

The Bullhorn

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

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Inside This Issue

Our Dirty Little Secret 1

Contract Negotiations 5

Winter Delegate Assembly 6

Among the Majority 8

Faculty Forum 12

UUP/NYS Individual
Development Awards 13

Free Beer 15

PT Labor-Management 17

Labor-Management Notes 19

List of DSI Recipients 22

Dodgy Definitions of Merit 26

Calendar of Events 28

Chapter Committees 29

Executive Committee 31

Are You a Member? 33

Our Dirty Little Secret

by Peter D.G. Brown, Chapter President



Most people familiar with higher education—students, their parents and the general tax-paying public—are primarily focused on the fact that tuition costs always seem to be rising faster than the rate of inflation. As states like New York have gradually reduced their funding for public higher education, an ever greater share of the cost for higher education is being shouldered by cash-strapped students and their parents. Student debt is soaring to \$1 trillion and is even surpassing our total credit card debt.

This model for funding higher education is fairly unique to the United States and would be unthinkable in most other countries. Surely it is not sustainable in the long run and could well lead to another disastrous credit bubble, much like the one caused by the unconscionable dealing in sub-prime mortgages.

The New Faculty Majority

Less well-known is the fact that only a small fraction of tuition is going to the women and men who are actually doing most of the teaching. Over 70% of the teachers at American colleges are contingents, people who are neither tenured nor on a tenure track. Some are part-time adjunct lecturers, so-called “adjuncts,” typically teaching two courses per semester and rarely earning much more than \$3,000 per three-credit course. Others are full-time lecturers teaching at least twice that load, for about one-third more compensation per course.

Adjuncts have short-term contracts that hardly ever extend beyond a semester or a year. They can be laid off (non-renewed) on short notice without the need for the College to provide any cause or explanation. Though most are rehired year after year, the precarious nature of their employment deprives them of the academic freedom that comes with a measure of job security. Over 50 of our own adjuncts have been teaching *a decade or more* at SUNY New Paltz, yet they typically have no more compensation or job security than any new hire coming to us fresh out of school.

We here at SUNY New Paltz are somewhat better in many respects than some of our peer institutions, but the clear majority of faculty teaching our students are contingents. In the absence of any career ladder or job security, adjuncts are the most underpaid employees on campus, and yet they deliver the brunt of the essential courses across much of the curriculum. Without the major contributions by contingent faculty in all schools of the College, we simply would not be able to deliver our GE program or even many of our majors.

Contingents at New Paltz

Although the number of contingent teachers here fluctuates, the numbers have been fairly stable over the past several years. Since adjuncts are taken on and off the payroll at regular intervals, for the most accurate snapshot it is best to look at

Continued from p. 1

the data toward the end, rather than at the beginning, of any particular semester. Below is a breakdown of contingent and tenure-stream academic faculty who were on the payroll December 7, 2011, which does not appear to have changed much when compared to the most recent data from February 2012:

Contingent Titles Tenure-Track Titles

Adjunct Lecture	235	Assistant Prof.	98
Adjunct Instructor	62	Associate Prof.	108
Lecturer	53	Professor	44
Instructor	5	Dist. Prof.	3
Visiting Asst. Prof.	1	Dist. Teaching Prof.	2
Visiting Assoc. Prof.	1	University Prof.	1
Subtotals:	357		256

Grand Total: 613
 Contingent: 58%
 Tenure-Track 42%

These are the numbers that are part of our own dirty little secret at New Paltz and are not to be found in any of the College's publications. Contingents constitute the clear majority, even without the 62 adjunct instructors, whose responsibilities are other than classroom teaching.

Growing Wage Disparities

While there have been a few minor improvements, the overall picture has gotten considerably worse for contingents. Even with across-the-board salary increases, the pay gap between adjuncts and everyone else continues to widen. In the decades since 1970, adjuncts' per-course compensation at New Paltz has actually plummeted by 49%, when adjusted for inflation, while that of the College President has grown by 35%.

In 1970, an assistant professor's starting salary here was 10 times what an adjunct received for teaching a single course. By 2008, an assistant professor was making 17 times what an adjunct was making per course, a hefty 70% increase. Back in 1970, President Neumaier was making 32 times the adjunct compensation per course. In 2008, President Poskanzer's salary was over 85 times what our adjuncts were making per course. This whopping 165% increase is truly staggering.

Addicted to Adjuncts

While generally doing quite well for themselves, college administrators everywhere are

doing their best to contain overall costs. What led us to this predicament was not some nefarious conspiracy to push higher education onto the backs of underpaid, precarious academic labor. The shift from tenured to contingent labor occurred incrementally over multiple decades, as short-term solutions gradually became common practice over time. Administrators felt strong pressures from trustees and legislatures to curb costs, to make do with less, and they gradually became addicted to the widespread use of contingent academic labor.

The study of addiction shows us how easy it is to habituate oneself to harmful practices, how it becomes necessary to put on a false front and cover up the dirty little secret by deception and denial. High school students looking at prospective colleges, as well as the general public and alumni donors are more impressed by new buildings, especially athletic stadiums and sports complexes, than by paying a living wage to the faculty providing the crucial classroom instruction in those buildings.

Contingency Hurts Everyone

Contingency not only hurts the increasingly underpaid and precariously employed teaching faculty, which is bad enough. It also hurts the tenured and tenure-track faculty, a minority at New Paltz and across the country. Their course load and general workload is increasing, as fewer tenure-stream faculty are available for advising, committee work and other forms of service, from which adjuncts are systematically excluded. The overburdening of tenure-stream faculty takes precious time away from their teaching and research tasks. Many of us daily experience this first-hand.

The hiring of contingents is typically far more casual than that of tenure-track faculty. As individuals, contingents may or may not be excellent teachers. With no available promotions or career path, adjuncts are rarely evaluated in any systematic way, since most departments have little time or incentive to do so. The often casual and unprofessional process of both hiring and non-renewing adjuncts dishonors the entire teaching profession.

Since adjuncts are excluded from faculty governance at New Paltz and most other institutions, colleges are deprived of adjuncts' expertise in such critical areas as curricular development, assessment, instructional support and planning. Widespread contingency and poverty wages also demean and cheapen the entire

the pay gap between adjuncts and everyone else continues to widen

teaching profession. With few or no opportunities for professional advancement, institutional loyalty is often weak, leading to workforce instability and high turnover. Many of our best adjunct teachers abandon higher education for more rewarding careers elsewhere.

Harm to Students

Perhaps worst of all is how contingency harms our students. Poor teaching conditions make for poor learning conditions. The instructors that students are most likely to encounter in their first college years are the ones receiving the least amount of institutional support. When adjuncts lack such basic facilities as office space, computers and telephones, they are less likely to be accessible for out-of-classroom interaction with students, for informally sharing their academic experience or for writing recommendations.

Without any job security, contingents lack academic freedom, which can result in the kind of self-censorship that prevents students from being exposed to the most cutting-edge or controversial viewpoints. More than anything, students need to be academically challenged, not coddled. Courses and grading can be less rigorous when instructors are overly dependent on favorable student evaluations for their annual renewals.

Finally, students are discouraged from choosing a profession in higher education as they realize how poorly most of their teachers are being treated. Our adjuncts' abysmal working conditions graphically refute the entire notion on which the American Dream is founded, namely that higher education will lead to a successful and secure job in the middle class. Our students are neither dumb nor blind. They can see what awaits them if they decide to pursue a teaching career in higher education: all their hard work, good grades in college and advanced graduate degrees are likely to result in a huge mountain of debt and a dead-end teaching job at near-poverty wages.

Overcoming Contingency

As bad as the situation is, it is certainly not hopeless. Any addiction can be cured. Once we confront and clearly face higher education's dirty little secret, we can begin to devise ways to mitigate contingency and gradually move toward a less harmful, fairer and more sustainable model of higher education staffing. UUP's [Petition for Educational Quality, Fair-](#)

[ness and Equity](#), signed by over 2,000 members of the College community in the fall, lists seven concrete steps that we are urging the Administration to consider:

- recognize publicly the enormous and invaluable contributions of contingent employees at SUNY New Paltz;
- support UUP's efforts to ensure that part-time adjuncts have appropriate working conditions and are compensated equitably, so that they receive compensation comparable to lecturers per course;
- strengthen academic freedom, educational quality and stability of the faculty by increasing job security;
- eliminate the arbitrary minimum and maximum number of courses that may be taught by part-time adjunct and full-time contingent faculty;
- institute hiring practices that reward the competency and years of service of contingent employees;
- establish class sizes that support quality teaching and learning for all teaching faculty;
- preserve and protect existing personnel, programs and services at SUNY New Paltz.

Thus far, [the Administration has publicly responded](#) to only one of these points, alleging that our adjuncts, who typically receive about \$12,000 a year for teaching four courses, are compensated fairly. We hope that the Administration will in due course respond to the other points, and that we can have a productive dialogue on decreasing contingency and mitigating its worst effects.

Seeking Solutions

As professors, we need to come down from our ivory towers and confront the dirty little secret, to learn about the working conditions of most of our colleagues teaching here and elsewhere. Contingency in higher education is not limited to the United States, but has unfortunately become the norm in many other countries, as well. We all need to become better educated about this and get more engaged in finding solutions that are both fair and affordable. For its part, UUP will be hosting a Faculty Forum in April with a panel of distinguished speakers to address issues of workload, contingency and academic freedom.

students can see what awaits them: a mountain of debt and a dead-end teaching job at near-poverty wages

Continued from p.3

burning up and throwing out workers is a 19th-century labor practice

Any long-term solution to the staffing crisis will ultimately require that we dramatically reverse the recent trend of underfunding higher education. Our students will become the stewards of our nation's future, and trying to educate them on the cheap is as great a threat to our national survival as any military or terrorist threat might be. We need to urgently reorder our priorities so that funding public higher education is considered at least as important as fighting wasteful overseas wars of choice or supporting a bloated transportation security system that needs to screen every man, woman, child and elderly person before they can board a plane.

While UUP has long advocated for better working conditions and was one of the first higher education unions in the nation to obtain health insurance for its "part-timers," its leadership is typically dominated by tenured faculty, who tend to focus on issues other than contingency. Last year, however, the chapters at Albany, Cortland, Oneonta and New Paltz jointly introduced amendments to the UUP Constitution to strengthen the union's representation of contingents and provide them with a greater voice throughout the union's 29 chapters in the SUNY system.

[New Faculty Majority](#), which I co-founded in 2009, is the only national organization advocating exclusively for contingent equity. NFM held a [summit meeting](#) in Washington last month, which brought together for the first time representatives of all the stakeholders in higher education to discuss contingency. This national conference was attended by contingent and tenure-track faculty, students, administrators, parents,

community groups and legislators, as well as by [leaders of disciplinary and accrediting associations](#). I extended a personal invitation to President Christian, who unfortunately was unable to attend. One of the attendees was Professor Michael Bérubé, President of the Modern Language Association, whose [report on the summit](#) can be found on p. 8 of this issue.

Working Together

Our Administration has stated that it seeks to decrease its reliance on part-time faculty in areas best served by full-time faculty. UUP shares this goal, but we would urge that our long-serving and qualified part-time faculty members receive priority consideration for promotion to these full-time positions. Burning up and throwing out workers is a nineteenth-century labor practice that should remain a relic of the past. Similarly, we hope that a portion of those additional resources coming from higher tuition can be used to begin closing the wage gap between tenure-stream and contingent faculty.

We may never be able to return to the enviable situation of decades ago, when the vast majority of teachers at New Paltz and elsewhere were on a tenure track. In the meantime, let's work together to mitigate the staffing crisis in higher education—for the sake of all the faculty, tenured and non-tenured, for the sake of our students and the quality of their education. We can start by lifting the veil surrounding the dirty little secret of contingency and engaging in a robust discussion of how best to move toward a staffing model that is more effective, equitable and sustainable.



UUP Negotiations Moving Forward...

UUP met with the state Feb. 9 to continue the proposal/counterproposal process on various monetary and non-monetary items each side has placed on the negotiations table.

UUP's Negotiations Team will meet again this week to prepare for additional February and March negotiations sessions.

Ground rules established by mutual agreement between UUP and the state prevent release of information about the details of contract talks. The negotiations process could be compromised by public dis-

cussion based on speculation, incomplete information, or information taken out of the context of a potential overall agreement. There are no final agreements on any items at this time.

UUP's Negotiations Team appreciates the numerous inquiries and statements of support received from members on a continuous basis. While questions about specific negotiations items cannot be addressed at this time, information about the negotiations process will continue to be updated as contract talks continue.

Cartoon by Brian Obach, Sociology



Chapter Members Caught During Candid Moments Winter Delegate Assembly

Jeff Miller, Vice President for Academics, blissfully looking forward to something, possibly dinner.



Delegates Salvatore (Saed) Engel-Dimauro and Donna Goodman chewing on some tough labor issues against a dark background.

Former Chapter President Richard Kelder, left, and Secretary Ed Hanley at a plenary session, next to a nearly empty glass of free beer.



Delegates Beth Wilson, left, and Yvonne Aspengren, representing New Paltz on the Contingent Employment Committee, sharing a glass of tap water.

Highlights from the Winter Delegate Assembly in Albany February 3-4

UUP's Winter Delegate Assembly took place in Albany on February 3rd and 4th. Among the event's highlights, the 350 elected delegates from the state-supported SUNY campuses debated and passed resolutions to:

- ◆ withdraw the proposed Constitutional amendment to mandate the Officer for Contingents to be the fourth delegate, pending further study;
- ◆ oppose the enactment of the Governor's proposed Tier VI pension plan;
- ◆ oppose any U.S. military action against Iran;
- ◆ educate members about management strategies to circumvent job security and tenure;
- ◆ establish a task force to develop policies on problems of a hostile workplace;
- ◆ disaffiliate from the American Association of University Professors (AAUP);
- ◆ support reauthorizing the 2011 Violence Against Women Act;
- ◆ establish a Veterans Administration contact on every SUNY campus.



UUP President Phil Smith enjoying a good laugh during one of the Delegate Assembly's lighter moments.



Among the Majority

By Michael Bérubé

President
Modern Language Association

The New Faculty Majority (NFM) summit *Reclaiming Academic Democracy: Facing the Consequences of Contingent Employment in Higher Education*, held on Saturday, 28 January, at the Grand Hyatt in Washington, DC, was full of bitter ironies. The gathering was convened in conjunction with the annual meeting of the Association of American Colleges and Universities (AAC&U). But when Carol Geary Schneider, president of the AAC&U, asked in the opening plenary session who had availed themselves of the “crosswalk” she had established between the AAC&U and the NFM, it became distressingly clear that for most AAC&U members “in conjunction with” apparently meant little more than “in the same hotel as.” At one end of the long hallway, NFM members talked about the challenges of keeping body and soul intact while teaching 4-4 jobs to which they had been required to reapply every year for twenty years; at the other end, university administrators browsed a book exhibit whose keywords seemed to be *finance*, *management*, *outcomes*, and *assessment*. At one point in the NFM proceedings, a faculty member from Oakland Community College held up a handbook for deans she’d purchased at the other end of the hallway and noted that adjunct faculty merited only one mention, under the heading “budgets.”

Adjunct, contingent faculty members now make up over 1 million of the 1.5 million people teaching in American colleges and universities. Many of them are working at or under the poverty line, without health insurance; they have no academic freedom worthy of the name, because they can be fired at will; and, when fired, many remain ineligible for unemployment benefits, because institutions routinely invoke the “reasonable assurance of continued employment” clause in federal unemployment law even for faculty members on yearly contracts who have no reasonable assurance of anything. What would it take to put these faculty members on the national radar? What would it take to make their working conditions a major issue for the higher education establishment—not only AAC&U but also, and most important, accrediting agencies? Would a national summit in Washington do the trick, perhaps?

I used to say that you could tell the difference between people inside and outside higher education by asking them if they knew what a provost is. Now I think a better metric might be to ask them if they know what *adjunct* or *contingent* means. A few weeks ago, Vice President Joe Biden startled professors everywhere by remarking that tuition increases are attributable in part to the fact that faculty salaries have “escalated significantly”; one would have hoped that Biden, whose wife, Jill, has taught for many years as an adjunct professor in community colleges, would have known better. But that strange, unfounded belief is only a symptom of a much larger phenomenon. The NFM summit was convened, according to NFM President Maria Maisto, in response to the White House Summit on Community Colleges in October 2010, which included no adjunct faculty members as participants. And today, even the NFM’s friends in Washington (few and far between, to be sure) haven’t gotten the message quite right: in a videotaped greeting to the attendees, Representative John Tierney (D-MA) spoke warmly of adjunct faculty members and the importance of the summit, noting that forty years ago, 80% of America’s college teachers enjoyed the protection of tenure, whereas now only 54% do.

At Tierney’s misstep, the entire NFM summit sighed as one. Taking the podium a few minutes later, Gary Rhoades, of the Center for the Study of Higher Education at the University of Arizona, remarked ruefully, “even Representative Tierney got it wrong: the number of tenured faculty is under thirty percent. That’s why you’re the new faculty majority.”

Rhoades proceeded to mark another bitter irony, one that goes to the heart of the enterprise: colleges promote themselves, especially to first-generation students, as a pathway to the middle class—but, increasingly, colleges do not pay middle-class wages to their own faculty members. The contradiction is deepest at the lowest tiers of the academic hierarchy, where, Rhoades said, underpaid adjunct faculty members are effectively “modeling what is acceptable as an employment practice.” It is no wonder that adjunct faculty members are so politically invisible: apparently no one wants to say to high school graduates, “Go to college, work hard, and someday you can get a job teaching college—at a salary of \$20,000.” It casts a pall over the American dream.

In response to Rhoades and Schneider, a woman from the University of Cincinnati, one of the few administrators in attendance, replied that the summit needed to address the “850-pound gorilla in the room,” namely, the over-

production of PhDs. To scattered applause, she insisted that she would not be able to hire English professors at adjunct wages if there weren't so many English PhDs glutting the market. I was sitting at a table with David Laurence, the director of research for the Modern Language Association, and I glanced over at him, since we had been discussing this topic at breakfast. The session ended before Laurence could respond, but he asked to open the following session with some useful data. To wit: according to the 2004 National Study of Postsecondary Faculty, 65.2% of non-tenure-track faculty members hold the MA as their highest degree—57.3% in four-year institutions, 76.2% in two-year institutions. There are many factors affecting the working conditions of adjuncts, but the production of PhDs isn't one of the major ones.

These numbers have implications that go far beyond the usual debates about the size of doctoral programs, because they illustrate how inadequate it is to say simply that all non-tenure-track faculty lines should be converted to the tenure track. Precisely because adjuncts are so invisible, it is not widely understood that many of them have held their jobs—at one institution or at many, on a year-by-year basis or on multiyear contracts—for ten, fifteen, or twenty years and more. I keep running into people who speak of adjuncts as bright, energetic thirty-year-olds who enliven their departments and disciplines, working in the trenches for a few years before getting their first tenure-track job. There is no shortage of bright and energetic adjuncts, but not all of them are thirty years old; the average age at the NFM summit seemed to be considerably higher, and the NFM statement “Forging a New Way Forward” closes with a proposal acknowledging that many adjunct faculty members cannot be “converted”:

Reform efforts that involve restructuring should prioritize upgrades for people rather than conversions of positions, in order to respect the value of the ongoing service that existing employees provide. All reform or restructuring efforts should build in some form of protection for currently serving faculty in order to prevent further harm to these faculty who have served in contingent appointments, without proper support or compensation, for so long.

During one of the breaks, I spoke to a participant who worried, understandably, that the summit was preaching to the choir. “To some extent, I suppose,” I said, “but then again, the choir needs to find out who's in the choir, and it needs to figure out what it wants to sing.” It is no small thing for adjuncts to gather in Washington and try to lobby, precisely because their job security is so precarious: as one adjunct from Cape Cod Community College put it, a better designation than *adjunct* or *contingent* might be the term a Spanish-speaking colleague offered her—*los precarios*.

I attended the summit to listen rather than speak, and listen I did, as my colleagues off the tenure track discussed ways of addressing students, administrators, legislators, unions, parents, and the general voting and tax-paying public. Laurence and I distributed (with permission from the NFM) the MLA's 2011 document *Professional Employment Practices for Non-Tenure-Track Faculty Members: Recommendations and Evaluative Questions*, and Donald Rogers of Central Connecticut State University gave me a copy of *Standards for Part-Time, Adjunct, and Contingent Faculty*, from the Organization of American Historians. I talked to dozens of faculty members from institutions around the country and made a note to buy Adrianna Kezar's *Embracing Non-Tenure Track Faculty: Changing Campuses for the New Faculty Majority* and Joe Berry's *Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*. And after listening for six or seven hours, I did have two suggestions to offer my breakout group in the afternoon.

First, it is going to be very hard to tell people that many college faculty members are exploitatively underpaid. It's going to be a particularly tough sell in communities already devastated by prolonged economic hardship. But it might be possible to play on the still-widespread belief that college professors are professionals and that parents who are sending their children to college should have some expectation that professors have the professional resources—offices, phones, mailboxes, e-mail and library access, meaningful performance reviews, participation in department governance—that make it possible for them to do their jobs. Let's say you need an attorney, I suggested, and you go to a firm that fobs you off on an associate who has to consult with you in a hallway because he doesn't have an office. Who would stand for that? Is it OK that your kid is going to a college that treats its faculty that way?

Continued from p.9

Second, it is going to be even harder to tell people that non-tenure-track faculty members need a measure of job security and academic freedom if they are going to be able to do their jobs. It amounts, I suggested, to telling parents, students, administrators, and legislators that they have to fight for the right of professors to challenge their students intellectually, free from the fear that they will be fired the moment they say something unfamiliar or upsetting about sexuality or evolution or American history or the Middle East. This argument will resonate with people who understand what higher education is all about. They are a subset of the American electorate, but they know why academic freedom is essential to an open society, and they believe in the promise of higher education. The question is whether they can be persuaded that the promise of higher education is undermined when three-quarters of the professoriat is made up of *los precarios*.

Some of the things non-tenure-track faculty members want—and need—won't cost anyone a dime. This issue came up throughout the day, directly and indirectly. Time and again, NFM members spoke of those critical intangibles, respect and recognition: much of what is dehumanizing about adjunct labor has to do with the myriad ways adjuncts are treated as second-class citizens (if not ignored altogether) by their tenure-track counterparts. Faculty members with decades of teaching experience spoke of being snubbed in hallways, written out of departmental governance, and casually denigrated by people who had never bothered to learn their names. One woman, some years my senior, stopped by my table to thank me for calling non-tenure-track faculty members "colleagues" in the pages of the *Chronicle of Higher Education*. "You're welcome," I replied, somewhat flummoxed, "but you *are* my colleague."

Changing that aspect of faculty culture will take time; non-tenure-track faculty members will have to learn, as one speaker put it, to assert themselves as faculty members, to comport themselves as if they have every right to be treated with the respect accorded the tenure-track faculty—which they most certainly do. And tenure-track faculty members, for their part, will have to learn not to be such jerks—and, more ambitiously, to learn to challenge cultures of jerkdom where they exist.

But this is a cost-free program, in the end. Ten years ago, and again in 2010, I helped rewrite the bylaws of Penn State's English department, to ensure that non-tenure-track faculty members had a substantial review and appeals process administered by a seven-person committee, three of whose members would be drawn from the nontenured ranks, and to establish detailed criteria for the evaluation of non-tenure-track faculty members' teaching, so that student evaluations would not become the default (or the sole) measure of teaching effectiveness. I did so at no expense to myself or to my department. Revising the bylaws was an important step, and it was cheap, involving precisely zero dollars.

Jack Longmate's presentation at the summit made the same point in a different way: he set out a long-term agenda for the treatment of the non-tenure-track faculty that contained a daunting thirty goals—sixteen of which, from human rights to governance, didn't involve any expenditure of funds. But at some point, I thought, the other fourteen goals have to be on the table as well. Because even in that happy world where non-tenure-track faculty members have adequate due process and participation in departmental governance, their labor will still be dehumanizing if it doesn't garner a living wage with health benefits. The MLA's [recommendations on per-course compensation](#) (we say "for part-time faculty members," but the principle holds for full-time non-tenure-track faculty members as well) read as follows:

Following a review of best practices in various institutions, the MLA recommends minimum compensation for 2011–12 of \$6,800 for a standard 3-credit-hour semester course or \$4,530 for a standard 3-credit-hour quarter or trimester course. These recommendations are based on a full-time load of 3 courses per semester (6 per year) or 3 courses per quarter or trimester (9 per year); annual full-time equivalent thus falls in a range of \$40,770 to \$40,800.

As far as we can tell from the data we have collected thus far, only 7% of departments in the modern languages are meeting or exceeding this recommendation (yes, some are exceeding it). If institutions are going to do anything to improve the working conditions of non-tenure-track faculty members, then sooner or later (and preferably sooner) they will have to show that they respect those employees not simply by including them in departmental governance and inviting them to departmental functions but also by paying them a salary commensurate with a decent level of professional respect and dignity.

Late in the afternoon, after the subject of respect had come up for the *n*th time, I asked my non-tenure-track colleagues whether they were suggesting that the intangible, cost-free changes in their working conditions should be

urged first, on the grounds that such changes would be met with less strenuous opposition. Absolutely not, they replied—everything has to be on the table at once. It was the answer I expected (and hoped for), but it seemed to me at odds with something I'd heard earlier in the day from Joe Berry. A labor historian and activist, Berry had insisted in his presentation that “money is tough, but money isn't the hardest thing—the tough one on the list is power.” I wonder. I can imagine departments, colleges, and universities sharing some measure of power with their non-tenure-track employees more readily than their sharing the wealth. The real challenge for non-tenure-track faculty members thus seems to me the one laid out by Kezar in her presentation, when she spoke of increasing non-tenure-track pay scales to the point at which contingency would be “less attractive to administrators.” When that day finally comes, then, perhaps, we'll know that non-tenure-track faculty members are getting the respect they deserve.

Michael Bérubé is president of the Modern Language Association and the Paterno Family Professor in Literature at Pennsylvania State University. A shorter article originally appeared in [Inside Higher Ed](#), and this [extended version](#) was published on the MLA website. Reprinted by here by kind permission of the author.

More Trouble With Adjunct Moonlighting

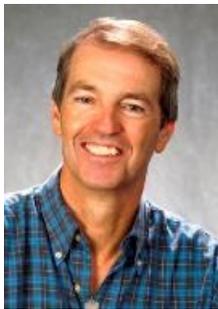


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“At the college you’re my Sociology professor, but here at the Burger Pit, I’m your boss. Don’t you think that’s funny?”

Faculty Forum

Workload, Faculty Voice and the Quality of Higher Education



Featured Speaker: Professor Gary Rhoades

Director, Center for the Study of Higher Education, University of Arizona

General Secretary of the American Association of University Professors (AAUP) in Washington, DC, 2008-2011

Tuesday April 3, 3.30pm

The Terrace at SUNY New Paltz

Light refreshments will be served, including wine & beer

*****RSVP to Mary Thompson, ext. 2770*****

Come, listen, discuss these vital issues with your colleagues

Don't miss this one!



UUP/NYS Individual Development Awards

IDA Criteria

Files were read and evaluated by each member of the committee and were scored on a 1-5 scale, according to the following criteria (and in this order of significance):

1. Academic rank of proposer. Preference was given to junior faculty members over tenures, associate professors over full professors.
2. Proposals which clearly linked the project with some benefit to teaching (or other benefit to the college) were given preference over those which did not.
3. Proposals for new work (research, collection of data, presentation at conferences, etc.) were given priority over those related to old work.
4. Proposals which clearly indicated how and when the funds would be spent (within the date restrictions) were given priority over those proposals which were less clear.

15% of the IDA funds were designated specifically for contingent faculty.

LAST NAME	FIRST	DEPARTMENT	Academic/ Professional	Amount
Millham	Rosemary	Secondary Educ	A	281.5
Engel-				
DiMauro	Salvatore	Geography	A	367.5
Janeiro	Isidoro	LLC	A	367.5
Laleko	Oksana	English Linguistics	A	367.5
Lempka	Wayne	Museum	P	750
Clark	Elisa	Music Therapy	A	657
Stokes	Suzanne	Art	A	748
Halpern	Richard	Physics	A	750
Yuan	Lijun	Computer Service	P	750
Bryant	Karl	Sociology	A	750
Corti	Carrie	Sponsored Programs	P	750
McCaw	Dawn	Student Affairs	P	750
Murray	Eileen	Secondary Educ	A	750
Dominici	Diego	Mathematics	A	750
Gorlewski	Julie	Secondary Educ	A	750
Lipson	Dan	Political Science	A	750
Montserrat	Gimeno	Music Therapy	A	750
Morrison	Heather	History	A	750
Stapell	Hamilton	History	A	750
Werner	Dan	Philosophy	A	750
Woods	William	Computer Service	P	750
Adjuncts				
Blaine	Terry	Music Therapy	A	750
Heiz	Nancy	Communication & Media	A	600
Menegon	John	Music	A	600
Roiger	Teri	Music	A	600

Work-Life Services for NYS Employees



EMPLOYEE ASSISTANCE PROGRAM

The Employee Assistance Program (EAP) helps employees and their families address work, family, and personal issues so they can live healthier, happier, and more productive lives. Specially trained EAP Coordinators, located in agencies and facilities statewide, provide employees with an individual assessment and customized referrals to local resources for additional help. EAP services are free and confidential.

WHAT CAN EAP HELP WITH?

- Family and relationship problems
- Stress, physical, and emotional concerns
- Alcohol and other drug problems
- Health insurance questions
- Identifying local resources for child care, elder care, legal, and financial services
- Wellness programs

For practical help from people you trust, please contact your EAP Coordinator.

www.worklife.ny.gov/eap • 800-822-0244 (available 24/7)
nyseap@eap.ny.gov

NYS-BALANCE

To make your life less complicated, you and your family have access to support through NYS-Balance. When you call the toll-free number, you will be assisted by a qualified consultant who will respond to your request thoroughly and promptly. When you log on to the NYS-Balance website, you'll find an abundance of useful resources, articles, links, and interactive tools.

NYS-BALANCE HIGHLIGHTS

- Resource and referral for issues related to work, family, daily life, finances, health, and well-being
- Prompt response to your request
- Available 24 hours a day, 7 days a week
- Always confidential
- No cost to you or your family
- Contact a consultant, describe the services you need, and get a detailed list of referrals that have current openings/availability

www.nysbalance.ny.gov • Username: nys • Password: balance
866-320-4760 • TTY/TDD: 866-228-2809



ANDREW M. CUOMO, Governor,
State of New York
GARY JOHNSON, Director,
Governor's Office of Employee Relations

Funding is provided by the negotiated agreements between the State and CSEA, PEF, UUP, DC-37, CSEIU, Council 82, and NYSOPBA, and by the Governor's Office of Employee Relations for employees designated M/C.

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(CONTINUED ON REVERSE)

Balancing work, home, and life

Free Beer

by Ed Hanley, Chapter Secretary

Note: Ed Hanley originally wrote and posted this report on the Chapter's blog site (nuupaltz.blogspot.com) in May 2011. It is being reprinted to take up otherwise vacant space in this edition of The Bullhorn, and if you are one of the three people that may have actually read it on the blog site, he apologizes for the duplication.



Just got back from the UUP Spring Delegate Assembly. I don't take office as an elected delegate until June 1st, so I simply went as an "observer." It is in this capacity that my entirely unofficial comments about the proceedings are provided.

While I can't say a good time was had by all (there were elections and not everybody won), I myself had a great time. With excellent food and accommodations as well as the aforementioned free beer – what's not to like? Everything was top shelf. At first glance, that might seem surprising in these days of cutbacks, budget shortfalls, and a lousy economy. I honestly did wonder why we are apparently traveling first class when most other folks seem content to fight over a few threadbare seats back in "economy" class.

Upon due reflection, I've concluded that this sort of hospitality is simply the union's way of saying "thank you" to hundreds of men & women who devote thousands of hours to running their chapters and helping their colleagues. Hours of work for which they are not paid a cent. It's nice to see an old-fashioned custom that's still alive & well. You know—the one where you work hard and someone not only notices, but actually says "thanks." Don't see that much anymore. These days, we're apparently supposed to

thank our employers for so generously bestowing upon us the PRIVILEGE of working for them. You want WHAT? A living wage AND a few benefits? Why you ungrateful peasant— shut up and just be glad you even have a job!

Yeah, right.

Truth be told, it wasn't all lounging around by the pool hobnobbing with my fellow labor wizards while swilling free drinks. Actually, there wasn't much of that at all. There WAS an enormous amount of work that had to be

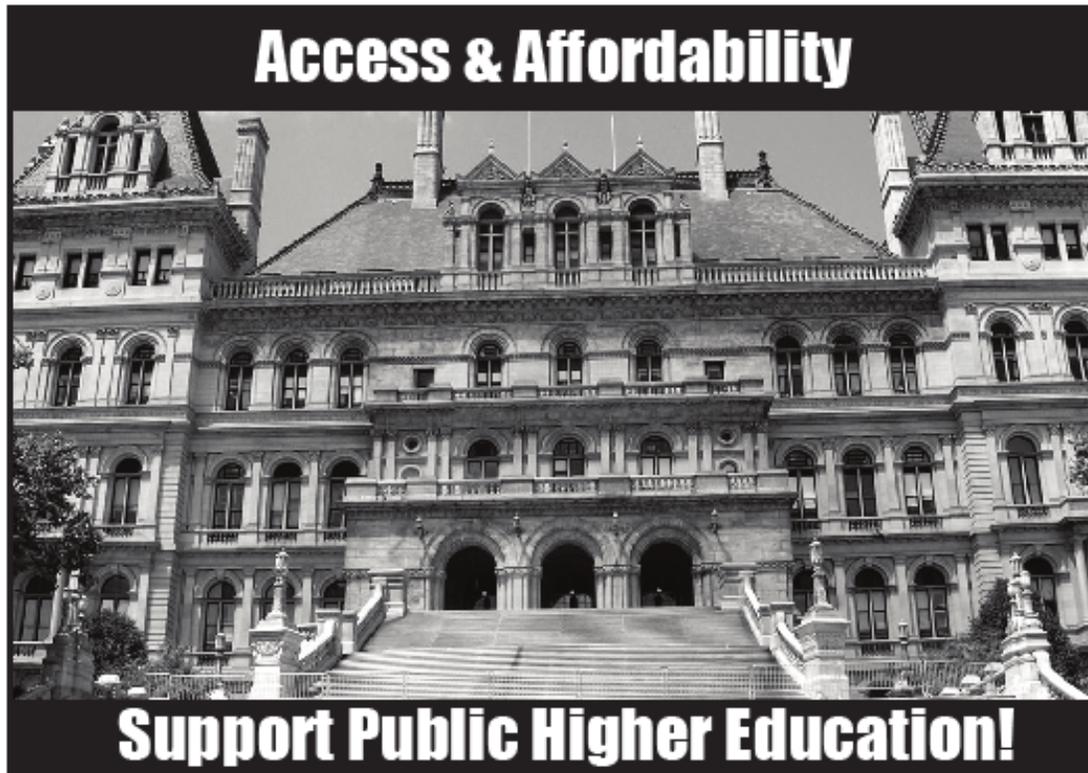
accomplished in a very short period of time. Hearings. Committee meetings. Workgroups. Task forces. Discussions about what's happening in Albany and what's happening to SUNY. Reports. Elections. By my count - 25 hours of work in less than two days. Not exactly Easy Street.

**25 hours of work
in less than two
days. Not exactly
Easy Street.**

I have no idea what this affair cost. But I suspect if all that money was simply divided up among the hundreds of members who voluntarily attended, it wouldn't even buy them a tank

of gas. So in my opinion, the union gets a whole lot of "bang-for-the-buck" at these meetings. And those bucks don't fund some exclusive "good old boys & girls" club. As far as I know, these assemblies are open to any member who wants to attend. They even let ME in. So consider checking one out in the future. You just might find something you'd want to be part of. Like the little lotto guy says, "Hey— you never know."

Besides, there's free beer...



SAVE THE DATE

WEDNESDAY, MARCH 14 • ALBANY, NY

**NYPIRG/USS/PSC/UUP
Student/Faculty/Staff
Higher Education Action Day**

To cosponsor or pre-register, contact NYPIRG at fabdallah@nypirg.org, USS at ussoffice@gmail.com, PSC at amagalhaes@pscmail.org, or UUP at rtrimarc@uupmail.org

The New York Public Interest Research Group (NYPIRG) is the state's largest college student-directed non-partisan advocacy organization. The University Student Senate (USS) is the official governance organization charged with representing the interests of the students of the City University of New York (CUNY). The Professional Staff Congress/CUNY (PSC), affiliated with NYSUT and the AFT, represents more than 25,000 faculty and professional staff at The City University of New York and the CUNY Research Foundation. United University Professions (UUP) is the union representing more than 34,000 academic and professional faculty on 29 State University of New York (SUNY) campuses, plus System Administration, Empire State College, and the New York Theatre Institute.

Part-Time Labor-Management Meeting Notes, November 30, 2011

by Ed Hanley, Chapter Secretary

Subject: UUP New Paltz Chapter Part-Time Labor-Management Meeting Notes

10:00am November 30, 2011

Administration Attendees: Interim Provost Torsney, HR Director Blades,
HR Associate Director Papa

UUP Attendees: President Brown, Alan Dunefsky, Danielle Schuka, Labor Relations Specialist Capowski, Secretary Hanley

Agenda Items

1. How might the College publicly recognize the enormous and invaluable contributions of contingent employees at SUNY New Paltz?

President Brown opened the discussion by suggesting an in-house effort similar to the recent COACHE survey be undertaken to solicit input from contingent employees. Interim Provost Torsney concurred and recommended the union work with Asst. VP Andrews to craft a survey. Brown then asked Torsney for her thoughts on how else recognition might be afforded. Torsney noted that awards, discretionary salary increases, and inclusion in department activities are all means of doing so. She in turn asked Brown what he would want to see. Brown suggested highlighting the central role played by contingent employees in the College's efforts to retain students – especially freshmen. Further, enhancing contingent employees' visibility on the College's website would also help. While not disputing the merit of these suggestions, Torsney did point out that the College is in fact actively working to reduce the number of adjuncts.

2. Under what circumstances could the College support UUP's efforts to ensure that part-time adjuncts are compensated equitably, so that they receive compensation comparable to lecturers per course?

Noting that lecturers and adjuncts do essentially the same thing – teach – Brown stated that lecturers are paid on average 35% more than adjuncts. Brown asked if the administration could envision a situation where adjuncts would be paid the same as lecturers. Torsney replied “yes - when they become lecturers.” Brown then asked if those adjuncts unable to become lecturers would ever be paid more. Director Blades stated it was impossible to rule out “ever.” Torsney concurred, but also noted that “things are tight” at present.

3. How could the College strengthen academic freedom, educational quality and stability of the workforce by increasing job security?

When Brown offered that longer contracts could provide the increased job security sought, Torsney acknowledged the administration was indeed going to look into that possibility. Director Blades noted that longer contracts are in fact not cost neutral, though the cost consists of reduced flexibility rather than a dollar amount. She also noted that offering longer contracts would require the support of an evaluation process that does not yet exist. However, HR is looking into this.

4. What obstacles are there to eliminating the arbitrary minimum and maximum number of courses that may be taught by part-time adjunct and full-time contingent faculty?

When Brown stated the union no longer advocates a two course cap, Torsney replied she was not aware of that. Papa was also under the impression that the union still wanted the two course cap. Brown reiterated that the union has no objection whatsoever to adjuncts teaching more than two courses. Further, people should not be forced to teach either more courses - or fewer courses - than they want to teach. Per Brown, the two course cap was previously sought to protect tenured lines. When former President Poskanzer agreed not to increase the percentage of courses taught by adjuncts, the union rescinded its position on the two course cap. Apparently, information about the union's revised stance on the issue has not been properly passed on.

5. How might the College establish hiring practices that reward the competency and years of service of contingent employees?

Torsney indicated a peer review process would be a major step forward in this direction. Brown asked Torsney what such a peer review would lead to. Torsney replied “being rehired.” When Brown asked Torsney if she could envision a process whereby evaluation and longevity lead somewhere, she declined to speculate on the matter.

6. Old business/updates (all issues addressed by Torsney)

Office space/facilities: office space is still an issue. Further, the situation with respect to availability of office space is going to get even tighter.

Adjunct attendance at department meetings: Deans have been reminded to be inclusive.

How was 2005 adjunct salary increase funded? Former Provost Lavallee was able to take advantage of favorable circumstances that existed at the time to make the changes that led to the salary increase. As no similar circumstances presently exist, it is not possible to effect another salary increase in the manner previously used.

Streamlining the Lecturer reappointment process: former Interim Provost Garrick Duhaney and Yvonne Aspengren should schedule another meeting so they can finally bring this process to a successful conclusion.



The proposed Tier VI pension plan was just one of several issues UUP advocates brought before Assembly member Addie Russell (D- Theresa) during the union’s Feb. 7 advocacy day in Albany. Meeting with Russell from left, Purchase Chapter President John Delate, VP for Academics Fred Floss, Glenn McNitt of New Paltz and VP for Professionals Philippe Abraham. Members also pressed lawmakers to act on UUP’s legislative agenda priorities, including adding \$25 million to SUNY’s budget to hire more full time faculty.

Labor-Management Meeting Notes, December 16, 2011

by Ed Hanley, Chapter Secretary

Administration Attendees: President Christian, VP DiStefano, Interim Provost Torsney, Chief of Staff Wright, HR Director Blades

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

1. UUP service. Union service by our members, whether as chapter officers or as members of UUP committees, should count as service to both the University and the wider community. This is typically the case throughout SUNY, but there appears to be some confusion and inconsistency here at New Paltz. How does the Administration plan to ensure that vice-presidents, deans, department chairs, and directors recognize and count UUP activity as valid service to the University and wider community?

Citing examples of activities by union members which could count as service to the University, President Brown touched on the inconsistency in how these activities are viewed and credited as service in the various departments and schools here on campus. Interim Provost Torsney, unaware that other SUNY schools credit union service in this manner, asked for examples of where and how this is done. President Christian too asked what the precedent was on other campuses, indicating he would need some sense of how this works elsewhere in order to facilitate further discussion on this issue. Labor Relations Specialist Capowski stated that SUNY Purchase was one school where union service was so credited. He offered to make inquiries at the other campuses he serves in order to determine their local policies as well.

2. Women's Studies. Since its inception in 1974, our Women's Studies Program has become a flagship among similar programs throughout the University. In the past thirty years, the number of students in WS-based courses has quadrupled to nearly 800. Now that the only full-time faculty member based in WS is approaching retirement, UUP is concerned that the Program's viability would be severely jeopardized if this line were permanently lost. Last year's external program reviewers strongly recommended "the timely hiring of a full-time faculty located in the Women's Studies Program, with a doctorate in Women's Studies and expertise in Feminist Theory." When does the Administration intend to implement this recommendation?

Torsney pointed out that this particular recommendation, arising out of the review in question, is just that – a recommendation. She stated that Women's Studies is a very robust program; it is interdisciplinary, and it is thriving. Further, she asserted that the trend today is toward such interdisciplinary models. Torsney explained that a request for a full-time hire had been received, but it had been denied because there were more compelling needs elsewhere that had to be satisfied. Vice President DiStefano concurred, pointing out that other requests [in other areas] had also been denied for financial reasons. Torsney also noted that academic planning is not a union matter. Christian suggested the situation in Women's Studies can also be viewed as a faculty matter, not simply an Administrative issue. The matter could be rolled back to the faculty for their further consideration to help determine the right and best path to support Women's Studies.

3. Petition for Educational Quality, Fairness and Equity. What response does the Administration have to the Petition for Educational Quality, Fairness and Equity that was delivered on November 29 with over 2,000 signatures by faculty, staff and students?

Christian handed Brown a formal, written response to the petition, the text of which had already been sent in a letter to the editor of the Times Herald Record and via [email to all faculty and staff](#). A brief discussion followed.

Presidents Christian and Brown reiterated their views on the issues presented in both the petition and the response, but there was little progress towards bridging the gap in their divergent positions.

4. Mentoring Program. Would the Administration please clarify its position in regard to partnering with UUP and jointly developing a mentoring program for academics, professionals and part-timers? After initial meetings that seemed to be productive, the willingness and commitment on the part of the Administration to move forward now appear to be in question.

Torsney stated that she had indeed been favorably inclined toward such a joint effort. However, because she is new to her position, she did not realize that there are many mentoring efforts already underway across the campus. Thus, mentoring relationships already exist in many areas of the College. DiStefano observed that, as the administration is looking to eliminate duplication of effort, it would not be inclined to duplicate something that is already being done. Noting that there are too many opportunities and priorities already, Christian stated that the question to be looked into is why mentoring is not occurring in all areas. In view of the earlier administration support, VP Miller then asked if it would be correct to consider the initiative simply deferred for now rather than turned down. Per Christian, that was correct.

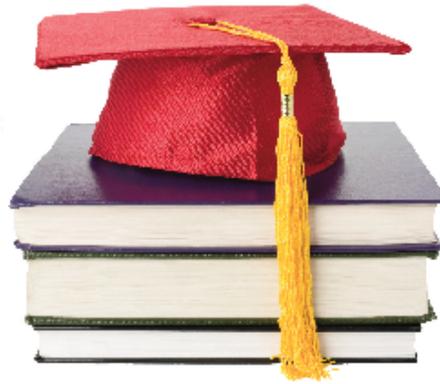
5. Double-Contingency. Adjunct contracts that the chapter has examined include a “double-contingency clause,” stating that contracts for part-timers are contingent on enrollments in their own classes (which is consistent with Article 30 of the *Agreement* and Article XI of the *Policies of the SUNY Board of Trustees*), but also contingent on enrollments in courses being taught by full-time faculty in the department. We are requesting that the Administration retain only the contract contingency that is in accord with the *Agreement* and the *Policies of the SUNY Board of Trustees*.

Per Director Blades, this issue will be addressed in the Part-Time Labor-Management forum.

6. Workload. During previous Labor-Management discussions on how to avoid excessive workload, mention has been made that that there often comes a point when employees have to “just say no” to certain work requests. How can the Administration communicate this policy to our members, and what steps can be taken to ensure that it is actually implemented? Would the Administration be willing to conduct a workshop, alone or together with UUP, on how employees can best carry out their professional obligation without being compelled to take on unlimited additional work assignments?

Noting the possible career-limiting implications of just saying “no” to one’s supervisor, DiStefano explained that what is actually envisioned with respect to issues of excessive workload are conversations between employees and their supervisors. Employees confronted with workload issues *must* have recourse to take the matter up with their supervisors. It is the supervisor’s responsibility to then say “no” if warranted. If employees are unable to discuss such matters with their supervisors – for whatever reason – they do have the option to then take those matters to Human Resources. As for conducting a workshop on this subject, the focus is presently on developing and presenting workshops on performance programs and evaluations. Thus, developing and presenting a workshop on this subject is not possible at this time.

Just say NO!



UUP College Scholarship Fund Post Baccalaureate Award



UUP College Scholarship Fund Post Baccalaureate Award

The UUP College Scholarship Fund was created by the union to celebrate its members' commitment to academic excellence and the life of the mind, and to their endeavors in the promotion of social justice.

In 2010, Trustees of the UUP College Scholarship Fund established the William E. Scheuerman Post Baccalaureate Scholarship. Scheuerman served as UUP president from 1993-2007.

One-time scholarships of \$2,000 are awarded to SUNY post graduate or professional school students who demonstrate a commitment to academic excellence, social justice issues and labor ideals.

Post baccalaureate students from the following colleges and universities are eligible to apply:

Albany	Maritime
Alfred	New Paltz
Binghamton	Old Westbury
Brockport	Oneonta
Buffalo State	Optometry
University at Buffalo	Oswego
Cortland	Plattsburgh
Downstate Medical Ctr.	Potsdam
Empire State College	Purchase
Env. Sci. and Forestry	Stony Brook University
Fredonia	SUNY Institute of Tech.
Genesee	Upstate Medical Univ.

Who's Eligible

UUP College Scholarship Fund post baccalaureate applicants should:

- *Be registered, full-time graduate or professional school students carrying at least nine credits at a SUNY state-operated campus;*
- *Possess the qualities and values represented by UUP: A dedication to the goals of the trade and labor union movements; integrity; a quest for academic and personal excellence; and service to the community;*
- *Have completed at least nine credits and hold a cumulative grade-point average of 4.0; and*
- *Applicants for law and health sciences programs must have completed at least one semester.*

In addition, applicants must show evidence of good character and service to SUNY and the community through letters and other documents.

A Selection Committee will review all applications and choose candidates to be interviewed. The number of scholarships awarded will be determined by the Trustees of the UUP College Scholarship Fund.

Finalists will be interviewed by the Trustees or their designees.

How to Apply

A complete list of scholarship eligibility requirements and applications may be obtained from campus **financial aid offices**; on the UUP website at www.uupinfo.org (click on Scholarships to get a fillable PDF application that can be emailed to kplowman@uupmail.org); or by writing to **UUP College Scholarship Fund, P.O. Box 15143, Albany, N.Y. 12212-5143.**

Discretionary Salary Increases (DSI) Awarded to SUNY New Paltz Employees in 2011 for 2010

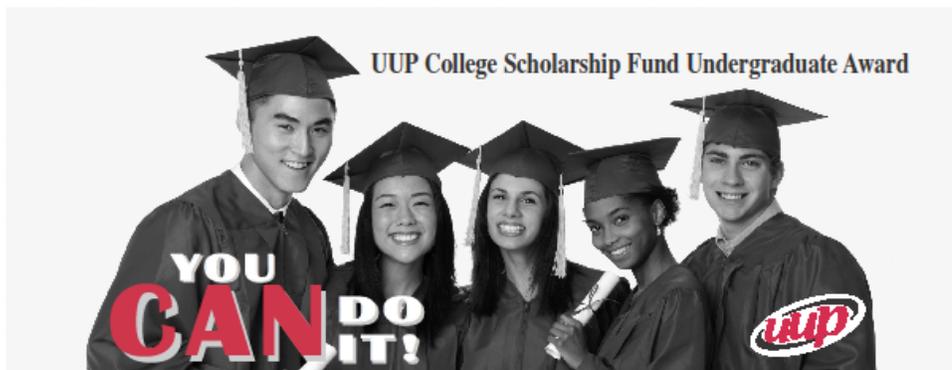
Last name	first	amount						
			Carroll	Karanja	\$1,200	Evans	Joel	\$1,200
Agajanian	Aram	\$600	Carso	Kerry	\$1,200	Evans	Andrew	\$1,200
Aldana	Ligia	\$1,200	Cartwright	Natalie	\$1,200	Fairbrother	Peter	\$600
Altman	Portia	\$500	Caskey	Kevin	\$725	Fakler	Mary	\$1,200
Anderson	Kemp	\$1,136	Cavallaro	David	\$1,000	Farbaniec	David	\$1,136
Anema	Inge	\$725	Celariste	Rita	\$1,000	Featherston	Christine	\$1,000
Aponte	Carlos	\$800	Celotto	Anna	\$300	Feliciano	Wilma	\$1,200
Arnao	Susan	\$725	Chauvet	Paul	\$1,136	Felton	Edward	\$600
Arnold	Merle	\$1,200	Cheng	Amy	\$1,200	Fenkl	Heinz	\$725
Aspengren	Yvonne	\$400	Chiarito	Julie	\$800	Fenouillet	Paul	\$1,200
Azari Rad	Hamid	\$2,200	Chien	Suwan	\$400	Ferguson	Megan	\$725
Backhaus	Kristin	\$1,200	Chorzempa	Barbara	\$1,200	Festa	Thomas	\$725
Bafumo	Mary	\$725	Christensen	Mary	\$1,200	Fitzpatrick	Patricia	\$1,200
Baker	Kathleen	\$1,136	Christiansen	Annemette	\$1,200	Folmer-		
Balant	Anne	\$1,200	Circe	Shana	\$1,500	Andersen	Jan	\$1,200
Barry	Brett	\$400	Citera	Maryalice	\$725	Forestell	Amy	\$1,200
Bartholomew	Alexander	\$1,200	Clark	William	\$500	Fossett	James	\$1,200
Basil	Adeline	\$400	Clark	David	\$1,200	Freel	Penny	\$1,200
Benca	Goretti	\$400	Cohen-La			Furman	Donald	\$1,200
Bennett	James	\$1,200	Valle	Robin	\$1,000	Galperin	Anne	\$1,200
Bernstein	Lee	\$1,200	Combs	Michelle	\$1,000	Gannon	Brendan	\$1,136
Blake	Thomas	\$600	Connolly	Joan	\$600	Geher	Kathleen	\$600
Blume	Lisa	\$525	Corti	Carrie	\$1,000	Geher	Glenn	\$1,200
Bonilla	Antonio	\$500	Coulter	Tressa	\$800	George	Jacqueline	\$1,200
Books	Susan	\$1,200	Crane	Jeffrey	\$400	Gimeno	Montserrat	\$725
Bosch	Adam	\$400	D'Agostino	Joseph	\$1,136	Girma	Paul	\$725
Bose	Sunita	\$1,200	Daly	Christine	\$1,000	Goding	Anne	\$1,200
Bray	Gregory	\$1,200	Deck	Joseph	\$1,000	Gonzalez	Anita	\$1,200
Brockner	Helen	\$600	Deiudicibus	Joann	\$1,000	Gonzalez	Julio	\$1,200
Bruley	Robert	\$2,500	Delape	Christine	\$1,000	Good	Howard	\$1,200
Bryant	Karl	\$725	Demunck	Victor	\$1,200	Goodell	Kathy	\$1,200
Buckman	Gary	\$1,136	DePaolo	Reena	\$800	Goodman	Brandon	\$500
Burns	James	\$500	Deschamps	Francois	\$1,200	Gorrick	Anne	\$909
Bynum	Gregory	\$725	Dhar	Preeti	\$725	Grady	Suzanne	\$1,000
Caldwell	Barbara	\$1,200	Diamond	Joseph	\$725	Greene	Elissa	\$600
Capozzi	Robert	\$600	Doherty	Dennis	\$1,200	Greenow	Linda	\$1,200
Caracci	Corinna	\$500	Dominici	Diego	\$1,200	Grossi	Giordana	\$1,200
Cardillo	Rimer	\$1,200	Dooley	Colleen	\$1,136	Gwenwald	Morgan	\$1,200
Cardona	Niza	\$725	Dorney	Judith	\$1,200	Halasz	Judith	\$725
Carr	Larry	\$1,200	Dosreis	Anthony	\$1,200	Halpern	James	\$1,200
			Dubois	Jacqueline	\$1,000	Hancock	Robert	\$1,000
			Dull	Laura	\$725	Harkins	Cynthia	\$500
			Easwaran	Chirakkal	\$1,200	Harris	Kristine	\$1,200
			Engel-					
			Dimauro	Salvatore	\$725			

Haselton	Aaron	\$1,200	Landeta	Christina	\$500	Mentore	Gissel	\$725
Hash	Arthur	\$1,200	Lee	May	\$800	Meyer	Thomas	\$1,200
Havranek	Gwen	\$1,000	Leinberger	Rena	\$1,200	Miiller	Susan	\$400
Heath	Foster	\$1,500	Lempka	Wayne	\$1,000	Miller	Robert	\$1,200
Heiz	Nancy	\$400	Lendvay	Linda	\$500	Millham	Rosemary	\$1,200
Hellmann	Norbert	\$400	Lesperance	Jeffrey	\$500	Mimlitsch-Gray	Myra	\$1,200
Hero	Claire	\$400	Lettis	Harriet	\$1,136	Miraldi	Robert	\$1,200
Hewett	Heather	\$1,200	Lewis	Jeffrey	\$600	Montecalvo	Wayne	\$400
Highley	Tonda	\$500	Lewis	Susan	\$725		Berna-	
Hill	Melanie	\$1,200	Li	Keqin	\$1,200	Morris	dette	\$725
Hines	Aaron	\$1,000	Lin	Jun	\$1,200	Morrison	Heather	\$1,200
Ho	Hon	\$1,200	Lipson	Daniel	\$1,200	Morrow	Maureen	\$1,200
Hobby	David	\$1,200	Liu	Shuguang	\$1,200	Moysey	Robert	\$500
Hoff	Shaun	\$1,000	Lizardo	Carmen	\$725	Mozayeni	Simin	\$1,200
Holland	Mary	\$725	Lloyd	Gweneth	\$500	Mulready	Cyrus	\$725
Holmes	Tabitha	\$1,200	Lohan-	Maureen	\$500	Mumper	Joel	\$1,136
Hooper	Ryan	\$1,000	bremer			Murnan	Mary	\$500
Hoyt	Keith	\$600	Lord	Kathleen	\$1,200	Murray	Terry	\$725
Humphreys	Michael	\$600	Lovett	Sarah	\$1,200	Nack	Garry	\$1,136
Hurley	Kristen	\$500	Luethi-	Allison	\$1,200	Nelson	Kimberly	\$600
Isabelle	Aaron	\$1,200	Garrecht			Newcomb	Matthew	\$1,200
Izadi	Baback	\$1,200	Lukaszewsk	Kimberly	\$725	Noble	Robert	\$800
Janeiro	Isidoro	\$725	i			Noel	Andrea	\$1,200
Johnson	Michelle	\$1,000	Lundergan	Edward	\$1,200	Norte	Grant	\$1,000
Johnson	Nancy	\$1,200	Lyons	James	\$500	Nystrom	Kenneth	\$1,200
Jones	Lisa	\$725	Ma	William	\$400	Obach	Brian	\$1,200
Junge	Marvin	\$1,200	Majak	Julieta	\$1,136	O'Brien	Brendan	\$1,000
Kahl	Mary	\$725	Malloy	Michael	\$1,136	Olsen	Thomas	\$1,200
Kanan	A	\$725	Mano	Joan	\$1,200	Osowski	Anne	\$1,000
Kassel	Paul	\$1,200	Martin	Samantha	\$600	Ostrouch	Lisa	\$1,100
Kassop	Nancy	\$1,200	Martucci	Vincent	\$1,200	O'Sullivan	Julie	\$600
Kastner	Mary	\$875	Maryanova	Sofya	\$400	Otis	Michael	\$1,200
Kaufman	Peter	\$2,200	Mason	Nancy	\$500	Ozler	Serife	\$1,200
Kelder	Richard	\$600	Mass	Spencer	\$1,200	Palen	James	\$1,136
Kelly-Barra	Clare	\$1,000	Mather	Elton	\$725	Parameswa-	Gowri	\$1,200
Kempton	Daniel	\$1,200	Mattson	Rachel	\$1,200	ran		
Kenney	Keith	\$1,000	Maxwell	Maureen	\$1,137	Parisi-Phillips	Jill	\$1,200
Kerner	Jaclynne	\$725	Mayer	Edward	\$1,200	Pasti	Sara	\$1,000
Kesselman	Amy	\$1,200	Maynard	Douglas	\$1,200	Paton	Fiona	\$1,200
Kitsakos	Stephen	\$1,200	McAllister	Valerie	\$1,000	Patterson	Michael	\$1,000
Kniffen	Laura	\$500	McCaw	Dawn	\$1,000	Pennella	Candice	\$1,000
Konowitz	Ellen	\$1,200	McCoy	Katherine	\$1,200	Perisse	Joan	\$400
Labbato	Daniel	\$725	McGlinn	Lawrence	\$1,200	Pletch	Andrew	\$1,200
			Meeker	Lauren	\$1,200	Pollard	Jeffrey	\$1,000
			Mejias	Alicia	\$500	Porras	Luz	\$1,200

Discretionary Salary Increases (DSI) Awarded to SUNY New Paltz Employees, 2011 continued...

Poser	Jessica	\$1,200	Senko	Corwin	\$1,200	Trahan	Robert	\$1,136
Puthoff	Emily	\$1,200	Serino	David	\$1,136	Trapp	Emily	\$1,136
Ransome	Raymond	\$1,136	Seward	James	\$1,000	Tsai	Chihyang	\$1,200
Raskin	Jonathan	\$1,200	Sharp	John	\$725	Tuck	Jessica	\$1,200
Rayburn	John	\$1,200	Shary	Rhonda	\$400	Turk	Stella	\$1,200
Reinking	Jeffrey	\$1,200	Shen	Anyuan	\$1,200	Uchmanowicz	Pauline	\$1,200
Richardson	David	\$1,200	Shifan	Anat	\$1,200	Valens	Jason	\$725
Rigolino	Rachel	\$1,200	Shimada	Akira	\$1,200	Varga	Andrea	\$1,200
Rinschler	Dana	\$500	Shock	Vika	\$1,000	Vargas	Michael	\$725
Roberson	Sarah	\$1,000	Shuipis	Elizabeth	\$500	Vargas	Beth	\$1,000
Roberson	Timothy	\$1,136	Shumway	Justin	\$750	Velez-Velez	Roberto	\$1,200
Robinson	Stuart	\$1,009	Sileo	Jane	\$1,200	Vermeulen	Karla	\$1,200
Rooney	Mercedes	\$1,200	Sillner	Bruce	\$1,000	Viswanathan	Navin	\$1,200
Roper	Louis	\$725	Simons	Joshua	\$1,100	Vitale	Shanna	\$1,000
Roschelle	Anne	\$1,200	Sims	Shannon	\$3,000	Vlachos	Joseph	\$400
Roth Tucci	Marcia	\$1,000	Siska	Catherine	\$800	Vollmer	Frederick	\$1,200
Rowe	Laurence	\$1,000	Skillman	Matthew	\$1,000	Vora	Davina	\$1,200
Roztock	Narczyz	\$1,200	Smailer	Megan	\$1,136	Wade	John	\$1,200
Ruffini	Frank	\$1,136	Smith	David	\$1,136	Wagner	Robert	\$600
Rust	Jonathan	\$1,800	Smith	Linda	\$1,136	Wagner	Erica	\$1,000
Saklad	Nancy	\$725	Smith	Robin	\$1,200	Waldo	Jennifer	\$1,200
Salend	Spencer	\$1,200	Smith	Michael	\$1,200	Walker	Lucille	\$1,100
Salerno	Michael	\$500	Smulcheski	Fran	\$600	Wallace	Pamela	\$400
Sandick	Alise	\$1,200	Spangler	Lynn	\$2,200	Waltermaurer	Eve	\$1,200
Sarno	Katherine	\$400	Speedling	Christian	\$600	Ward	Carol	\$1,000
Sarrantonio	Thomas	\$1,200	Speth	Lura	\$1,136	Watts-Politz	Irene	\$1,200
Saunders	Kevin	\$1,136	Spilman	Emily	\$1,000	Wawrzonek	Jennifer	\$500
Savard	Brian	\$1,000	St John	Pamela	\$725	Weatherly	Michael	\$600
Sawyer	Mary	\$1,200	Stapell	Hamilton	\$1,200	Wechsler	Alice	\$1,200
Saxe	Patrick	\$600	Stevens	Mary	\$1,200	Welenc	Charles	\$600
Schackman	Daniel	\$1,200	Stokes	Suzanne	\$1,200	Werner	Daniel	\$725
Schmidt	Maynard	\$500	Stoneback	Harry	\$1,200	Whalen Smith	Heather	\$1,200
Schneidewind	Nancy	\$725	Strano	Kimberly	\$725	Wheat-Schmidt	Cheryl	\$1,200
Schulte	Scott	\$1,136	Strickland	Elizabeth	\$1,200	Whitaker	Chris	\$600
Schultz	Laura	\$500	Suckie	Camille	\$1,000	White	William	\$1,136
Schultz	Sally	\$1,200	Sullivan	Patricia	\$1,200	Whittaker	Catharine	\$1,200
Schwartz	Jonathan	\$1,200	Sumnick	Karen	\$500	Williams	Brian	\$1,000
Scott	Rendesia	\$800	Thompson	Mary	\$400	Wilson	Beth	\$1,200
Scott-Childress	Reynolds	\$1,200	Thompson	Russell	\$1,000	Winograd	Greta	\$725
Seaman	Matthew	\$600	Tikoo	Surinder	\$1,200	Winters	Richard	\$500
Selkowitz	Nancy	\$400	Tillman	Kathleen	\$725	Wolf	Reva	\$2,200
Semenchuk	Danielle	\$1,000	Tobin	Kathleen	\$1,100	Wolfe	Eleanor	\$800
Sener	Tulin	\$1,200	Flusser	Geralyn	\$1,000			
			Torrone					

Last name	first	amount
Wood	Frank	\$600
Woodin	Jennifer	\$725
Woods	William	\$1,136
Woods	Michelle	\$1,200
Wrench	Jason	\$1,200
Wyman	Sarah	\$1,200
Yuan	Lijun	\$1,136
Zielinski	Dariann	\$600
Zunoubi	Moham- mad	\$1,200



UUP College Scholarship Fund Undergraduate Award

The UUP College Scholarship Fund was created by the union to celebrate its members' commitment to academic excellence and the life of the mind, and to their endeavors in the promotion of social justice.

The UUP College Scholarship Fund gives scholarships in honor of UUP members and their families who have donated generously—in time and money—to the scholarship fund. UUP awards scholarships to recognize:

Eugene P. Link — A SUNY Plattsburgh professor emeritus of history who taught in New York's state university system for 35 years, the late Eugene Link was a highly regarded and respected professor. He dedicated his life to working families and to students who demonstrated an interest in unionism and the larger labor movement.

Robert F. Carter and Katherine K. Carter — The late Robert Carter was a SUNY Oswego associate professor of history and a UUP member for more than 25 years. His late wife, Katherine, made several generous donations to the scholarship fund in his memory.

Gertrude A. Butera — Gertrude Butera's unrelenting fundraising efforts have helped the scholarship grow since its inception in the mid-1980s to a sustained fund that rewards exemplary SUNY undergraduates. She was named an honorary trustee in 1993.

One-time scholarships of \$2,000 are awarded to SUNY undergraduates who demonstrate a commitment to academic excellence, social justice issues and labor ideals. The union gave its first undergraduate scholarships in 1988.

Who's Eligible

UUP College Scholarship Fund undergraduate applicants should:

- *Be full-time undergraduate students at a state-operated campus of SUNY who have completed at least 18 credits and have a cumulative grade-point average of at least 3.75;*
- *Exhibit dedication to the goals of the trade and labor union movements. In addition, applicants must demonstrate high integrity, a tireless quest for excellence in both academic and personal endeavors, and service to the community;*
- *Submit a copy of the bursar's receipt for their current semester to certify their full-time status and official transcript(s) from each college/university attended;*
- *Be in active, full-time attendance carrying a current load of at least 12 credits; and*
- *Demonstrate dedication to labor union values and social justice.*

In addition, applicants must show evidence of good character and service to SUNY and the community through letters and other documents.

A Selection Committee will review all applications and choose candidates to be interviewed. The number of scholarships awarded will be determined by the Trustees of the UUP College Scholarship Fund.

Finalists will be interviewed by the Trustees or their designees.

How to Apply

A complete list of scholarship eligibility requirements and applications may be obtained from campus **financial aid offices**; on the UUP website at www.uupinfo.org (click on Scholarships to get a fillable PDF application that can be emailed to kplowman@uupmail.org); or by writing to UUP College Scholarship Fund, P.O. Box 15143, Albany, N.Y. 12212-5143.

Dodgy Definitions of Merit by Steve Street



Steve Street, right, receiving the Favez Samuel Award for Courageous Service by Part-Time Faculty from UUP President Phil Smith at the Fall Delegate Assembly in Buffalo, September 2010.

Just into fall semester I lost my breath. As it turned out, a melanoma I'd undergone treatment for 12 years ago has shown up again, primarily in my lungs. For a long-term adjunct, I'm extremely fortunate: I have health insurance. I qualified for sick leave under the Family and Medical Leave Act, and support from family and friends freed me up to deal with the Stage IV diagnosis and a new treatment that, amazingly, should allow me to return to work in the spring.

So with the size of those fish in my pan, can you believe that what I've been mulling lately has been why my college denied the application for a merit-pay raise that I dropped off on my way to the emergency room?

I'm not looking for pity or tears here. The Israeli writer Amos Oz once said that the most parochial of stories have the best chance of becoming the most universal. And though some of the particulars of my adjunct career might constitute a worst-case scenario, they illustrate a dynamic of the two-tiered faculty system that goes beyond the commonly conceded wisdom that teachers with offices can do more good than teachers without.

Applicants who are denied a merit raise don't receive any specific notification of that in the first round of the written protocol for "discretionary salary increases"—that's the name that my state university system gives to its merit-pay program, in which the equivalent of 1 percent of each campus's payroll is earmarked for merit raises. If you don't hear by a certain date, you can assume you didn't get a merit

raise and can file an appeal. If that, too, is denied, the college president writes a letter informing you of the decision and thanking you "for your continued service."

The policy for awarding merit raises states that their purpose is "to reward and encourage excellence in: teaching; scholarship or creative activity; campus and community service; professional performance." In practice, cynics say, the key word in the discretionary salary policy is "discretionary." They say the raises aren't an indicator of meritorious work so much as a signal of who toes the line and who doesn't, who makes waves and who doesn't. In that view, the raises are an administrative tool for fomenting dissension among the ranks.

The edition of the union newsletter that publishes who got merit raises, and for how much, is said to be the most widely read issue of the year. And the process of handing out those raises is always contentious among full-timers.

It's less so among part-time faculty members, who stand to gain or lose less than the full-timers. A former officemate who got a merit raise once told me that it amounted to an extra \$10 a week; the raises are more generous for the already better-paid full-timers.

Another guideline for distributing the pay raises—"to redress base salary inequities"—is apparently less promising than it appears. Setting aside 1 percent of the payroll wouldn't even begin to fix the inequities in adjunct salaries. Even if it could, what administration would admit that the per-course amount paid to adjuncts constitutes an inequity, or that adjuncts must apply for a merit raise to have it redressed?

Actually, I did receive a merit raise once at another campus. A department chair nominated me for a raise after I'd developed and successfully taught a new course, helped her vet a new system for evaluating adjuncts, and scored particularly well on student evaluations. Keep in mind: I receive a per-course salary, not an annual salary. The chair had promised a true salary increase, which, for adjuncts paid by the course, could have added up, especially year after year. But instead of a \$75 increase in the amount I was paid per course, the \$75 raise I received was a flat annual bonus which, parceled out in my checks, amounted to a whopping \$2.35 more a week. The stink I raised probably figured in my nonrenewal at

that particular campus, after some dozen years of service.

You'd think I'd have learned my lesson. But in my seventh or so year at my present campus, I began applying for merit raises again, partly because no other changes—like a new job title—were available to me. (Call me crazy, but even adjuncts like a little recognition for our work.) I tried various approaches to the Catch-22 of proving my exceptional performance in a job that strictly limits my contractual obligations: Even though service, publications, and other professional development can help adjuncts solidify our position in a department, none of those can be acknowledged in evaluating our work for a merit raise. Our job descriptions cover teaching only, to help distinguish us from our tenure-track peers.

So this year, my ninth as a lecturer (although, as a writing teacher, I rarely lecture), I focused my application on my teaching. I highlighted my student-evaluation scores of over four out of five in my required first-year courses. I mentioned the new pedagogies I'd been using, the all-new syllabi I had developed, and the summer work I did scoring AP essays. I included comments from course evaluations such as this remark: "Thank you for reading every sentence of every essay," as if, in this student's experience at least, not all teachers do.

Of the 135 students I had taught in the period under review, almost 40 percent earned grades under C, calculated by a time-consuming (for me) but transparent (for students) 1,000-point system I devised. Only 13 percent earned an A. Of course I knew my application wasn't perfect. Hints had been dropped in faculty meetings that contributing to a newsletter promoting our program might help with merit awards, and I hadn't done that.

But in the end, it seems, merit raises to part-timers are handed out for a whole host of reasons that have little to do with our performance in the classroom. Our program is staffed by one tenure-track director, four full-time contingent faculty members on annual salaries, and 25 to 30 part-time adjuncts paid by the course. We all teach the same two writing courses, but part-timers teach three quarters of those classes—and that's our value to management.

In the business model's bottom-line view, our value as part-timers lies in qualities that will ensure course coverage for the program: for example, in being the spouse or partner of a tenure-track faculty member (you offer a free long-term commitment with little financial urgency); in being a retired high-school teacher, hobbyist, or field professional, with a pension and career

satisfaction derived from outside academe; or in being newly credentialed, as I was 25 years ago, full of energy and happy to suffer for job experience.

Those are some of the qualities of part-time faculty members that the two-tiered system needs to reward first, especially in times of limited budgets. Not only because determining teaching excellence itself is so time-consuming and tricky, but because when part-time faculty members realize how hard good teaching can be—how much time, work, thought, knowledge, intuition, empathy, and emotional toughness it takes to do well, and how lousy it can feel to do it poorly—they might not be so willing to continue.

In fact, where adjuncts are concerned, one of the university system's final guidelines in awarding merit raises might be the most forthcoming: "to respond to market factors in an effort to *retain* [my emphasis] meritorious employees."

In my own case, given the value that academe in general places on part-time instructors, the merit-pay review committee might have simply figured that an employee like me didn't need an incentive to stay. After all, as a nine-year lecturer on the campus, with a 25-year academic career entirely off the tenure track, I won't be going anywhere soon (according to the common wisdom), no matter the quality of my work.

Possibly. Another dropped hint was a reduction in my contractual course load this year, from the habitual three courses a semester to two. Meanwhile, among the new lecturers introduced at our program's fall orientation was a 2011 graduate from our very own institution.

Tears might indeed be appropriate here, but not for me. One of the benefits of having worked for my state and its university system for as long as I have is health insurance at the group rate for life, irrespective of my course assignments—which sure comes in handy now. Amos Oz also said he considers curiosity a moral value, engendering, as it does, other values, like courtesy. Certainly a college education should instill curiosity. But what values are engendered by a self-justifying system that, even if regretfully and for reasons of financial exigency, can reward most what helps perpetuate the system itself?

Steve Street is a lecturer in the writing program at SUNY's Buffalo State College. He has taught writing and literature in colleges and universities since 1980, never on the tenure track. He is a member of United University Professions and the New Faculty Majority, and writes occasionally for the Adjunct Track column in the Chronicle of Higher Education.

UUP Events in March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<i>11, Part-time Labor-Mgmt. 12, Chapter Meeting at the Terrace</i>	<i>1 5, Contingent Concerns Committee, UUP Office</i>	<i>2 4, Spring Leadership Mtg, Saratoga Springs</i>	<i>3</i>
<i>4</i>	<i>5</i>	<i>6 12, Workshop/luncheon for professionals, SUB 418</i>	<i>7 12.15, Meeting/lunch for Departmental Reps, CSB 110</i>	<i>8</i>	<i>9 3.30, Labor-Management Meeting</i>	<i>10</i>
<i>11</i>	<i>12</i>	<i>13</i>	<i>14 11, Executive Committee Meeting, JFT 1010</i>	<i>15</i>	<i>16</i>	<i>17</i>
<i>25</i>	<i>26</i>	<i>27</i>	<i>28 11, Part-time Labor-Mgmt. 12, Ex.Comm. JFT 1010</i>	<i>29</i>	<i>30</i>	<i>31</i>

Tuesday, April 3, 3.30 pm, Faculty Forum, The Terrace

Chapter Committees 2011-2012

Affirmative Action Committee

Jerry Persaud, Comm. & Media, 257-2631, persaude@newpaltz.edu (chair)
 Elissa Greene, Design & Construction, 257-3309, greenee@newpaltz.edu
 Patricia Noble, Comm. & Media, 257-3450, noblep@newpaltz.edu
 Claudette Aldebot, Residence Life, 257-5501, aldebotc@newpaltz.edu
 Wayne Lempka, Art Museum, 257-3845, lempkaw@newpaltz.edu

Communications Committee

Rachel Rigolino, English, 257-2731, rigolnr@newpaltz.edu (chair)
 Beth Wilson, 257-3896, Art History, wilsonb@newpaltz.edu
 Jacqueline DuBois, Financial Aid, 257-2598, duboisj@newpaltz.edu
 Marcia Tucci, Advising, 257-3044, tuccim@newpaltz.edu
 Abigail Robin, English (ret.), robina@newpaltz.edu
 Susan Lehrer, teachers@newpaltz.edu

Community Outreach/Coalition Building

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 Claudette Aldebot, Residence Life, 257-5501, aldebotc@newpaltz.edu
 Abigail Robin, English (ret.), robina@newpaltz.edu
 Elissa Greene, Design & Construction, 257-3309, greenee@newpaltz.edu
 Emily Trapp, IMS, 257-3634, trappe@newpaltz.edu
 Beth King, Career Resource Center, 257-3278, kingb@newpaltz.edu
 Joshua Simons, CRREO, 257-2845, simonsj@newpaltz.edu

Contingent Concerns Committee

Ed Felton, Art/Wood Design, 257-2792, feltone@newpaltz.edu (chair)
 Yvonne Aspengren, Languages, Lits. & Cultures, 257-3490, aspengry@newpaltz.edu
 Beth Wilson, Art History, 257-3896, wilsonb@newpaltz.edu
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 Salvatore Engel-Di Mauro, Geography, 257-2991, engeldis@newpaltz.edu
 Danielle Schuka, Development, 257-3385, schukad@newpaltz.edu

Legislation/Political Action

Glenn McNitt, Political Science, 257-3553, mcnittfg@newpaltz.edu (chair)
 Irwin Sperber, Sociology, 257-2772, sperberi@newpaltz.edu
 Kevin Caskey, Business, 257-2659, caskeyk@newpaltz.edu
 Rosemary Millham, Secondary Ed., 257-3118, millhamr@newpaltz.edu

Membership Development Committee

Alan Dunefsky, Development, 257-3986, dunefska@newpaltz.edu (co-chair)
 Spencer Salend, Educational Studies, 257-2842, salends@newpaltz.edu (co-chair)
 Shannon Roddy, Foundation, 257-3244, roddys@newpaltz.edu
 Ed Felton, Art/Wood design, 257-2792, feltone@newpaltz.edu
 Kevin Saunders, Computer Services, 257-3893, saunderk@newpaltz.edu
 Rob Moysey, Residence Life, 257-4601, moysey@newpaltz.edu

New Priorities Committee

Donna Goodman, Development (ret.) 255-5779, goodmand@newpaltz.edu (chair)
 Tom LaBarr, Elect. & Comp. Engineering, 257-3733, labarrt@newpaltz.edu
 Lisa Ostrouch, Institutional Research & Planning, 257-2647, ostroucl@newpaltz.edu

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.

Website Development Team

Linda Smith, Academic Computing, 257-3188, smithl@newpaltz.edu (coordinator)
Julie Gorewski, Asst. Professor, Secondary Education, 257-2856, gorlewsj@newpaltz.edu
Jacqueline Dubois, Financial Aid, 257-2598, duboisj@newpaltz.edu
Lucy Walker, Institutional Research, 257-3228, walkerl@newpaltz.edu

Women's Rights and Concerns Committee

Maryalice Citera, Psychology, 257-3476, citeram@newpaltz.edu (chair)
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Giordana Grossi, Psychology, 257-2674, grossig@newpaltz.edu



Executive Board Meeting
October 11, 2011
(Photo: Susan Lehrer)

Are you moving?

It's important to fill out a card or update your information

If you want to receive your UUP mail and vital Benefit Trust Fund information, it's important to fill out a Change of Address card and send it to the union's Administrative Office. Mail the completed form to:

United University Professions
P.O. Box 15143
Albany, N.Y. 12212

For additional forms, visit www.uupinfo.org/benefits/forms.html or call the Fund Office at (800) 887-3863.

United University Professions
CHANGE OF ADDRESS CARD
P.O. Box 15143
Albany, NY 12212-5143
800-342-4206

Please Print in Ink and Sign

Is this change for UUP Benefit Trust Fund Records? Yes ___ No ___
Is this change for UUP Membership Records? Yes ___ No ___

Name (Last, First, Middle Initial) _____ SS # (Optional) _____

Old Address - Number & Street _____ City, State, Zip Code _____

New Address - Number & Street _____ City, State, Zip Code _____

New Telephone Number _____ Effective Date Of Change _____

Member Signature X _____

Executive Committee 2011-2013

CHAPTER OFFICERS:

President	Peter D.G. Brown, Languages, Literatures & Cultures, ret.	x2783	brownp@newpaltz.edu
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Vice President for Professionals	Linda Smith, Academic Computing	x3188	smithl@newpaltz.edu
Vice President for Part-Timers	Edward Felton, Wood Design	x2792	feltone@newpaltz.edu
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William Capowski

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Chapter Assistant:

Mary Ann Thompson

x2770

thomsom@newpaltz.edu



By the numbers

Did you know that union
women earn

32%

more than nonunion women?

Source: U.S. Department of Labor, January 2009



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					
	Current	YTD	AFTER TAX DEDUCTIONS		
Regular Before Tax Health	456.78	1,234.56			Current YTD
Supplemental Ret. Annually Prog.	678.90	5,678.90			UUP Member 26P 34.56 456.78
TIAA Retirement Before Tax	56.78	1,234.56			

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.

You Must Join UUP to become a Member and Vote on any New Contract!

Not sure if you are a member? Call Mary Thompson, ext. 2770, to find out.

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.



**United University Professions
New Paltz Chapter**

**SUNY New Paltz
Lecture Center - 6A
1 Hawk Drive
New Paltz, NY 12561**

**Phone: 845-257-2770
Fax: 845-257-2741**

**Mary Thompson, Chapter Assistant
845-257-2770
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