, and

Whereas increased tuition has provided SUNY New Paltz with an estimated \$1.6 million in additional revenues, and

Whereas the administration at SUNY New Paltz has initiated a process to determine how this additional revenue should be allocated, and

Whereas the Individual Development Awards Program, the largest NYS-UUP Joint Labor-Management Program, requires that at least 15% of these resources be allocated to adjuncts, Therefore be it resolved that at least 15% of the additional \$1.6 million revenue be systematically allocated to adjunct compensation, either across-the-board or based on length of service at SUNY New Paltz.

--Passed unanimously by the Executive Committee, March 14, 2012

ARE WE WITH THE 99%? **by Donna Goodman, Chair, Community Outreach/Coalition Building Committee, and Edward T. Felton, Co-Chair, Contingent Concerns Committee, VP for Part-Timers**

The recent Great Recession, its origins and lingering negative consequences for working families have aroused the consciousness of many Americans to the considerable extent of economic inequality that exists in the United States.

This has been compounded by right-wing attacks on public sector unions, cutbacks in social and public services in most states, including our own, virtual dysfunction in Congress and near paralysis in the national political system.

In response, there has been a fight-back from the people, most spectacularly visible in the mass struggle on behalf of union worker rights in Wisconsin and in the increase of protest actions throughout the nation in general. These include the influential activities of the new Occupy movement with its condemnation of the top 1% of the richest Americans (who possess more than 50% of all privately held assets in the U.S.) on behalf of the 99%.

Presidential election years usually manage to transform public dissent into electoral activity, but this year appears to be somewhat different. The grievances of many Americans — from matters of gross economic inequality, jobs, and healthcare, to the environment and Washington's war policies — do not seem to be going away or submerging into the ballot box.

In union circles throughout the nation — even as labor lines up behind the Democrats — there is considerable grumbling about the current state of affairs. Among those expressing dissatisfaction with the elected officials they supported, and beginning to demand more accountability to labor, are members of teacher unions. They are in the forefront of support for the Democrats, even as they are under attack by Democratic mayors in Los Angeles, Chicago, Cleveland, Newark, Boston and other big cities.

On May 1, May Day, there will be protests of one kind or another in hundreds of cities and towns throughout the United States. It's an appropriate day for social dissent.

May Day commemorates the 1886 Haymarket Massacre in Chicago, when police fired on workers during a general strike for the eight-hour workday. Although May Day was born in the U.S. out of home-grown labor struggles, it was adopted in other countries, especially those with communist or social democratic governments, as a labor holiday, and came to be known as International Workers Day.

In the U.S., because of its association with socialism and militant unionism, it was quickly — and intentionally — superseded by Labor Day in September. During the Eisenhower Administration, May 1 itself was turned into "Law Day," to erase any remaining associations of the date with activist labor.

Despite these efforts, May Day lives on as a symbol of class solidarity and fight-back. Each year there are calls for strikes and other labor actions. Some of the largest May Day labor marches were held during the Great Depression. With the current economic downturn, growing wealth gap, persistent high unemployment, and attacks on immigrants, May Day has begun to come back into favor. The most dramatic recent resurgence took place in 2006, when millions of immigrant workers and rights groups took part in strikes, walkouts and demonstrations in a "Day without Immigrants." In 2008 the International Longshore and

Warehouse Union held job actions at West Coast ports in protest against the Iraq War. This year, seeking to reassert the prominence it held last fall, the Occupy movement is calling for strikes and other mass actions to commemorate May Day. Whether these actions amount to a growing militancy within the American labor movement remains to be seen.

In January AFL-CIO President Richard Trumka declared that “Our country has become dominated by the interests of the wealthiest 1% at the expense of the remaining 99%,” suggesting that union workers join the struggle. There are signs of fight-back within our region’s union locals (page 19). UUP also has a role to play in sharpening the public’s political consciousness — by educating our members about union history and worker rights, promoting unionism to the public, engaging in solidarity actions with other unions, and taking every opportunity to make it clear that we support the great majority of the people, not the small minority that manipulate the levers of power in America today.

Attention Workingmen!

G R E A T

MASS-MEETING

TO-NIGHT, at 7.30 o'clock,

AT THE

HAYMARKET, Randolph St., Bet. Desplaines and Halsted.

Good Speakers will be present to denounce the latest
atrocious act of the police, the shooting of our
fellow-workmen yesterday afternoon.

THE EXECUTIVE COMMITTEE.

Achtung Arbeiter!

G r o ß e

Massen-Versammlung

Heute Abend, halb 8 Uhr, auf dem
**Heumarkt, Randolph-Strasse, zwischen
Desplaines- u. Halsted-Str.**

Gute Redner werden den neuesten Schurkenstreich der Polizei,
indem sie gestern Nachmittag unsere Brüder erschoss, geißeln.

Das Executiv-Comite.

Labor-Management Meeting Notes, February 22, 2012

by Ed Hanley, Chapter Secretary

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

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

1. Service credit for union work. We have previously asked that union work be credited toward service to the College and the University, as is typically being done at our peer institutions throughout SUNY. Our research subsequent to the last L-M meeting has confirmed that UUP work does indeed count as service at Brockport, Buffalo State, Cobleskill, Cortland, Delhi, Empire, Geneseo, Maritime, Morrisville, Plattsburgh, Potsdam and Purchase, where “Union officer and other Union activities” are listed among the Criteria for Reappointment and Promotion for Faculty in the Faculty By-Laws and the Faculty Handbook (<https://www.purchase.edu/facultyhandbook/reappointment/TT-faculty.aspx>). We are asking that the practice at New Paltz conform to that of our sister institutions, and that this policy be clearly communicated to VPs, deans, directors and department chairs.

President Brown opened the discussion by noting that the additional information about this issue requested by the administration at the last Labor-Management meeting had now been provided. Interim Provost Torsney offered that, after reviewing the information, it appeared service credit for union work is not valued across the board at all the institutions surveyed. She expressed a desire to discuss the issue with Provosts of the colleges cited to get their perspectives. Agreeing that more information was needed, President Christian indicated he wanted to hear the present views of the various departments on campus so as to get their take on the issue. Noting that it was important to both determine and respect those views, he expressed his intention to ensure that administration views and faculty views were consistent. He will not simply impose a top-down directive. VP DiStefano opined that, while the union and the administration seem to be in agreement regarding the need to pursue this issue, more information is needed.

2. UUP’s role in the Budget Process. Please clarify what the Administration envisions UUP’s role to be in the forthcoming Budget Process, specifically regarding new or increased allocation requests referenced in the Process Timeline 2012-2013 document.

DiStefano indicated the administration will simply be outlining its thinking up to that point about the budget and soliciting feedback from a variety of constituencies, including UUP. Christian asked that the union also pass along any feedback it receives directly from members.

3. Stabilizing the workforce. Short-term contracts for part-time contingent faculty, lasting only one semester or at most one year, have become the norm. This is true even for long-serving adjuncts, who are consistently rehired year after year. Often contracts are not received until shortly before the beginning of classes, causing delays or disruption to wages, health insurance and other benefits. Providing two-year or three-year contracts to long-serving adjuncts would also benefit tenure-stream faculty. This would stabilize the workforce and reduce time-consuming paperwork, while increasing job security and instructional quality. In addition to the obvious hardship to faculty, short-term contracts also adversely affect students, who are unable to identify or consult faculty before their courses begin, when instructors are literally hired at the last minute.

Per Director Blades, this issue will be addressed in the Part-Time Labor-Management forum. Brown noted the issue also affects full-timers as well. VP Miller further noted there were aspects to the issue – grades for example - that might not

necessarily be evident at first. DiStefano reiterated that, nonetheless, the administration's position is that Part-Time Labor-Management is the right forum for this issue and that's where it should be pursued.

4. Online and international initiatives. What has been the College's experience at developing and increasing the number of online courses? What plans are there to expand our online academic offerings? Please describe efforts to recruit international students for both seated and online academic programs.

Torsney stated the College remains committed to its residential focus and emphasis on face-to-face instruction. However, there is interest in expanding online offerings in the area of graduate-level education in particular. Christian asked why this item was on the agenda, as it did not appear to have any "terms & conditions" aspect to it. LRS Capowski noted that chapter leaders often pass along questions from the membership. Brown concurred, noting that development of our agendas is a group effort reflective of general member concerns, as well as specific issues of a "terms & conditions" nature. That clarified, Christian concurred with Torsney regarding the College's residential focus, noting there has been no push to move courses online. He further noted that VP for Enrollment Management Eaton will be heading up an effort to increase international enrollments.

5. Workload Task Force. What is the status of the Workload Task Force? When will the data that has thus far been developed be shared with the campus? What is the process and timetable governing the future work of this Task Force?

Torsney stated the current task force meets regularly and data gathering continues, though this has turned out to be a far bigger task than originally expected. Brown asked if there was any timetable for completion. Torsney indicated it would be nice to have something by year's end, but there was no way to guarantee that.

6. By prior agreement between President Brown and Chief of Staff Wright, an additional item - "construction update/parking" - was added to the agenda at the administration's request.

John Shupe and Julie Majak gave an overview of construction projects recently completed, presently ongoing, and planned for the future. They then discussed the impact of those projects on parking. Of special note is the soon to begin renovation of the Wooster Science Building and groundbreaking for the new science building. Several parking lots will be closed as a result of these two projects. Parking will, both of necessity and by design, be pushed to the periphery of the campus. Of the nearly 400 parking spaces that will be eventually be impacted by campus-wide construction projects, approximately 200 will be lost permanently.



Ed Hanley, Chapter Secretary

Photo by Morgan Gwenwald

Part-Time Labor-Management Meeting Notes, February 29, 2012

By Ed Hanley, Chapter Secretary

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

UUP Attendees: President Brown, Beth Wilson, Alan Dunefsky, Labor Relations Specialist Capowski, Secretary Hanley

1. Timeliness of contracts, and issuing academic-year contracts where possible. We have spoken with a number of (returning, regular) adjuncts who didn't receive their contracts until the week before classes started in January. This is the time to organize the timeline for deans/department chairs to process the paperwork in a more timely fashion; in addition, could we please return to the practice of issuing academic-year contracts where possible, rather than semester-by-semester?

Discussion of this item was extended and quite in-depth. Per Interim Provost Torsney, the "paper" issue is the issue of concern, i.e., why aren't we doing this electronically? Everything is paper-based, not necessarily filled out correctly, and thus slow. She would like to see the process moved online. Wilson noted that it's always been paper-based, but yet has worked properly in the past. Though she too would like to see the process modernized, Wilson stated we must work with what we have at the moment. Further, this problem is more than a mere inconvenience. Capowski asked if there was an unusual degree of contract turbulence this semester. Per Assistant Director Papa, there was not. This situation is part of a long term struggle not confined to this semester; the process simply needs to be overhauled. She also stated that payroll advances were available to anyone who should have been paid but had not been.

Torsney went on to note that administration efforts to convert adjunct positions into lecturer positions will reduce the number of people affected in the future. Wilson stated that people still need stability; stability not afforded by one semester contracts. Torsney countered that the administration needs flexibility. Director Blades noted that contract length is affected by need; the fact that someone has taught here for ten years does not mean they will teach here for another ten. Noting that there are situations where change is unlikely if not necessarily impossible, Wilson asked what the impediment was to offering people known to be teaching in both the fall and spring semesters a contract covering both semesters. Per Torsney, the impediment would be the need to evaluate those people each semester, regardless of their previous track record. President Brown asked how SEIs would play into such an evaluation as data from each semester isn't available until after the start of the next. Torsney stated SEIs are only a portion of the evaluation criteria; long-term adjuncts will have a paper trail. Torsney concluded by pointing out that where long-term contracts can be offered, they are already being offered. That said, the problem here is a paperwork issue, and committing to any change [in the way contracts are offered] in the present period of flux is simply not possible.

2. DSI – due to the late announcement of the DSI process, many adjuncts are not aware of, or didn't have time to prepare their applications. The union also did not have time to organize a workshop for adjuncts, in order to encourage their participation. We suggest setting a new, later date for part-timers to submit their applications, giving us time to properly engage them.

After a brief discussion, a new submission date of April 2nd was agreed upon by all.

3. Budget Process – regarding the recently announced guidelines for requesting funding from anticipated additional tuition income, we request that some portion of those funds be designated to redress the salary compression that has remained in effect since Provost Lavalley increased the base rate for adjunct courses and tied it to future contractual increases. At this time, many adjuncts who have been working at the college for years are earning the same per-course rate as new hires just walking in the door.

Brown requested that 15% of the expected additional tuition revenue be set aside to redress salary compression. Torsney stated that no funds were being earmarked in advance for any specific purpose and recommended the union submit its proposal using the “New or Increased Allocation Request” form. The request would be considered along with all others as the revised budget process goes forward.

4. Evaluation of adjuncts – we have heard that there is a directive being sent through the deans’ offices to chairs, requesting that all adjuncts be evaluated in the classroom. We request more information about this proposed evaluation, how it will be conducted, and how the information will be used.

Per Torsney, the evaluations in question will be peer evaluations. But there is a concern with workload for those doing the evaluations, so it is not planned as a blanket policy.

5. What is the status of the Wooster adjunct offices, now that Wooster is largely closed? Has the administration identified an alternate location for this resource elsewhere on campus?

Torsney indicated alternative office locations were being looked into; not only for adjuncts from Wooster but also for people that will be affected by the library renovation. Wilson asked that the information be passed on as it becomes available.

Old business:

6. Workplace Violence Training – what was the ultimate decision on participation of contingents (part- and full-time) in this training?

Blades stated that the Governors Office of Employee Relations had been asked to clarify its position on training with respect to adjuncts and part-timers and that training sessions were simply being made available while awaiting the reply. She observed that this training requirement would eventually be incorporated into the appointment request form (ARF) as the training is mandatory.

7. What is the contractual basis for adding language subjecting adjunct instructors to ‘double-contingency’, that is, not only being subject to having their own classes canceled due to underenrollment, but also being bumped to accommodate full-time professors if one of the full-timer’s classes does not fill?

Per Torsney, the “double contingency” language will be removed from future contracts.

8. Streamlining the process for re-appointment of lecturers. Where do we stand?

Per Torsney, both Yvonne Aspengren and former Interim Provost Garrick-Duhaney were supposed to present their findings previously, but had asked for a continuance.



Beth Wilson, Co-Chair, Contingent Concerns Committee

Photo by Morgan Gwenwald

UUP New Paltz Chapter Meeting, February 29, 2012 by Ed Hanley, Chapter Secretary

Officers Attending:

Peter Brown, Linda Smith, Jeff Miller, Shannon Roddy, Jerry Persaud, Ed Hanley

Special guests: none.

Officer Reports:

President Brown opened the meeting by welcoming all those attending and subsequently speaking to a wide variety of issues of concern to the members. Issues included but were not limited to: workload; budget cuts; the corporatization of higher education; the plight of contingent faculty; *The Bullhorn*; the on-campus parking situation; and the need to identify uses for the College's anticipated \$1.6 million in additional tuition revenue. Brown then called everyone's attention to some upcoming events of interest. He concluded his remarks with some administrative information about the chapter's new internship position, a membership drive headed by Alan Dunefsky, the open Managing Editor position for *The Bullhorn* and the need for increased participation on the chapter's various committees.

VP Smith touched briefly on a number of areas of interest to professionals, including: workload; training & education; the recently revised UUP *Handbook for Professionals*; UUP statewide's updated website; shared governance; and part-time professional issues. She also mentioned that an effort would be made to obtain information about non-renewals on our campus. Apparently, such information was routinely provided in the past, but was no longer available. As an interim measure, Smith asked people to let the union know about anyone being non-renewed.

Treasurer Roddy submitted the chapter's proposed budget for the coming fiscal year to the members for their consideration and approval. A motion to approve the budget was made by Glenn McNitt and seconded by Donna Goodman. The motion was passed unanimously by the membership with no abstentions.

Affirmative Action Officer Persaud briefly outlined a plan then under consideration to host a SUNY-wide Affirmative Action conference here at New Paltz this Spring.

Other items of interest:

Donna Goodman gave an overview of the Community Outreach & Coalition Building Committee's recent activities and initiatives.

Glenn McNitt outlined the chapter's legislative efforts and agenda. He also informed members about upcoming lobbying opportunities in Albany.

Alan Dunefsky spoke briefly about the chapter's membership drive.

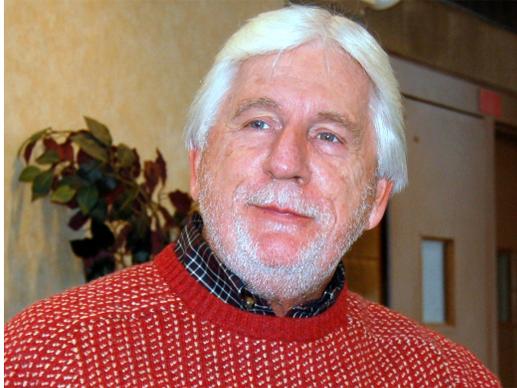
Beth Wilson reminded everyone of the Contingent Concerns Committee meeting scheduled for the following day. She also invited all interested members to get involved with the committee and its activities.

Richard Kelder gave a very informative update on the ongoing contract negotiations between UUP and New York State.

Secretary Hanley reminded all of the importance of actually voting when a contract is eventually offered to the membership for ratification.

Brown closed the meeting with an appeal for increased union activism and involvement in chapter activities going forward.

Speakers at Chapter Meeting, February 29, 2012



Alan Duneksy, Membership Committee Co-Chair



Shannon Roddy, Chapter Treasurer



Jerry Persaud, Affirmative Action Officer



**Richard Kelder, past Chapter President,
Negotiations Team Member**



**Glenn McNitt, Legislation Committee Chair,
with Kevin Caskey listening to him**

Photos by Morgan Gwenwald

Part-Time Labor-Management Meeting Notes, March 28, 2012 by Ed Hanley, Chapter Secretary

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

UUP Attendees: Beth Wilson, Alan Dunefsky, NYSUT Labor Relations Specialist Capowski, Secretary Hanley

1. Streamlining the re-appointment process for lecturers (see attached notes from Yvonne Aspengren). What elements of this discussion does the Administration feel could be implemented? What would be the timeline for implementation?

Per Executive Assistant Gould, existing documentation must now be revised and new documentation drafted to implement the desired changes. She anticipates presenting updated procedural documentation to Faculty Governance for review and comment early in the Fall semester. Wilson offered union assistance should it be needed at any point in the review process preceding implementation.

2. Timeliness of adjunct contracts. What specific steps is the Administration taking to ensure that adjuncts receive their contracts for Fall 2012 and Spring 2013 in time to ensure that they are paid in a timely manner?

Wilson noted that our fundamental concern is that people get their paychecks. Gould stated that she and Associate Director Papa were now working together on this issue. Papa indicated the Appointment Request Form (ARF) is being simplified and paperwork requirements clarified to help improve the timeliness and accuracy of documentation submitted. Further, an effort will be made to get required paperwork out to people further in advance of when it is due for submission. Wilson suggested it is important for the Provost to send a clear message to Deans and Department Chairs emphasizing the importance of processing required paperwork in timely fashion. Director Blades pointed out that those receiving contracts also need to be part of the solution as they play a key role in making the system work also, especially with respect to the accuracy, completeness, and timeliness of their own paperwork. LRS Capowski asked how members should proceed if someone in their supervisory chain fails to fulfill their responsibilities with respect to paperwork. Noting that there will be oversight, Gould suggested that once people realize that attention is being paid to the process they may be more prone to comply with administrative requirements and timelines. She also noted that members will not be penalized for paperwork delays beyond their control; HR can still ensure they get paid. Wilson asked if it was possible to let members know exactly when they could expect to be paid based on when they submitted all required paperwork. Blades thought that such "pay period" information was being provided by Payroll, but she would check and confirm.

3. Wooster adjunct offices. Has the administration identified an alternate location for this resource elsewhere on campus? What office space(s) and related support (computers, printers, etc.) are currently available for adjunct use, in addition to individual departments' arrangements? (Follow-up from previous labor-management meeting.)

Torsney stated that JFT 206 is the alternate location. She further stated that she has a list of adjunct spaces within all the colleges and agreed to share that list with us in response to a request by Wilson. Dunefsky asked what other resources were being provided in addition to office space in JFT 206. Torsney said she would check with Lynn Spangler on that, as she (Spangler) was the one who offered up the space in JFT.



Labor-Management Meeting Notes April 6th, 2012 by Ed Hanley, Chapter Secretary

Administration Attendees: President Christian, VP DiStefano, 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.

1. Service credit for union work. UUP has repeatedly asked that union work be credited toward service to the College and the University, as is typically the case at our peer institutions throughout SUNY. We have documented that UUP work counts as service at Brockport, Buffalo State, Cobleskill, Cortland, Delhi, Empire, Geneseo, Maritime, Morrisville, Plattsburgh, Potsdam and Purchase. No reasons have been cited as to why union work should not count as service at SUNY New Paltz. Further delays in simply clarifying that union work is included among the wide variety of college and university service options is both mystifying and counterproductive to a good working relationship with UUP.

Noting this issue was once again on the agenda, President Brown reaffirmed his desire to see the administration adopt a position on union service similar to those taken at our sister institutions. Referring to the discussions at a previous meeting, President Christian recalled recommending that the union take this issue up with Faculty Governance. He then offered to take the issue to them if we were not going to do so. VP Miller asked if the administration would support crediting union service if Faculty Governance approved of the idea; Christian stated that it would. Miller expressed the opinion that taking the matter up with Faculty Governance was a reasonable approach and offered to take the lead on this. A general discussion of the issue ensued. Ultimately, the union decided to pursue the issue with the Reappointment, Tenure and Promotion (RTP) and Salary Increase (SI) committees of Faculty Governance.

2. Preservation of tenure lines. Has the Administration changed its approach to creating new lectureships? In the past, it has spoken about creating lectureships as a way to reduce the overall number of adjuncts, but there are indications that certain departments are moving to permanently change some formerly tenure-track lines into lectureships. Is College policy evolving toward replacing a certain number of tenure-track lines with lectureships?

As to the question of changing its approach, Christian stated “short term, yes – long term, no.” Christian acknowledged there had been some ambiguity in the administration’s position(s) regarding full-time vs. full-time tenure track faculty. To clarify, Christian pointed out that the administration is thinking of a possible temporary shift towards hiring lecturers. However, its long-term focus remains on hiring full-time, tenure track faculty. Brown then asked if the administration would be replacing adjuncts with lecturers. Christian stated that though this is not being done intentionally or strategically, he saw that as a direction that would be beneficial to the students. Brown agreed, stating that while the union does not want to see tenure track lines replaced by lecturers, we would love to see adjuncts have the opportunity to move up to lectureships.

3. Allocation of 15% of new resources. The Administration has initiated a process to determine how additional revenue from increased tuition should be allocated. At its meeting on March 14, 2012, the UUP Chapter Executive Committee unanimously passed a Resolution to Address the Growing Pay-Gap for Adjuncts at SUNY New Paltz, copies of which were forwarded to the Administration that same day. The resolution asks that “at least 15% of the

additional \$1.6 million revenue be systematically allocated to adjunct compensation, either across-the-board or based on length of service at SUNY New Paltz.” This is the same amount allocated to adjuncts in the Individual Development Awards Program, the largest NYS-UUP Joint Labor-Management Program. Such a move would be a significant step toward closing the ever-increasing pay gap between adjuncts and all other academic employees at the College. Providing greater support to those faculty members with whom undergraduates are most likely to come into contact during their initial college years will thus also benefit our students and improve retention.

Brown confirmed that a request for funding had been submitted on the required budget form per Interim Provost Torsney’s suggestion. Copies of the completed form had been delivered to the offices of both the President and Interim Provost. VP DiStefano asked if the funds for Individual Development Awards were provided by New York State. LRS Capowski indicated that funding does come from the State. Miller asked DiStefano if she thought devoting some percentage of this additional tuition revenue towards closing the pay gap would be an inappropriate use of student-provided funds. DiStefano responded that, as SUNY Chancellor Zimpher had decreed this tuition money must be used to improve student outcomes, any prospective use of these funds would simply have to be weighed on that basis. DiStefano indicated the administration is reluctant to enter into this [redress of adjunct pay gap] discussion until they see what happens with the current contract negotiations between UUP and New York State. She expressed the hope that this pay inequity issue would be addressed and resolved through those negotiations.

4. Accommodations for rising fuel costs. Would the Administration be willing to work with UUP to explore ways of helping employees, mostly professionals, meet the rising cost of coming to work? These might include flexible hours, incentives for carpooling, such as premium parking spaces, 4-day weeks, job-sharing, etc. New York State Executive Order 68 authorizes and encourages State agencies to establish alternate work schedules (e.g., flextime, 4-day workweek, etc.). Procedural guidelines for submitting alternative work schedule proposals are contained in Budget Bulletin G-1008, 5/1/78. Cortland, Cobleskill and Brockport have extensive experience in this regard: <http://www2.cortland.edu/dotAsset/113288.pdf>. The Human Resources page on the Cortland website (<http://www2.cortland.edu/offices/hr/Policies-and-Procedures/>) has other documents related to the policy, including a form to apply for an alternative work schedule.

For Cobleskill, see: <http://www.cobleskill.edu/about/administrative-offices/human-resources/alternateWorkSchedule.pdf> (AWS application form).

DiStefano stated that this issue was not new to the campus. Further, having given a lot of thought to it in the past, she was of the opinion that it is also a very complex issue. While not dismissing the possibility of revisiting the issue, DiStefano did note that the possibility of doing so is subject to workload considerations. Unfortunately, present workload considerations as well as the complexity of the issue itself preclude pursuing it at this time.



Upper Hudson Central Labor Council



With this issue, *The Bullhorn* inaugurates a regular column covering the monthly meetings of the Upper Hudson Central Labor Council (CLC).* The Upper Hudson CLC represents unions in Columbia, Greene and Ulster counties. I serve as

the UUP Delegate .

Following are the issues discussed at the meeting of March 26, 2012. Present at the meeting were delegates from SEIU 200 United, CSEA, NYSUT, IBEW, local teachers' unions, and UUP, as well as the community group Citizens for Universal Health Care.

Proposed Work Plan

The CLC's proposed 2012 budget and work plan are aimed at establishing a framework for winning battles for labor, in a period when unions have experienced a marked decline in influence, and labor rights have been diminished. The following areas of activity are intended for unified action by the CLC, as opposed to separate unions. Committees will be formed to work on each of these areas.

Organizing: supporting organizing and contract drives; all mobilization, outreach, rallies and publicity

Political Action: endorsement interviews, labor walks, phone banks

Social Activities: Labor Day of Action: street corner rallies, Labor Day Picnic, targeted direct action; tables at Ulster and Columbia County Fairs; Flag Day events

Labor Education: Leafleting community events, worker-to-worker education, youth education.

Recent defeats of labor movement and mobilizing a response

The passage of the Tier VI pension plan was regarded as a wake-up call for local labor. With Ulster County's Kevin Cahill one of the few exceptions, many Assembly members who won their seats with labor's endorsement voted for Tier VI. Of the 92 Yea votes, 53 came from Democrats.

In response to the vote, CSEA will suspend all state political endorsements and contributions. NYSUT and UFT have withdrawn funding for the spring conference of Somos El Futuro, a policy group connected to the Assembly's Puerto Rican and Hispanic Task Force. The appointment of Assemblyman Peter M. Rivera, former chair of the Task Force, as the next NYS Commissioner of the Department of Labor, was seen by the teacher unions as a reward for his and other Task Force members' endorsement of Tier VI.

A rally against State Senator William Larkin was planned for April 5 as part of a campaign to hold accountable those legislators who voted for Tier VI. Future actions will be held at the offices of Assemblywoman Aileen Gunther and Senator Steven Saland.

The labor movement fought hard to prevent the sale and privatization of Golden Hill Nursing Home in Kingston. With the sale approved, the CLC will now focus its efforts on hiring back the nursing home's workers, with their unions.

Discussions of independence from Democratic Party

There was criticism of the Democratic Party's shift to the right, "acting like Republicans," and discussion about the futility of engaging in "lesser evil" politics— voting for a Democratic candidate with no assurance that, once elected, that official would support labor. The discussion centered on establishing a labor line in future local elections, in order to run candidates who are identified as labor, not just the best possible Democrat. These discussions will continue.

*The AFL-CIO functions at four levels. The National AFL-CIO sets policy on national and international issues. Its affiliates (members) are national and international unions. The New York State AFL-CIO determines policy on statewide issues, and provides leadership for the state's labor movement. Its affiliates are local unions and central labor councils affiliated with the AFL-CIO. The Hudson Valley Area Labor Federation, chartered by the National AFL-CIO, determines policy on regional issues and coordinates with Central Labor Councils to carry out National and State AFL-CIO priorities. Its affiliates are local unions and district councils affiliated with the AFL-CIO. The Central Labor Councils, chartered by the National AFL-CIO, determine policy on local matters. Their membership comes from Delegates appointed by affiliate unions of the HVALF.

The Sad Role of Silence and Indifference in the Death of Trayvon Martin

by A.J. Williams-Myers, Academic Delegate



Let me begin by intimating that silence and indifference were just as deadly as the bullet fired from Zimmerman’s gun that killed Trayvon Martin.

Trayvon could be heard on his cell phone on a call to his girlfriend asking for help. He was pleading for someone to come to his aid, while clutching his Skittles and iced tea in one hand and pleading in the cell phone held by the other hand; and all the while being stalked by Zimmerman. Yet no one came. No one wanted to get involved, even though a part of them, their humanity, was crying out for help. The cold streak of silence and indifference was too overpowering – deadening for the moment that element of our humanity that has linked and interrelated us back across the eons of time.

So when Zimmerman squeezed the gun’s trigger, releasing the deadly force, shattering the bottle of tea and renting the bag of Skittles, taking bits of them into the open wound in Trayvon’s chest and snuffing out his young life, a little of us all – our humanity – died with him. He was our son, our little brother, our school mate, our friend, our child, he was us! Trayvon lay face down in the grass on the backyard lawn, and his blood, bits of Skittles and pools of the tea seeped into Mother Earth, whose mournful wail could be heard in the silence of the aftermath of death: *Another son gone!*

Trayvon’s death, Trayvon’s *lynching*, is a sad reminder of an unfinished agenda at all levels of state and federal governments. In school systems across the country, there has been a refusal to face the role of race that blinds us to our common heritage of humanity, and through it to our interrelatedness. Yes, interrelated in that one race defined as the Human Race. The rainbow of beautiful colors we all reflect is universally a variation on a common theme – our humanity.

So that Trayvon will not have died in vain, and so that we many make amends for the silence and indifference that contributed to his death and makes allowance for that on-going, growing trail of Trayvons that continues to haunt our very beings, let us exert the human effort necessary to create a viable and sustainable dialogue on race/racism that can begin the process of deconstructing it once and for all. Lest we forget, remember our children are our future. And if we/they are to have a rich and fulfilling future, then we must put a stop to the killings!



Occupy Education March and Rally in New Paltz, NY by Salvatore (saed) Engel-DiMauro, Contingent Concerns Committee



On the 10th of March, 2012, we marched and rallied in support of education.

Donna Goodman and I took part of the event, representing UUP. The event was held thanks to the organizing efforts of Occupy New Paltz, especially an indefatigable Amanda Sisenstein. The mainstream press was in full force, including the *New*

York Times, *New Paltz Times*, and the *Oracle*.

We marched from Unframed Artist's Gallery on Huguenot Street, passing through our SUNY New Paltz campus, and ended on Main Street in front of the Elting Library. There a round of speakers, equipped with megaphone, engaged a crowd of roughly 30-50 people with stories about their experiences as education workers, the ongoing spending cuts against education, student loan crises, the state of formal politics in New York state, and the lessons of similar past struggles, among other related issues.

The speakers included Alexandria Wojcik, Professor Julie Gorlewski (Educators with Educators Unite!), Amy Kletter (6th grade teacher, Hyde Park), Billy Easton (Alliance for Quality Education), Professor Nancy Schniedewind and David Porter. Amanda Sisenstein introduced the speakers and closed the event by reminding people of the struggles ahead and of future events. The event involved a mass letter-writing campaign to New York State Governor Cuomo.

Regrettably, only a handful of SUNY New Paltz students were present, and even less faculty— although at least two colleagues participated by writing letters to the Governor. This is likely due to the relatively short notice given for the event. Nevertheless, there were people passing by who joined the rally. During the event, there were the expected supportive horn blowing and insulting provocations by various people driving by the rally. Some of the latter included shouting in support of the military.

Among the participants, there were also heated polemics, especially towards the end, whereby the usual tacit political divisions within supporters of Occupy Education became obvious. The exchanges, at least, did not degenerate

into insults or worse. In fact, the atmosphere was overwhelmingly positive and mutually supportive.

I was one of the speakers, representing our UUP New Paltz Chapter. I described the latest objectives that our union is striving to achieve, in an overall struggle to restore the funds taken away from SUNY and eventually raise state support to levels worthy of public institutions and fulfilling of actual, unmet public needs since the 1990s. These are: securing adequate funding for the University, \$25 million in additional state funding for full-time faculty; restoring \$68 million in the state subsidy to its three teaching hospitals; fighting to keep Downstate's University Hospital in Brooklyn open; opposing the state's proposed Tier VI pension plan; increasing the NYS Tuition Assistance Program funding to offset rising tuition costs, raising the maximum TAP award to SUNY tuition levels; passing legislation to prevent NYSUNY 2020 capital projects from using tuition revenues, and requiring SUNY research and campus foundations to be more accountable and transparent.

I pointed out the sheer absurdity of the budget cuts by linking the issue to the fact that New York State is among the three largest US economies (\$1.15 trillion), with the third highest GDP growth in the US (4.4%), and with the greatest income gaps relative to all other US states (0.499 Gini index), barring District of Columbia and Puerto Rico. The matter is, therefore, patently one of ruling class privileges, not of any shortfall in the state budget. I concluded with underlining our solidarity to Occupy movements since almost the very beginning, last October, when New Paltz became the first UUP chapter to pass a resolution supporting the movement for economic justice. The hope is that such movements will be able to unite with labor unions like ours, to bring about the major social changes necessary to overcome the current impasse and nearly complete lack of official political representation for the majority in the US.

(See photographs from event on next page)

Occupy Education March and Rally in New Paltz March 10, 2012



Donna Goodman showing her UUP colors in Occupy Education march



Photos by Salvatore (saed)
Engel-DiMauro

Occupy Education rally in front of Elting Library, New Paltz

Feature Series: What We Do**Not Sure What a Career Counselor Does?****by Beth King, Community Outreach/Coalition Building Committee**

Don't worry. You are not alone. My colleagues and I have discussed the fact that some of our family members do not know what we do for a living. As I was leaving my position as a career counselor at The Culinary Institute of America about seven years ago to take a position at SUNY New Paltz, my sister's college roommate was looking for work. My sister suggested that her roommate, with no career counseling or hospitality industry experience, apply for the job that I was leaving. That is when I realized that my sister had no idea what I did. A friend was introducing me to someone at a party about a year ago and she said I was an academic advisor at SUNY New Paltz. That is when I realized she did not know what I did.

A few years back, a friend was in-between jobs and asked me to critique her résumé. After I gave her suggestions to enhance her résumé (including suggesting that she not put the entire document in bold or bullet every line), she decided she might try to pursue a career counseling position. Yep, she had no idea what a career counselor does, either. Last, I will mention an older alumna who had a career counseling appointment with me. She seemed to be a Jack (or Jill) of-all-trades and had tried many different jobs over the years. Towards the end of the meeting, she asked about my job. Then she said maybe she should try my job because then she would not have to choose a career. Apparently she had no idea what I did for a living or she would have realized what she said was an insult to those who did select career counseling as a career.

So what do career counselors do? We do many different tasks each day, and that is what makes it interesting and, on most days, even fun. There are many one-on-one meetings with students to discuss looking for a job or internship, résumé and cover letter enhancements, graduate school applications, and also to conduct mock interviews. In these meetings we play job coach, mentor, and cheerleader. We try to encourage their goals and dreams while offering a dose of reality, and always have a tissue box nearby.

We give many workshops for classes, clubs, and departments. We are guest speakers in classes for a few minutes or the whole class time, depending upon the nature of the request. Career counselors talk to many employers, students, and colleagues all day long, both in person and on the phone. We also read and respond to their numerous emails.

Another big part of our job is event planning. We host a career fair each semester, which is like planning a mini-wedding. We send invitations out to all the guests (over 500 of them), book the room, and order food from the caterer. Then we advertise the event to our students and offer preparatory workshops. We also plan many other smaller events throughout the semester to bring employers and alumni on campus to meet our students. Sometimes we bring our students to the employers, such as bus trips to New York City.

Why do I personally like career counseling? It requires so many skills and no two days are ever the same. I have to be comfortable with technology to do so many presentations. I have to be adept at, and confident with, public speaking. I have spoken to rooms with hundreds of first-year students. I need to be equally comfortable speaking to one student, often one that I have just met for the first time. My job necessitates that I be knowledgeable about all of our different majors and minors on campus and many possible career paths.

In my position, I also have to know a tremendous amount about internships. I believe very strongly in experiential learning and its ability to help a student land her/his first job. I have also learned a great deal about event planning these past 13 years. In our office, each career counselor plans every aspect of her events including all advertising. We also do many joint events with our wonderful colleagues across all disciplines. Those are especially rewarding.

At the end of the day, our goal is to help the students. We love to hear feedback about how they secured an internship or job, were accepted into graduate school or thought that practice interview helped them nail their real interview. Every staff and faculty member on this campus has a significant part to play. Thank you for taking the time to read how career counselors contribute to this important stage in our students' lives. You have been let in on a very well-kept secret.

Student Affairs Professionals



What my family thinks I do



What my friends think I do



What society thinks I do



What professors think I do



What I think I do



What I really do

Is Level Term Life Insurance right for you?

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Your rate for Level Term Life is based on your age at the time that you are approved for coverage. Keep in mind that the insurance company reserves the right to change rates for all insureds only once in a 12-month period.



When the term ends, you have a few options. You can renew for another term with proof of insurability, during which your benefits will remain the same. Or, you may renew directly into the Member Benefits Trust-endorsed annual renewable Term Life Insurance Plan with no medical underwriting (depending on age). You can also convert to an individual permanent life policy at a higher cost.

For more information about this new program, please contact Marsh U.S. Consumer, a service of Seabury & Smith, Inc. – the plan administrator – toll-free at 888-386-9788. Feel free to also contact Member Benefits with any questions at 800-626-8101 or visit memberbenefits.nysut.org.

Need help getting your financial house in order?

It's spring time... and spring cleaning time! Take advantage of this opportunity to go through your home and get rid of those items that you no longer need. And, while you're getting your home in order, why not make sure your financial house is in order as well?

Do you have questions about how to properly invest your assets to build a college savings or retirement fund? Maybe you want to purchase or refinance a home, or simply pay off some debt?

These are important questions to ask of a professional you can trust who can put your mind at ease and help you avoid financial mistakes. The NYSUT Member Benefits Corporation-endorsed Financial Counseling Program – provided by Stacey Braun Associates, Inc. – offers unbiased, objective advice customized to specific financial situations such as the ones mentioned above.

For more details, please contact Member Benefits at 800-626-8101 or visit memberbenefits.nysut.org.

For information about programs or about contractual endorsement arrangements with providers of endorsed programs, please contact NYSUT Member Benefits. Agency fee payers to NYSUT are eligible to participate in NYSUT Member Benefits-endorsed programs.

Mar./Apr. '12

**MEMBER
BENEFITS**
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Chapter Committees 2011-2012

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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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April 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
22	23	24	25 Executive Committee meeting, 12:30pm, JFT 1010*	26	27	28
29	30					

May 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9 Executive Committee meeting, 12:30pm, JFT 1010* End of semester gathering, 4.30-7pm Bacchus Restaurant*	10	11 Labor-Management meetings**	12 Strategic Planning Chapter Retreat, 9:30am, Mohonk Preserve Visitors Center*
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

*All members welcome. | **Part-Time Labor Management Meeting 11:00 / Labor-Management 3:30

Executive Committee 2011-2013

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**The Bullhorn: Peter D.G. Brown, Executive Editor
Rachel Rigolino, 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 Rachel Rigolino.