



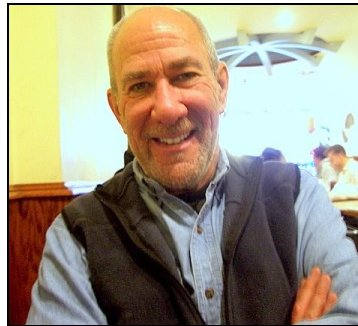
# The Bullhorn

**Special Campus  
Equity Week Edition**

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## Giving Thanks, the Union Way by Peter D.G. Brown, Chapter President



Autumn is a favorite time of year for local residents and visitors alike, when the scenic beauty of our Mid-Hudson Valley is heightened by extravagant splashes of reds, yellows, oranges and browns. Our thoughts turn to fixing the furnace, patching up the roof, hot cider, winter holiday plans and that most American holiday of all, Thanksgiving.

Beginning at the latest in kindergarten, we learn to see this holiday as one that brings loved ones together for a feast celebrating all that we cherish—a bountiful harvest, family, friends, the joys and comforts that

come with a life blessed by a beneficent Provider. Some critics and cynics, on the other hand, dismiss the holiday as being commercially exploited or one that masks the brutal realities of European imperialist expansion and genocide.

Apart from the religious, historical, familial, social and culinary aspects of Thanksgiving, as unionists we have much to be grateful for: a living wage; a measure of job security; health insurance, including dental and vision plans; a pension; social security; family and sick leave; a two-day weekend; discounts on many products and services, even pet insurance. These have all come about as a result of more than a century of union struggles and hard bargaining. And while we give thanks for all these hard-won achievements, we need to be exceedingly vigilant, since most of them are

*Continued on p. 2*

## Historic Constitutional Amendments Recognizing Contingent Faculty Approved at UUP Delegate

At its fall Delegate Assembly in Albany, NY, United University Professions (UUP), the nation's largest higher education union, took a series of significant steps to amend its Constitution and highlight the growing number of contingent employees in its ranks. The New Paltz chapter was one of four chapters that had originally sponsored the amendments brought before the UUP Fall Delegate Assembly. In a five-hour marathon plenary session beginning at 8am on Saturday, September 24, some 300 delegates debated the proposals and mustered the requisite two-thirds majority to pass five Constitutional amendments.

These amendments define "contingent" as those academic and professional faculty members appointed to any position which does not prescribe eligibility for continuing or permanent appointment. Other amendments to the UUP Constitution:

- provide membership protection for contingent members who go on and off payroll during the membership year;
- establish an elected Officer for Contingents at each of UUP's chapters throughout New York State;

*Continued on p. 3*

*Giving  
Thanks,  
continued  
from p. 1*

now in danger of being gradually chipped away or completely disappearing before our very eyes.

In Wisconsin, Ohio, Florida and elsewhere around the country, hard-earned union organizing rights are being stripped away. We are in danger of losing our entire middle-class way of life, as opportunistic politicians blame public service labor unions, like our own, for causing the current economic mess we find ourselves in. Forget Wall Street greed and obscene bonuses, forget banks eager to issue toxic sub-prime mortgages, forget enormous tax loopholes, lack of adequate regulation, special-interest lobbying efforts benefiting mainly corporations and the super-rich! Unions have begun to lose their rights, and their members are seeing their wages stagnate or decrease, pensions are becoming more miserly, health benefits are decreasing or becoming more expensive, job security is becoming rarer as jobs are being outsourced overseas or filled with lower-tiered and contingent labor.

Throughout SUNY and here at New Paltz, we are seeing the same thing. Everyone is being asked to do so much more for less. On campus, our academic members are being asked to teach more hours and larger classes with more students, while many professionals have substantially increased workloads resulting from "reorganization" and attrition. Our members are justifiably frustrated and angry about a situation that just seems to be getting worse from one semester to the next.

Students are also angry about a lot of things: higher tuition, fewer course options, larger classes, the staggering burden of higher tuition loan debt and the dwindling prospects of finding decent jobs upon graduation (see p. 9). Grassroots protests on Wall Street and throughout the country this fall have highlighted the need to correct the severe economic imbalance that has grown over past decades. We appreciate and gratefully support this idealistic activism, absent for so long, to restore some measure of economic justice. On October 6, our New Paltz chapter became the very first one within UUP to formally to support the Occupy Wall Street protest movement for economic justice (see p. 8). Others are sure to follow our lead.

At the bargaining table for new statewide public service contracts, public service unions are being offered zero wage increases for the next several years, which means significantly reduced buying power due to inflation. New York State has asked employees to accept a number of furlough days, resulting in a further decrease in wages. The State

also wishes to increase our medical co-pays and degrade the pensions of new hires.

So, while we give thanks for our good fortune at home, in churches and synagogues, we need to unite and work together to ensure that our hard-earned gains of the past do not erode away. We can be thankful that we have a determined UUP President, Phil Smith, who recently addressed our members at a chapter meeting and told them to *stand firm in supporting our union at the bargaining table and not cave in to layoff threats and other public scare tactics.*

Since taking over as Chapter President in June, I have worked with our Vice Presidents and other officers to strengthen the union by increasing activism and involvement on the part of our members. We now have activated seven committees working on Affirmative Action/Diversity, Communications, Community Outreach/Coalition Building, Contingent Concerns, Legislation/Political Action, Membership Development and Women's Rights & Concerns. Our Executive Committee now regularly meets bi-weekly to handle the growing volume of business. We are devising a campus-wide mentoring program and are developing a student internship for the spring semester to assist our committees. Thus far, we have provided two on-campus luncheon workshops for professionals and one specifically for academics, with others planned for the spring.

We unionists have plenty to be thankful for, some of which is highlighted in the current issue of *The Bullhorn*: our diverse and increasingly active members (pp.29-34), our hard-fought labor history (p. 28), historic amendments to the UUP Constitution recognizing the nearly 40% of our membership whose employment is marked by contingency (p. 4), our members' creativity, humor andchutzpah when faced with life-threatening illness (p. 27). The union is not any one person or group, nor is it some third-party entity in Albany or an office in the basement of the Lecture Center.

The union is us: you, you, you and I, all of us together. Some of us are devoting many hours a day to UUP, some an hour a week, but everybody has the ability to give one hour a month to building a better union. The more you participate in the activities, the fabric and the general life of the union, the stronger we will be in facing up to the very real threats to our livelihood. The union exists to assure that we all have plenty for which to be thankful, both now and in the years ahead.



**Maryalice Citera, chair of our Women's Rights and Concerns Committee and Donna Goodman, Chair of our Community Outreach/ Coalition Building Committee at the Delegate Assembly.**

- reconstitute the statewide Part-Time Concerns Committee as the Contingent Employment Committee;
- require the statewide UUP Executive Board to have "no fewer than one contingent member."

These Constitutional amendments evolved from the recommendations of UUP's *Task Force on Contingent Employees Report* published in February 2010. (<http://www.uupinfo.org/reports/TFCE%20Report.pdf>)

The UUP chapters at Albany, Cortland, New Paltz and Oneonta drafted the proposed Constitutional amendments and submitted them to the statewide Executive Board over the summer. The Executive Board further modified the proposed Constitutional changes before recommending their adoption at this weekend's Delegate Assembly.

New Paltz Chapter President Peter D.G. Brown, a national advocate for contingent equity, expressed his gratitude to the UUP leadership for the action formally taken by the 35,000-member union over the weekend:



"I am deeply grateful to UUP President Phil Smith and the other statewide officers for their invaluable support of our proposals. These Constitutional changes represent a significant organizational acknowledgment of historical developments. Over the past three decades, contingent academic labor has grown here as elsewhere, currently comprising some 40% of all those represented by UUP throughout the State University of New York. For the first time in the history of our union, contingent employees are inclusively recognized as such, and not inaccurately labeled as 'part-timers.' Many contingents at SUNY New Paltz and around the country actually work full-time. Some teach more classes than 'full-timers' and have been doing so for more than a decade. Now that contingency has been openly acknowledged in our



**Ed Felton, Vice-President for Part-Timers**

Constitution, we are in a better position to deal with the serious educational issues resulting from marginal job security, compensation and academic freedom."

The Constitutional amendments adopted by the Delegate Assembly go into effect immediately.

**Beth Wilson, Art History, Delegate**

**For more images from the DA, see page 18**



## The Connection

### Constitutional Amendments, Elections Highlight 2011 Fall DA



***UUP President Phil Smith presides over the union's Fall DA Sept. 23-24 in Albany.***

The union's 300-plus delegates took action on nine constitutional amendments, including six that recognize the expanding role of contingent faculty in SUNY and UUP. Among the amendments approved by the delegates is one that

recognizes UUP members are either academic or professional but may also be contingent, and a second that provides UUP membership for contingent members from Sept. 1 to Aug. 31 each year, should they go on and off payroll during the membership year.

A special election was conducted to fill the unexpired term of vice president for professionals. J. Philippe Abraham of UAlbany won election to fill the position until May 31, 2012. Idalia Torres of Fredonia won election as an at-large professional on the Executive Board to fill Abraham's unexpired term through May 31, 2012.

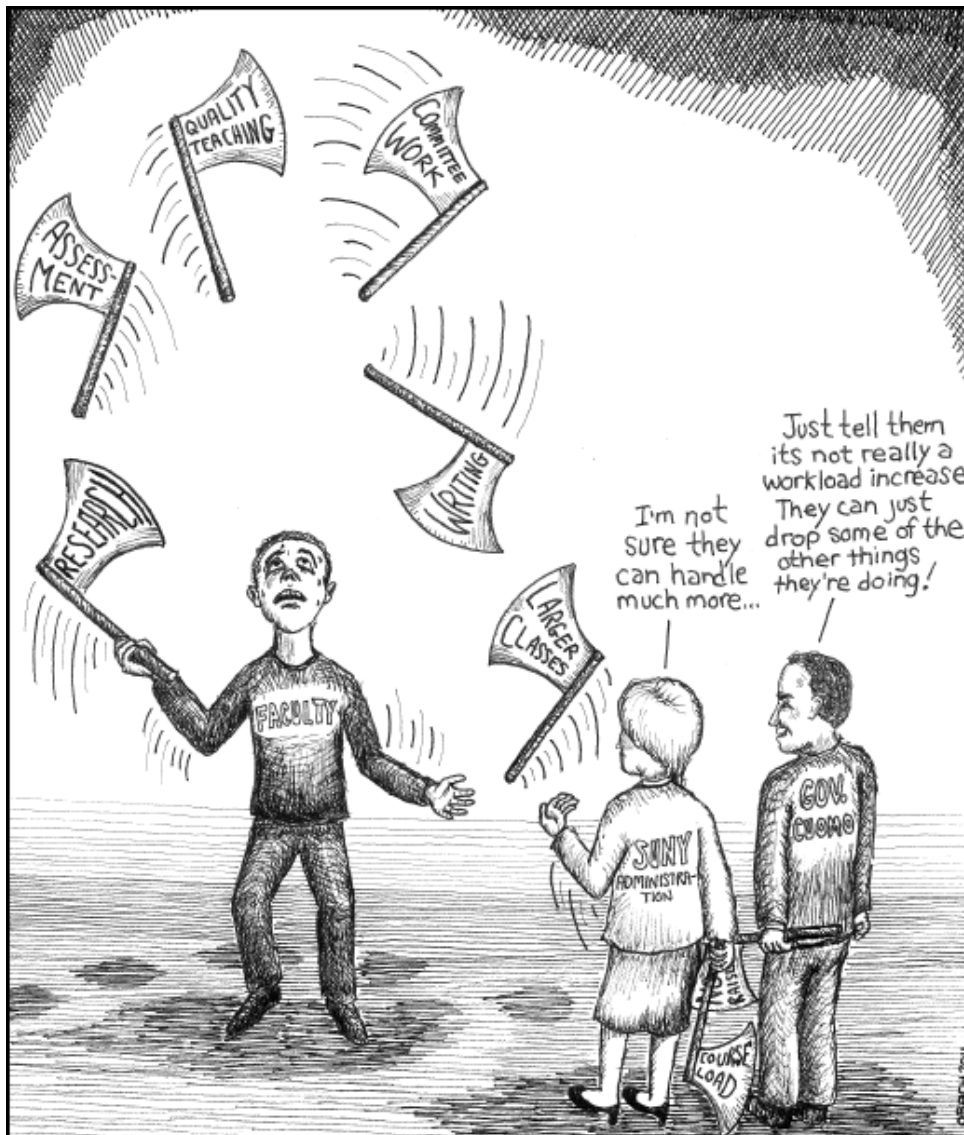
Delegates also honored four SUNY students who received UUP College Scholarships. The students standing with President Smith are, from left, Annmarie McGonagle who attends Plattsburgh; Sarah Caputi, Buffalo State; AJay DaleyKeyser, Plattsburgh; and Sara Cooper, Oswego. A fifth student, Daniel Pitcher of Cortland, was unable to attend. Pitcher had been awarded the first William Scheuerman Post Baccalaureate Scholarship.



***The students standing with President Smith are, from left, Annmarie McGonagle who attends Plattsburgh; Sarah Caputi, Buffalo State; AJay DaleyKeyser, Plattsburgh; and Sara Cooper, Oswego.***

UUP also honored Lorna Arrington of Buffalo Center with the Nina Mitchell Award for Distinguished Service; Jan Tewes of Morrisville with the Faye Samuel Award for Courageous Service for Part-time Academic and Professional Faculty; and Ed Alfonsin of Potsdam as Outstanding Active Retiree of the Year.

Former VP for Professionals John Marino was also honored for his union service. Marino served as statewide VPP for 11 years prior to his appointment as NYSUT/UUP associate director of staff.



Cartoon: Brian Obach

### **Negotiations update: Sept. 20 Health benefits, UUP demands discussed with state**

UUP's contract talks with the state continued Sept. 15 and 16. This negotiations session began with a health benefits presentation by the state. After a preliminary review and discussion of the state's health benefits proposal, UUP requested additional information.

The UUP Negotiations Team will complete its analysis of the state's proposal once it receives the requested information, and will resume discussion of health benefits at a subsequent negotiations session. After completion of the preliminary discussion of health benefits, UUP continued to present and explain its demands under the 25 contract articles and seven contract appendices it has opened for discussion.



## **The Negotiations Landscape: UUP and Other State Employee Unions**

UUP's Negotiations Team completed preliminary discussions with the State's negotiators in August and September and is now focused on the details of its contract proposals. UUP's proposals cover a broad array of issues involving 25 contract articles and seven appendices. The State's proposals involve compensation, health benefits, duration of a new contract, and furloughs. Other NYS employee unions have been engaged in contract discussions as well. CSEA (Civil Service Employees Association), which represents 66,000 state employees, recently ratified a new contract. In a ratification vote announced on September 27, the members of PEF (Public Employee Federation), which represents 56,000 state employees, rejected a contract with compensation, health benefits, and furlough provisions similar to those accepted by CSEA.

The PBA of NYS (Police Benevolent Association), which recently replaced Council 82 as the collective bargaining unit for 1,100 Forest Rangers and University, Park, and Environmental Police, has begun contract talks. A tentative agreement accepted by the former Council 82 was voted down by the membership and a decertification vote led to the replacement of Council 82 with the new PBA.

NYSCOPBA (New York State Correctional Officers and Police Benevolent Association), which represents over 23,000 state employees, will also be negotiating a new contract.

It's important for UUP members to keep in mind that no group of state employees is exactly alike and each union negotiates its own contract. As contract talks continue, please be wary of anything about the UUP contract that is presented in the press or discussed on campus. No one but UUP's Negotiations Team and President Phil Smith knows what's going on at the table. Details are not released to the public so anything you hear is purely speculation. Nothing is final until a tentative agreement on the entire contract is reached.

Periodic negotiations updates will be posted under "2011 Negotiations Information" on the home page of the UUP website ([www.uupinfo.org](http://www.uupinfo.org)). UUP's full package of contract proposals is also available at that site.

## Campus Equity Week

By Peter D.G. Brown, Chapter President

Campus Equity Week takes place every other year during the last week in October on campuses all over America. The aim of Campus Equity Week is to raise public awareness of the inequity surrounding contingent academic labor and expose higher education's "dirty little secret": only a quarter of all the teachers in American colleges and universities today are tenure-track faculty, while the other three-quarters are comprised of part-time adjuncts, full-time lecturers and other contingent faculty members or graduate teaching assistants.

In the first half of the twentieth century, the faculty in higher education was composed of full-time college teachers, nearly all of whom were hired with an expectation of a mutual long-term commitment between the institution and the faculty member. This commitment was expressed in a tenure or tenure-like employment relationship. Since mid-century a variety of short-term and part-time employment structures have emerged, sharing in common narrowing professional expectations and responsibilities usually limited to specific instructional duties. These non-tenure track employment structures are what have come to be termed "contingent" academic employment. They include part-time faculty assignments off the tenure track, term appointments, usually on a yearly basis, and a rapidly growing number of full-time term assignments with little or no formal commitment to future employment.

The inequity of compensation increases from year to year, i.e., *the gap widens every year* between what adjuncts are paid per course, and what full-time teachers receive for the exact same work. My own research, examining compensation here at SUNY New Paltz, clearly shows the growing inequity. Back in 1970, a beginning assistant professor received a salary of \$10,000 per year, exactly 10 times what an adjunct was paid to teach a single three-credit

course. By 2008, a beginning assistant professor was paid 17 times what an adjunct received for a single course.

A comparison between adjuncts and the college president is even more alarming. Back in 1970, the college president, John J. Neumaier, received a salary that was 32 times that of an adjunct teaching a single three-credit course. Today, President Donald Christian's salary is 86 times what an adjunct receives for teaching a single course, a whopping 165% increase! In real terms, when adjusted for inflation, adjuncts salaries are only half of what they were forty years ago, while the president's salary has increased by more than one-third.

The point is not that President Christian is overpaid; he may well be worth his weight in gold. The point is that the inequity, the gap between adjuncts and everyone else, is widening with every year. When asked how the administration plans to begin closing this gap, we are told repeatedly that there are no plans whatsoever to do so, that there is no intention to ever grant adjuncts another pay hike.

Adjuncts are largely excluded from departmental business, barred from faculty governance and deprived of a vote at faculty meetings. Many adjuncts can be dismissed without cause from one day to the next. The most job security they can ever acquire is the right to be given six weeks' notice before non-renewal.

The 313 adjuncts here comprise about half of all the teachers at SUNY New Paltz. They are the faculty our students are most likely to encounter during their first two years here. They teach the bulk of our labor-intensive General Education courses, yet they are paid less than the folks who sweep the floors at night. They are treated like domestic servants, who are expected to remain subservient and largely invisible.

That is what Campus Equity Week is all about.



## Resolution from UUP New Paltz Chapter Supporting the “Occupy Wall Street” Movement for Economic Justice



**Whereas** the greed embodied by many of the men and women of Wall Street, working only for the financial gain of themselves, was in large measure responsible for triggering the recent collapse of the United States economy, and

**Whereas** the ordinary working men and women of Main Street are now saddled with the responsibility of making the sacrifices needed to put right the wrongs done by that elite, and

**Whereas** the Delegate Assembly of United University Professions, representing its 35,000 members across New York State, has gone on record February 5, 2011, in support of extending the NYS so-called millionaire’s tax, and



**Susan Lehrer (Professor Emeritus, Women’s Studies) at the Occupy Wall Street protest this fall.**

**Whereas** some officials at all levels of government have frequently sought to demonize workers, in general, and unionized workers, in particular, and

**Whereas** the economic fortunes on Wall Street have rebounded significantly while those on the Main Streets of this nation remain in decline, and

**Whereas** numerous state and national labor organizations have already gone on record in support of the growing nationwide effort, now coalescing under the “Occupy Wall Street” movement for economic justice’s umbrella to call attention to the role Wall Street played in destabilizing the American economy, thus adversely affecting the lives and economic fortunes of millions of ordinary citizens, and

**Whereas** representatives from at least fifteen of this country’s largest labor unions recently joined the “Occupy Wall Street” protestors in a mass rally and march in New York City, therefore be it

**Resolved**, that the SUNY New Paltz Chapter of United University Professions supports the growing spirit of economic justice now manifesting itself in the streets of cities large and small all across America in the form of the “Occupy Wall Street” movement.

UUP New Paltz Chapter Executive Committee  
October 6, 2011



**Labor Union Presence at Occupy Wall Street (Photo credit Susan Lehrer)**



## Why Occupy Colleges? by John Pelletier

At noon Wednesday [Oct.5, ed.], thousands of college students from at least 75 colleges walked out of class as part of Occupy Colleges, which is the collegiate version of Occupy Wall Street. Students are angry and they want to show their support for the 99 percent of American citizens whom they feel are being ignored by our political leaders and fleeced by Wall Street. Given the Arab Spring and the unrest caused by the youth in these countries, is it surprising that America could be on the brink of a College Fall?

They are angry about the debt that many of them must obtain to go to college and that their employment opportunities look vastly different from the way they did in the fall of 2007. They are stunned by the lack of economic progress over the last three years. Certainly a freshman in the fall of 2008, when Lehman Brothers failed, thought that things would be fixed by the time he graduated from college.

They are angry that many will need to live with their parents for years after they graduate, and their parents are not so happy either. They are frustrated that they are going to be stuck paying down the national debt that has gone from approximately \$5 trillion in 2000 to nearly \$15 trillion today. They know that Social Security and Medicare will be vastly different for them than for their parents and grandparents. They are wondering why society is making them pick up the check when they were not even invited to have dinner at the restaurant. They feel as though their future has been mortgaged for the benefit of the Wall Street elite and the baby boomers.

In 2009, the average college debt for a graduating senior with debt was \$24,000. Outstanding student loan debt exceeded credit card debt for the first time in 2010. Interestingly, all consumer credit outstanding -- mortgage, home equity, auto loans and credit cards -- has declined by about 4 percent to 20 percent since the fourth quarter of 2008, with one exception: student loan debt is up 25 percent over that period. A 2008 study indicated that seniors graduated with an average of more than \$4,100 in credit card debt and that nearly 20 percent had credit

card debt in excess of \$7,000.

College costs, just like healthcare, have had a shocking multi-decade rise in cost that is more than double the inflation rate. College students are graduating into the worst job market since the Great Depression. The unemployment rate for young college graduates reached an all-time high in 2009 and has not been reduced much since then. Many are being forced to take jobs for which they are overqualified, so we see a business student working as a waitress or a law school graduate tending bar.



**Crowds at Occupy Wall Street (Photo credit Susan Lehrer)**

We should not underestimate the power of these "Occupy" grassroots movements. Our youth could channel their anger into a potent political force. Like Hosni Mubarak, the elites run the risk of underestimating the power of a large number of unemployed and underemployed educated young citizens armed with social media weapons to inflict significant damage. This Occupy movement could be 2012's answer to the Tea Party revolution of 2010. As I recall, the media and the political experts also underestimated the power of the Tea Party during its early days.

Of course they are angry -- wouldn't you be angry if you were graduating in the fall of 2012 with more than \$30,000 in debt and fearing that you may not be able to find a job? These student protests are a call for help from our leaders. Will our leaders hear them, understand them and help them?

*John Pelletier is director of the Center for Financial Literacy at Champlain College and was formerly chief operating officer of Natixis Global Associates and chief legal officer of Eaton Vance Corp.*

Originally published in *Inside Higher Ed*, October 7, 2011. To read original article and extensive comments, go to:

[Why Occupy Colleges?](#)

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## Adjuncts Seek Inclusion by Ed Felton, VP for Part-Timers



On Wednesday, September 28, UUP members attended a meeting of the New Paltz Chapter Contingent Concerns Committee (CCC). The CCC represents the interests of employees not eligible for tenure or permanent appointment.

### UUP empowers contingent employees

Chapter President Peter Brown spoke briefly about several constitutional amendments passed at the statewide UUP Delegate Assembly the previous weekend. One amendment enhances contingents' representation on the statewide UUP Executive board. Others formalize the category of "contingent" employees, warranting particular effort and attention by UUP in relation to pay-equity, job security and other issues. Brown and others described the amendments as another success in the effort to sharpen UUP's focus on issues facing part-time and full-time contingent employees on SUNY campuses.

### Inclusion not mirrored at SUNY New Paltz

While UUP endeavors to empower contingent employees, adjuncts at the September 28 CCC meeting expressed interest in seeing that inclusion replicated in their work life at SUNY New Paltz. Many issues were raised in the discussion.

One UUP member pointed out that while adjuncts are seemingly required to attend

recently announced Human Resources Mandatory Training Sessions, there is apparently no provision to compensate them for their time in attendance.

Another issue raised was that of being invited to department faculty meetings. Some adjuncts reported that their department welcomes adjuncts at faculty meetings and makes it known that they're invited to attend. Others said they'd be seen as intruders if they dared to attend their department's faculty meetings. It was also pointed out that adjuncts are not automatically added to the campus faculty/staff email distribution list (facstaf-l), adding to a feeling of being one step outside the life of the institution.

***While adjuncts point to many ways their contributions are recognized and respected by students and colleagues, frustrations remain, often with items at the core of professional life.***

Over the last few weeks, adjuncts in different areas have also reported office facilities and supply issues to the CCC. Improvements have been made in recent years regarding the availability of office facilities to adjunct faculty, but some are finding these facilities neglected. Finding a lack of essential supplies such as printer toner and copy paper, some have had to pay out-of-pocket to print syllabi and other necessary class materials.

While adjuncts point to many ways their contributions are recognized and respected by students and colleagues, frustrations remain, often with items at the core of professional life. The sum of these frustrations is a general feeling of being left out. Representing roughly half the teaching faculty at SUNY New Paltz, adjuncts yearn for a professional experi-

ence reflective of the core contribution they make.

### **Pay-equity remains a priority for UUP**

At the September 28 CCC meeting, this author recounted the events of 2004-2005, which led to a \$500 increase to adjunct compensation (from \$2,000 to \$2,500 per 3-credit course.) A series of actions and events sparked an unprecedented outpouring of support for a significant increase to adjunct pay. Literature was distributed, forums were held, departments passed resolutions and an explosion of email discussion ensued. An unprecedented 25% increase was announced by the administration in May 2005. Included in the change was the tying of adjunct pay to contractual salary increases.

At a Contingent Concerns Labor-Management meeting held Monday, September 26, administration officials told UUP that the 2005 increase was affirmed upon its announcement as “the last time” adjunct pay would be increased (p. 17). The administration also stated that, owing to NY State and SUNY fiscal policies, there is no way to fund an increase. When UUP asked how the 2005 increase was funded, the answer was “I don’t know.” When asked if it could be determined how the 2005 increase was funded, the administration initially provided the same answer. Interim Provost Cheryl Torsney then stated that she would ask SUNY statewide Provost David Lavalley (who was New Paltz’s Provost in 2005,) how the increase was funded.

The gap between adjunct and full time faculty salaries continues to widen. With the conviction that no problem presents itself for which there isn’t a solution, UUP will continue advocating for pay-equity.

### **CCC outlines simple strategy to compel changes**

Like the experience of 2004-2005, the CCC’s September 26 Labor-Management meeting

reinforced an essential point: What can happen in Labor-Management meetings depends largely on what is happening outside those meetings. In order for the administration to prioritize changes that are otherwise low on their list (or are not on their list at all,) faculty, staff and students need to make their voices heard.

Campus Equity Week – a national week of action held on college campuses every two years – will be happening the week of October 24. Over the next several weeks faculty, staff and students will have the opportunity to show their support for contingent faculty and staff in a variety of ways. The goal of Campus Equity Week and the activities leading up to it is to educate the entire campus community on the issues facing the faculty and staff members that are in the most vulnerable positions, while building unity and making a compelling case to the administration that changes are necessary and expected. Activities will include tabling, leafleting, classroom visits, press work and more.

***The gap between  
adjunct and full-  
time faculty  
salaries continues  
to widen***





## **UUP Calls for Fair Employment on the New Paltz Campus**

**UUP works for fair and reasonable employment for all members. During Campus Equity Week, October 24-28, we call particular attention to the working conditions of our contingent members.**

**Contingent employees constitute nearly half of all who teach on this campus. Yet their professional status, role and working conditions continue to be unfair and unreasonable. The Executive Committee of the UUP New Paltz Chapter asks that you join our on-going struggle to provide justice in the workplace for these and all employees.**

**Costs to attend college continue to escalate but less and less of this money is used to compensate those contingent employees who bear a significant responsibility for providing a quality educational experience to our students.**

**New Paltz relies heavily on adjunct faculty who are temporary with short-term contracts. Adjuncts are paid less for the same work performed by those with tenure or permanent contracts. For them there is no job security. Contingent employees can lose their jobs without cause and can have their courses cancelled without reasonable notice. Many work for poverty-level wages, without workspaces or adequate support and with reduced benefits. They have little or no voice in the decision-making process; participation in department business and faculty governance is restricted.**

**These and other inequities continue to worsen every year. Moreover, as injustices for contingents escalate, many others—especially administrators—working on our campus are enjoying increased salaries and improved benefits. Something definitely is wrong with that picture.**

**We cannot and should not stand by and do nothing as hundreds of our colleagues are treated with prejudice, disrespect and discrimination. Such treatment reduces the quality of education and the sense of community on this campus. Silence is not an option. Please join us in demanding equity for all employees on SUNY New Paltz Campus.**



### **Petition for Educational Quality, Fairness & Equity at SUNY New Paltz**

In recognition of Campus Equity Week, the undersigned students, faculty and staff at SUNY New Paltz call on the College administration to:

- (1) recognize publicly the enormous and invaluable contributions of contingent employees at SUNY New Paltz;
- (2) 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;
- (3) strengthen academic freedom, educational quality and stability of the faculty by increasing job security;
- (4) eliminate the arbitrary minimum and maximum number of courses that may be taught by part-time adjunct and full-time contingent faculty;
- (5) institute hiring practices that reward the competency and years of service of contingent employees;
- (6) establish class sizes that support quality teaching and learning for all teaching faculty;
- (7) preserve and protect existing personnel, programs and services at SUNY New Paltz.

**Sign & Print Name (indicate: Stud./Fac./Staff) Major/Department Contact Info. (optional)**

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Please copy, print and sign. If possible, collect additional signatures from colleagues and students—the more the better!

Return Petitions to: **UUP, SUNY New Paltz, Lecture Center 6A, New Paltz, NY, 12561.** Tel. 845-257-2770. FAX 845-257-2741. Sign online at: **<http://www.newpaltz.edu/uup>**.

### **Apathy Wins!**

**by Ed Hanley, Chapter Secretary**

The membership of another union representing state employees recently voted to ratify the contract offered to them by New York State. Well, at least some of them voted. OK – most of them didn't vote at all. In fact, less than half of the members even bothered to vote on their own contract. So for better or for worse, approximately 27 percent of the union's membership decided what the other 73 percent will live with. It seems that over 35,000 members were simply not interested. Interested in how much money they will have to put food on their own tables. Or pay their own mortgages. Or cover their own family's medical bills.

I suppose that people who aren't interested in such things probably shouldn't vote anyway. Better to let other people—smarter people—decide what's best for them and their families. Better to just sit quietly and wait for those other people to tell them what they deserve. Better that those other people should now assume the roles formerly played by kings, queens, czars, and emperors: to figure out just how little the peasants will accept without causing trouble so the state can squander the rest. Just like in the good old days. The days before ordinary people fought—frequently to the death—for the right to have a say in determining their own futures. For the right to decide just how they would or would not live their own lives. For the right to vote.

So to all of you who voted—well done! At least you tried. At least you cared. At least you used the power that was fought for and passed on to you by those who came before you. You have carried on the good fight and earned anew the respect and admiration of those who still recognize what you have done.

As for you serfs that didn't bother to vote: just pick up your shovels and go stand patiently in the czar's fields. Wait for someone better than you—perhaps a State official— to tell you and your family what to do next. You no longer have a say in the matter. Actually, you no longer matter at all.

The members have spoken. The matter is decided: long live King Andrew!

In an interesting footnote, a second union representing state employees recently turned down this same contract offer. In the face of this unexpected refusal to simply capitulate, it seems King Andrew is now willing to “tweak” his offer rather than risk an even larger uprising. In the high-stakes poker of contract negotiations, it appears the members of union #2 are better card players than the members of union #1.

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### **Why I Choose Not to Occupy Wall Street**

**by Rachel Rigolino, Grievance Officer**

Our ongoing economic meltdown has contributed to a growing income gap in the US, which is resulting in protests around the country and now the world. Members of the Tea Party and the Occupy Wall Street movements have taken the Hayek-Keynesian debate out of the classrooms (and Federal Reserve boardrooms) and into the streets. Their anger over financial malfeasance at the highest levels is justified. So, why did I abstain from voting along with my UUP Ex-Com members in favor of the Resolution Supporting “Occupy Wall Street”? My reasons are complex, but I am most disquieted by the speed at which Occupy Wall Street has become so quickly appropriated by politicians, media commentators, and the usual multi-millionaire celebs showing up for their photo ops. Instead of occupying Wall Street, I would like to see protestors occupy St. Andrew's Plaza to ask that criminal charges be filed against the “many [...] men and women of Wall Street” —and Washington—whose greed and incompetence contributed to our economic crisis. Of course, our ruling oligarchy, whose members mouth support for the protestors while directly benefiting from the largesse of the 1%, are not likely to respond to such calls, but this reality does not preclude a call—not for more rhetoric—but for meaningful legal action.



## **UUP New Paltz Chapter Labor-Management Meeting Notes: Sept. 21, 2011 by Ed Hanley, Chapter Secretary**

Administration Attendees: President Christian, VP DiStefano, Chief of Staff Wright, Asst VP Reid.

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

### **Agenda Items**

**1. Budget.** *Please update us on the College's evolving financial situation. What additional resources has the campus been provided by SUNY System after passage of NYSUNY 2020, and how are these being allocated? What impact has the decreased reliance on adjuncts had on course availability and class size?*

VP DiStefano stated the College has not received anything from SUNY System. However, the College does expect to net approximately \$1.8M in additional funds due to the recent tuition increase. Since funds will definitely be available to support them, fifteen searches for full time personnel have now been authorized and some of these funds will be devoted to those hires. As to the issue of course availability, the College has no data to indicate students were unable to get the classes they need. When President Brown asked if some of the non-renewed adjuncts had been hired back, Asst. VP Reid indicated that while the number of contracts awarded is known, there is no data available which compares who had a contract last semester vs. who has one now.

**2. Storm damages.** *In the aftermath of tropical storm Irene, please update us on the damages to College buildings. What is the financial impact of these damages projected to be? What steps is the College taking to deal with future storms? UUP greatly appreciates management's decision to arrange for an inspection by the Ulster County Department of Health and to hold a public forum on September 9 to provide an update and address questions from concerned employees.*

Per VP DiStefano, the College sustained approximately \$1M in damage. There may be some reimbursements coming from FEMA, and the College is working to secure any other reimbursements it may be entitled to as well. She noted that all staff moved back into affected workspaces have been provided a contact number to call regarding any concerns they may have. She emphasized that if people have any lingering issues and concerns about their workspaces, those issues and concerns will be addressed. Touching briefly on the ADA issues in Old Main, she also emphasized that the building is code compliant and that the College is going "over & above" to ensure it meets the needs of the building's occupants.

**3. Mentoring.** *UUP is interested in seeing a campus-wide mentoring program for professionals and academics, including part-timers. This is a challenging undertaking which has the best chance of success if the College administration would be willing to partner with UUP on programmatic development and implementation. Is this something we could work on as a joint labor-management project?*

Brown stated that Interim Provost Torsney seems favorably disposed towards some form of mentoring here at New Paltz. Reid stated that HR is already ramping up several training initiatives. VP Miller provided copies of a draft outlining a proposed mentoring program and explained that it was not a finished product but rather a starting point which could be built upon. Miller suggested that with a minimal investment, such a program might enable the administration to see benefits across the entire institution. Specifically, we would look for administration support in such areas as recognition for participation, workshop funding, and assistance with literature costs. Reid indicated she would like time to review the proposal. President Christian expressed strong support for the concept of better mentoring and also asked for more time to review the proposal.

**4. Workload.** *UUP requests ex officio representation on the task force being formed to study workload. Both academic and professional UUP members are experiencing increased workload in a variety of ways. Professionals are seriously impacted by restructuring and by attrition. What is the emerging course-load obligation for academics? If the course-load obligation for academics is being increased, is this being done uniformly throughout the different units? How does the College administration plan to adjust the component levels of workload to avoid an overall workload increase for UUP-represented employees?*

President Christian stated the administration's goal is to keep a cap on overall workload while adjusting the vari-

ous components which comprise it. Miller asked if there have been any efforts to track workload increases. Christian stated that tracking changes is one of the purposes of the task force. Further, one of its tasks will be to determine how to measure workload in meaningful ways so changes can be tracked. Regarding task force participation, Christian stated that as there is already strong faculty representation, UUP is essentially being represented by faculty members who are also UUP members. Brown asked specifically for two ex-officio representatives - one academic and one professional - on the task force. Christian pointed out the effort is really about workload for teaching faculty, not professional faculty. Brown then asked for one academic representative. Christian suggested that, as allocation of workload is a management prerogative, the more appropriate course would be to have the task force prepare its recommendations first. Once prepared, the administration could then meet with union representatives to discuss those recommendations.

**5. School of Education audit.** *Please discuss the recent audit of the School of Education. Which of the auditors' observations and recommendations are considered most useful? Are similar audits being contemplated for other schools and faculties?*

Christian stated that after the departure of a long-serving Dean, it was felt that having an outside perspective would be useful before beginning the search for a new Dean. The auditor's observations regarding inequities in release time/reassign time are considered particularly noteworthy and will be incorporated into the broader effort regarding workload. When Miller expressed some reservations about the quality of both the process itself and the resulting recommendations, Christian pointed out that while useful for providing a quick snapshot of where things stand presently, the audit will not be used to drive changes.

**6. Shared Services.** *What proposals has the College developed regarding the request by SUNY System for Shared Services? How does the College administration envision future developments impacting the campus?*

DiStefano stated that the College has not developed any proposals regarding Shared Services. Further, System Administration has not set any goals for individual campuses in this regard. However, numerous conversations have taken place regarding Shared Services and these are expected to continue. It is also likely that formal expectations regarding shared services may be forthcoming from System Administration in the future.



## **UUP New Paltz Chapter Part-Time Labor-Management Meeting Notes: Sept. 26, 2011 by Ed Hanley, Chapter Secretary**

### **September 26, 2011**

Administration Attendees: Interim Provost Torsney, Asst. VP Reid, HR Director Blades, HR Associate Director Papa

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

### **Agenda Items**

#### **1. Data requests**

*Please identify contingent faculty and staff, including appointment term lengths.*

VP Felton noted it is quite difficult to identify contingent faculty and staff based on their job titles and provided a partial, highly redundant list of such titles to illustrate the point. Asst. VP Reid stated that contracts for contingent faculty and staff are determined by SUNY policy and title. Titles are determined by PERB (Public Employment Relations Board) and the College is required by law to use the titles defined by legislation. Felton asked if it were possible to identify contract lengths by title. Reid replied that determining the contract length to be offered is a management prerogative and that the length of contracts is considered confidential personnel information.

#### **2. Part-time academic faculty non-renewals**

*How many part-time academic faculty were non-renewed last semester? How many of those have been reappointed? What are the Administration's plans in regard to reducing the number of part-time faculty this year?*

Reid pointed out that the numbers being requested had already been provided. She further indicated that the administration remains committed to reducing the number of adjuncts in favor of full time, tenure-track faculty.

#### **3. Adjunct compensation**

*The gap between part-time and full-time contingent academic faculty continues to widen; adjuncts earn on the average two-thirds of what lecturers earn per course. What can we do to begin to achieve equity among all contingents?*

Reid pointed out that DSI provides the only flexibility available in this regard. The administration cannot arbitrarily raise adjunct salaries. President Brown pointed out that there was indeed a salary "bump" in 2005. Reid stated that this was a one-time event. When Felton asked for more information about that salary bump, Interim Provost Torsney indicated she would ask David Lavalley for that information. Capowski observed that, even if it were not possible to make significant progress on the equity issue at present, it is one that must still be advanced on behalf of our members. Felton concurred, noting that New Paltz is already bucking the national trend on the use of adjuncts; perhaps it could do so regarding adjunct compensation as well.

#### **4. Streamlining the Lecturer reappointment process (in progress)**

UUP and the Administration have worked together on this over the last couple of years. The proposal was presented at the May 2011 Chairs' meeting and should now be ready to be adopted. Discussion of what steps need to be taken to complete this change.

Discussion of this item was deferred until a later date by mutual consent so that former Interim Provost Garrick-Duhaney could be present. She has been involved in moving the process forward from its inception and has expressed a desire to help bring it to a successful conclusion.



## 5. Job security

*How can we stabilize the workforce by moving to longer term appointments of contingent employees?*

Brown suggested that longer term appointments are a “win-win” situation for all concerned and thus in management’s best interests. He observed that quality of instruction can be adversely affected by the instability resulting from personnel turnover. Such turnover can also impact the College’s ability to evaluate its employees. Torsney asked if contingent employees were being properly evaluated presently. Reid noted the evaluation process varies widely. Torsney stated the evaluation of contingents is already on her radar; she will be talking with the Deans about this. She further stated that even if there is no requirement to evaluate contingents, doing so is simply good practice.

## 6. DSI

*What can we do to more fairly and effectively distribute DSI awards to part-time faculty and staff?*

Brown provided Torsney with a brief historical background on how DSI allocations are made for part-timers. He then outlined some proposed changes in that process to ensure that the entire 1% of adjunct payroll be distributed to part-timers and not be mostly given to tenure-stream faculty, as is currently the case. Reid stated that, with respect to the changes proposed, the administration has consistently indicated that it will not give up its flexibility in determining how DSI monies are allocated.

## Images from the Delegate Assembly September 24, 2011



**Young activist Redi Felton  
(son of Ed Felton) at the USPS  
Support Rally in Newburgh**



**Glenn McNitt; Ed Hanley, Academic Computing, Delegate and UUP Secretary; Richard Kelder, Communication & Media, Delegate; Jeff Miller.**



**Glenn McNitt, Political Science, Delegate**

**Recommended Reading****Benjamin Ginsberg's *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters*  
by Jeff Miller, VP for Academics**

The statistics this book provides startle. Even the casual observer of higher education knows that tuition and fees have increased dramatically throughout the country over the last several

decades. What many people don't know, however, is what that revenue supports. Across the board at U.S. colleges and universities between 1975 and 2005 the number of faculty members has increased by 51%, the number of administrators has increased by 85%, and the number of professionals has increased by a whopping 240%.

Some of this increase tracks growth in student enrollment, so it helps to consider these numbers in terms of full time equivalent students. Here the statistics are even starker.

While the number of students per faculty member remained largely constant over the past thirty years at 15-16 per instructor, the number of administrators and professional staff has ballooned. In 1975 colleges and universities had one administrator for every 84 students, and one professional staffer for every 50 students. In 2005 the numbers were 1 administrator for every 68 students and one staffer for every 21 students.

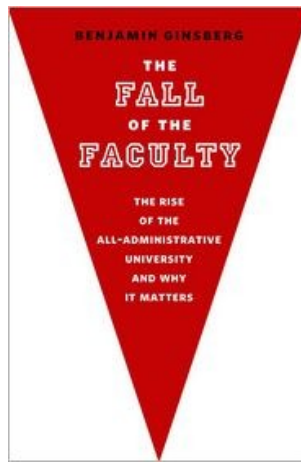
Spending levels tell a parallel but slightly different story. Between 1947 and 1995 university spending – stated in constant dollars – increased 148%. And while instructional spending increased by 128%, administrative spending went up by 235%. Clearly, increases in tui-

tion and revenues have gone primarily in one direction: toward administrators and professional staff. One response to the dramatic increase in the percentage of administrators in the American university might be to emphasize that colleges and universities today do far more than they used to: schools must respond to many new reporting mandates from accrediting, state, and federal agencies; residential colleges invest more now in areas of student life outside of the classroom in order to maintain national competitiveness; there are new demands for administrative services in information technology, fund-raising, and other areas.

Benjamin Ginsberg argues, though, that these pressures only partially account for administrative growth. More importantly, the nature of administrative bu-

reaucracies themselves deserves a good percentage of the blame. Students of governmental bureaucracy have long known that administrators have strong incentives to increase the reach and power of their offices by increasing their staff and budgets. Most often they do that by either developing new tasks or functions or usurping work done by others. Educational bureaucracies, Ginsberg shows, are no different.

Whose work has been usurped? The work of the faculty - in some surprising ways. Several decades ago the ranks of administrators were primarily drawn from members of the faculty: professors who decided



*... a good deal of the responsibility to take back the university falls on the faculty themselves, and on their willingness to reengage in faculty governance and oversight.*

to spend a few years in an administrative post before returning to teaching, or professors who had spent the bulk of their careers teaching and researching and saw administrative work as an honorable end to an academic career. Today, Ginsberg emphasizes, administrative offices are primarily filled by career executives: faculty members whose teaching or academic careers never really took off, or even people with no direct academic experience at all. Similarly, matters such as student recruitment, admissions, registration and counseling used to be mainly faculty responsibilities. Now these are largely—if not entirely—staffed by professionals.

The difference, Ginsberg argues, matters greatly. Faculty members with long-term experience teaching and researching have a commitment to the school as a whole, while members of the administration are more likely to protect and enlarge their own areas of authority and by extension their careers. This argument paints with a broad brush, of course, and certainly there are effective and principled administrators just as there are under-performing faculty members, but Ginsberg marshals powerful evidence in favor of his position.

Ginsberg reserves particular scorn for various administrative projects and initiatives that seem to be designed more to burnish a resume or increase administrative turf. Strategic plans, for example, rarely last longer than the president who forms them, but usually involve a lengthy – and often costly – planning phase complete with external evaluators, retreats and conference attendance.

More disturbingly, Ginsberg gives many examples of seemingly well-intentioned plans for projects like gender or racial equity, fund raising initiatives, or assessment which become vehicles for administrators to influence

or partially control curriculum or faculty governance.

It's important to note the connection between the growth of administrative power and the size of professional staff. Faculty members, because of the (diminishing) protections of tenure, tend to be difficult to control and, when properly organized, can pose a threat to administrative power in a university. Professional staff, however, often lack the sort of independence and protection that tenured faculty members enjoy, and are more easily used to implement policies decided on by presidents, provosts and deans. The dramatic growth in their numbers over the past three decades directly parallels increases in administrative power relative to the faculty. Needless to say, increases in contingent faculty employment exacerbate this trend.

In short, Ginsberg demonstrates that administrators have seized control of the contemporary U.S. college, and the results are not good. What can be done? Although Ginsberg is not overly optimistic, the last chapter of his book discusses potential allies for the faculty (alumni, college boards of trustees, media, parents, even well-intentioned administrators), and gives some strategies for approaching them. But, of course, a good deal of the responsibility to take back the university falls on the faculty themselves, and on their willingness to reengage in faculty governance and oversight.

One final note: despite the fact that this book is published by Oxford University Press, the tone and style are not stodgy, recondite or academic. Rather, this full-throated broad-side includes plenty of anecdotes, personal accounts and stories that many in the academy will find all too familiar. It's also mandatory reading for anyone interested in the future of higher education in the United States.

*The Fall of the Faculty:  
The Rise of the All-Administrative University and Why It Matters*  
By Benjamin Ginsberg

(Oxford, 2011).  
ISBN:  
978-0-19-978244-4



## Fifty Ways to...Retire

### by Peter D.G. Brown, Chapter President

*The answer is easy  
if you take it logically.  
Just slip out the back, Jack;  
make a new plan, Stan;  
you don't need to be coy, Roy;  
just get yourself free.*

© 1975 Paul Simon, *Fifty Ways to Leave Your Lover*

#### Bliss or Terror?

Some people just can't wait to retire. At a reunion of my classmates in Germany some years ago, I was one of the few who had not already retired by the age of sixty. People who dislike or even hate their job, or who have a strong desire to pursue some other interest, are understandably eager to reach that point where they can have all the time they need for that particular activity.

Then there are those folks who may or may not love their job, but who can't imagine doing anything other than what they have been doing for decades. The thought of not having to get up every morning and go to work fills them with terror. This fear of the void is certainly understandable. It can be scary to contemplate the complete absence of interacting with long-term colleagues and ever-youthful students. We are so accustomed to the hustle and bustle of campus life, with its predictable cycles of intense work followed by those wonderful weekly and holiday breaks. Living without this structure is almost as frightening as imagining a person without a skeleton.

#### New Realities

The majority of us are somewhere between

these two extremes of those who can't wait to retire and those who are terrified at the prospect of a post-work void: folks who don't know if they can afford to retire, when to time it and how to begin planning for it. So, as someone who has been in a gradual state of retirement over the past three years, I can tell you that it is a bit scary, but not more so than other important transitions in life, such as growing up, getting married or starting a family. Most other retirees I know are very satisfied with their lives. Many are a lot happier, busier and more fulfilled than they were

More information on retirement  
can be found on pages 63-64 of the  
*Faculty Handbook*

([www.newpaltz.edu/acadaff/facultyhandbook.pdf](http://www.newpaltz.edu/acadaff/facultyhandbook.pdf))

or on the Human Resources website

([www.newpaltz.edu/hr](http://www.newpaltz.edu/hr)).

before retiring. Some retirees are staying connected with the College by working part-time as adjuncts or teaching in

the Lifetime Learning Institute ([www.newpaltz.edu/lifetime](http://www.newpaltz.edu/lifetime)). A number of us, like myself, find unpaid union work satisfying, while others engage in volunteer service for a wide variety of nonprofit organizations. Then there are those who seize the opportunity to pursue paid jobs in other sectors of the economy, or who start their own business.

Some retirees move out of the area to be closer to family members, while others join retirement communities or simply move south to avoid the challenges posed by our winter weather. Retirees I know are all quite active. They use their newly available time to exercise at the Health and Wellness Center, to read books, take courses, learn to play musical instruments, go to concerts and other cultural events. They are taking courses not just in cooking, but also in challenging academic subjects ranging from astronomy to zoology. In short, the opportunities afforded by retirement are virtually limitless!

*It can be scary to  
contemplate the  
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ever-youthful  
students.*

**It is *never too early to think about retirement.***

## First Steps

It is *never too early to think about retirement.* During our very first month of employment here, faculty members must decide whether to opt for a defined-benefit system, i.e., the NYS Teachers Retirement System (TRS) and the Employees Retirement System (ERS); or select the defined-contribution Optional Retirement System (ORP), which includes several carriers: TIAA-CREF, Aetna, Valic and Metropolitan Life. If no selection is made within the 30 days, faculty members are automatically enrolled in TRS. Enrollment is optional for part-time faculty.

Our Human Resources employees are extremely helpful and knowledgeable. Before making any final retirement decision, I would strongly recommend you talk to **Gina Blume**, Benefits Manager, HAB 202A, (ext. 3169), whom you can e-mail at [blumeg@newpaltz.edu](mailto:blumeg@newpaltz.edu).

It is certainly a good idea to also talk to several retirees themselves, either me or others you may know from your department, to find out what their personal experiences have been.

Everyone becomes eligible for Medicare Part A (hospitalization) at age 65. You will also need to enroll in Medicare Part B (Medical) once you retire. Make sure you inform yourself thoroughly about your Medicare and Social Security options by going to your local Social Security office, which you can locate along with a host of other information at: [www.socialsecurity.gov](http://www.socialsecurity.gov).

## More Options

Since Social Security payments increase the later you begin receiving them, you may not need to begin drawing on them immediately when you enter retirement. One of the most lucrative ways to retire is to take advantage of the occasional early retire-

ment incentives, such as the one that was offered last year. Unfortunately, they don't occur more than once or twice a decade, and there is really no way to predict when or even if the next one might occur.

Another option, and one that can be arranged at any time, is a phased retirement that gradually reduces your workload and salary over several years. In my case, I arranged for a three-year phase-out with the then-Provost, David Lavallee. My course-load and wages were reduced by one-third the first year, by one-half during the second year and by two-thirds during the last year. I also negotiated an agreement for the College to hire an additional full-time Lecturer in my field for at least the period of my phased retirement, to ensure stability and continuity of my small academic program.

There are any number of variants to this model of a phased retirement, which you can explore with your department Chair, Dean and Provost.

Since there are so many different aspects and options to retirement, there is no single right or best way to go about it. If you are totally undecided, continuing your employment is usually not the worst thing to do—at least for a while. However, since at least half of us will have significant cognitive dysfunction by age 85, don't wait too long to start thinking about retirement. The best years may yet lie ahead, but, like everything else, they are not unlimited.

## SUNY New Paltz UUP Chapter Meeting: September 14, 2011



*Chapter members enjoying lunch.*



*Mary Thompson, Chapter assistant, greets attendees.*



*Richard Kelder (l) listening to UUP President Phil Smith (r), who was the featured speaker at the Chapter meeting.*



*Peter Brown, UUP Chapter President*



*Signing up for 2011-2012 UUP Committees. (See page 32 for more details).*

*Photos by  
Diane Strauss.*

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***Thinking of careers as a mix of duties, environments, and required skills can help free a student to imagine a host of possible career categories, within which many different career titles might exist.***

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## ***Notes from the Field: Professional Faculty Perspectives*** ***Career Fears: Asking the Wrong Questions*** ***by Marcia Tucci, Academic Advising***



“What do you want to be when you grow up?” This question is one that we have all been asked. “Fireman, Nurse, President of the United States.” To a ten-year-old, the list of recognizable professions seems well within reach.

For some of our students, the answer to the “What do you want to be?” question may appear certain, a guiding focus for the future speech pathologist, engineer, teacher, marketing associate, or lawyer. For many, however, the answer to the question looms, layered in the trepidation and fear that a college degree might not bring wealth or happiness.

As an academic advisor, I often see students awash in anxiety over this unknown. Sometimes, a paralysis sets in and decisions become overly complicated. They come to my office and nervously ask: “How do I know if a major is right for me if I don’t know what my career will be?” Or “How do I know which courses to take if I’m not sure what career I want to pursue?”

A student in this state is a challenge to an academic advisor. After listening to these unanswerable—at least at this point in the student’s life— questions, I begin by suggesting that perhaps the questions are not good ones to ask in the first place. Instead, I tell students to start by making lists of the components their dream careers would have.

“I’d like to work outside . . . with children . . . not at a desk . . . I can’t do the same thing all day long . . . I want to help people . . . I like to manage things. . .” Once they begin making their lists, students see their futures more clearly. Thinking of careers as a mix of duties, environments, and required skills can help free a student to imagine a host of possible career categories, within which many different career titles might exist. This also opens the door for a discussion about the way careers typically evolve after a first job and the idea that the student’s immediate decision is one piece of a larger picture of all that the student has accomplished and learned during the college years. This process frees students to then focus on which majors and courses are most engaging. Once they understand the skill sets that a particular major requires, they can begin building a resume of academic, cultural, community, and work experiences that will demonstrate these skills to future employers.

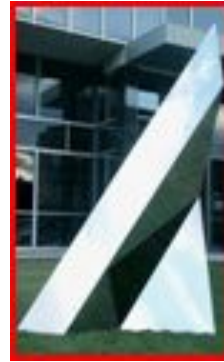
After working with a student over the course of weeks or even months, the academic advisor hopes s/he will confidently arrive at a holistic answer to the grade school question about career choices; an answer that sounds something like this: “I want to enjoy a career that allows me to use my education, strengths, and skills in an engaging way.”



## The Pyramids Contest



A



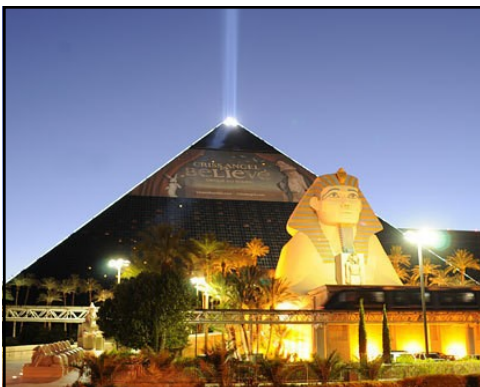
E



B



D



C

### Contest Rules:

1. Identify the city in which each pyramid sits.
2. Then, place the pyramids in chronological order, according to the year/time period in which each was built.
3. Email your entry to Mary Thompson at: [thompson@newpaltz.edu](mailto:thompson@newpaltz.edu) by November 23, 2011.

The winner will be featured in the next issue of *The Bullhorn* and will receive a UUP baseball cap!

*With Thanks to Phyllis Sturm!*

***Now, of course,  
we're all supposed to  
bravely tighten our  
belts, as though  
we're equal. All  
together now.***

*This editorial was  
republished from the  
September-October  
2011 issue of Academe.*

## **Belts and Corsets**

**by Cat Warren (reprinted with permission of Academe)**

Feminist essayist Katha Pollitt has argued convincingly that just beyond the current attacks on reproductive health care lies a myriad of less visible ways that federal, state, and local government cutbacks, “touted as neutral and necessary belt-tightening,” will fall disproportionately on women. And that is true in our universities as well. Contingent faculty are disproportionately women and are thus being laid off disproportionately. The same is true of staff. And it is also true of women’s and gender studies programs.

In the laundering of grim news about downsizing—or “rightsizing”—higher education to fit the realities of the twenty-first century, little attention has been given to the programs that have always, despite the claims of conservatives, existed on the edge of the humanities and depended on the kindness of friends. These are the programs that rob Petra to pay Pauline, surviving on four-figure operating budgets and cobbling together faculty based on 25 percent lines here and quid pro quos with sympathetic department chairs there.

Now, of course, we’re all supposed to bravely tighten our belts, as though we’re equal. All together now. The trouble is, women’s and gender studies programs are being handed whalebone corsets without even an apologetic nod from administrators and faculty colleagues. If the little programs disappear entirely under the constriction? Well, a pity. But we all know that the categorical imperatives of traditional disciplines apply.

As a former director of women’s and gender studies who resigned in anger because of administrative kowtowing to conservative influences, I find myself inexplicably sad but not puzzled that these programs, which are largely a labor of love on the part of both faculty and students, are either having their already small budgets slashed or are disappearing entirely—in Maine, in Texas, in Pennsylvania.

One academic blogger, reacting to proposed concurrent cuts of women’s studies and philosophy in Nevada (which appear temporarily in limbo because of faculty taking buy-outs), wrote that he sincerely hoped that the women’s studies faculty would be retained in one department or another. But for a state university to consider eliminating philosophy? That was another category entirely. “These are real people whose lives may be destroyed by this move.”

Don’t get me wrong. I am horrified and angry about what is happening to language programs and philosophy programs here and in Britain. Hey, my husband is a philosopher. This issue of *Academe* is devoted to the topic. You won’t get an inappropriate Martin Niemöller quotation from me.

But who will care if faculty in women’s and gender studies programs get absorbed back into the organism of standard disciplines? Who will speak for these programs, especially in the shell game that makes it entirely too easy to make changes and then claim that nothing has changed?

A few faculty members. A few passionate and devoted students. As one women’s studies major at Temple University noted about the disappearance of an independent women’s studies program, and the ultimate administrative claim that the move was made to “strengthen” traditional departments, “I guess what was most shocking about it was that it wasn’t really shocking at all—this kind of tactic is widely accepted and normalized at every level of education.”

Corset is. But it shouldn’t be.

## Thriving with Cancer: Excerpts from A Stand-Up Routine by Phyllis Sturm

I am a seven-year breast cancer thrivor, partially because of a great attitude towards life, which works best if you happen to be Egyptian—you see, everyone knows me as Cleopatra, the queen of *de Nile*. I simply deny anything was ever *really* wrong or anything will ever be wrong. This alleviates a lot of stress.

I see everything as an opportunity to learn or grow. I simply enjoy life as if it were just one big adventure. However, I will admit that cancer hasn't been one of my favorite adventures.

As a result of my family history of cancer, on both sides, I had genetic testing done, as part of a research project. I unfortunately have a mutation in the gene, which should function as a tumor suppressor and inhibit the wild cell division that cancer thrives on. This news came five years prior to my diagnosis. I was advised to have my ovaries removed as they could become cancerous and the estrogen they form fuels breast cancer cells. This procedure is known as a prophylactic oophorectomy. [I love saying prophylactic oophorectomy.]

I was not as vigilant with my mammograms as everyone should be. I was advised to get them twice a year which became too much of a chore. I cannot stress enough that one has to catch this disease early. Mine had invaded one lymph node when the annual mammogram discovered the mass.

After lopping off my beautiful D cups, the doctor simply, it seemed, scotch taped my chest together. I wondered if they were going to hold together, at least as long as I didn't actually breathe. When I looked down again and saw feet, I was surprised to realize they were mine. I guess they had always been down there, but I just couldn't see them beyond the Himalayas.

The end of my third week of chemotherapy, unlike doctors, my hairdresser did make a house call. She came right over with her

power clippers in tow. When she was done, I looked just like I fell in a jar of Nair hair remover or a Brunswick bowling ball.

I'd heard of a bad hair day, I had a no hair year, but I did save a lot of time and hundreds of dollars on hair care. No shampooing, haircuts, permanents or hair coloring. Of course wearing a baseball cap everyday, I didn't have to worry about hat hair. I did get hat head.

You get away with stuff when you are bald that you couldn't in the past. Everyone is so nice to you; I recently got a bald wig so people will be nice to me again. It is very interesting how people you know, and even those you do not know, go out of their way to help you and are so considerate to us baldies. No one let the door slam in my face.

I did look like a famous TV star of that time and won the grand prize at a Halloween party as the Six Flags man.

In closing, I have two dance metaphors I would like to share. The first is a country song by Lee Ann Womack. I found it inspirational when I was released from the hospital and even more so now. I encourage everyone to listen to and heed the words to the song *I Hope You Dance*. "When you have the choice to sit it out or dance, I hope you dance! I hope you dance!"

The second is a quote by Angela Monet I found reassuring as well. "Those who danced were thought to be quite insane by those who could not hear the music." So enjoy every day like it was your last and do not worry about what others think.

Laughter is medically proven to be therapeutic. A good belly laugh will ease stress, tension and even relieve pain for hospital patients, and it is good exercise. I was told four-year-olds laugh 400 times a day, but, sadly, when you reach 35, it is down to only 15 times a day. I hope I have brought up some of your laughing averages, especially given the usual seriousness of this topic.



Author with her "easy-care/ no-hair."

## Bread and Roses: A Solidarity Food Journal by Beth Wilson

This is the first installment in a new series, conjoining two of my favorite things: tasty home cooking and labor/radical history. As I think will be the case with many of these columns, I am indebted to Howard Zinn's *A People's History of the United States* (Harpercollins 1980, ff.) for much of my historical information.

### The Lawrence Textile Strike: Bread and Roses

I take the name of this column from a demand placed by textile workers in Lawrence, Mass., in early 1912, and this first recipe is dedicated to these courageous workers. The Lawrence strike brought together workers—mostly women—of many immigrant nationalities, Portuguese, English, French-Canadian, Italian, Russian, Syrian, German, and many more. The strike began when a group of Polish women received their pay packets, only to discover that their wages (already too meager to support their families) had been unilaterally reduced by their employer. They immediately shut down the looms and walked off, beginning a strike that quickly spread to other mills in the area, encompassing more than 10,000 workers. The IWW (International Workers of the World) sent organizers to help coordinate the spontaneously-started strike; it is alleged that during the strike picketing, some of the women carried signs saying “We want bread, but we want roses, too!”, appealing for both fair wages and dignified working conditions. This strike is also credited with inventing the moving picket line, a tactic devised to evade arrest for “loitering.”

The strike ended on March 14, 1912, the workers winning a pay increase, time-and-a-quarter for overtime, and a promise of no retaliation against the strikers.



Photo Credit: American History News Network



Photo Credit: Wikimedia Commons



***The Recipe:*****Bread and Roses Gnocchi con Le Prugne:  
Potato Dumplings Stuffed with Plums**

In honor of the cross-ethnic solidarity shown by the Lawrence textile workers, here is a recipe that combines several culinary traditions. These potato dumplings come from somewhere in Trentino-Alto Adige in Northern Italy, which was until the First World War a part of Austro-Hungary and whose culinary culture owes a lot to the cooking of central Europe. The combination perhaps sounds odd, but isn't. The dumplings are starchy, savory, and surprisingly light if made properly; the plums sweet and sour; the dish is served in a butter sauce whose fattiness marries well with the sour fruit. This recipe serves 4.

You will need:

for the gnocchi

a few starchy potatoes (about 1 lb.), like Russets, whole and unpeeled

2 cups all-purpose flour, plus more reserved for bench flour

3 large (i.e., small) eggs

a half dozen small "pruning" plums (often sold as 'Italian' plums), pitted and quartered

fine sea salt

for the sauce

1 large, very sweet fresh tomato

several big tablespoons of butter

fresh tarragon, basil, or other sweet herb

sea salt



First boil the potatoes in their skin until very soft and easily pierced with a fork. Remove and let cool until you can comfortably handle them. Peel and then grate into a mixing bowl with a regular old box grater. I have tried every other method--ricers, food processors, food mills--and a plain-jane medium grate produces the best dough. Combine with the flour, salt, and eggs. Form into a dough; it should be looser and a little wetter than your typical pasta or bread dough but not so sticky that it pulls apart when you handle it. If it seems a bit dry, splash in some cold water with your fingertips as you form it; if it seems wet, obviously, add a bit more flour.

When the dough is formed, tear off fairly generous pinches and pat them flat in your hand--they should be a bit smaller than your average bank or business card, by way of easy measurement. Place a plum quarter on the dough in your hand and then fold and roll the dough around it into a stuffed dumpling, which should be about 1 1/2" by 3/4" when complete. Keep your hands well-floured during this process or it will become a sticky mess. Lay each dumpling individually on wax or parchment paper; if it is very humid you may want to also keep them covered with a light cloth napkin. Repeat until you run out of either plums or dough.

Bring a pot of water to a very rapid boil. Add the gnocchi one by one, stirring constantly so they don't stick to the bottom, until they begin to firm up.

Meanwhile, slowly melt the butter in a pan. Take the tomato, cut it in half or quarters, and, again using a box grater, grate its interior flesh, discarding the skin. Add along with the herbs to the butter. Splash in a little bit of the starchy pasta water. Stir regularly until it emulsifies.

When the gnocchi are floating and bouncing on top of the water, spoon them with slotted spoon directly into the sauce. Toss together and serve in shallow bowls with a few fine gratings of hard, salty cheese.

## Glenn McNitt Honored for Outstanding Service By Peter D.G. Brown, Chapter President

At the Fall Delegate Assembly in September 2011, Glenn McNitt was honored with a certificate of appreciation in recognition of his "outstanding, sustained commitment to the advancement of public education." He received a rousing ovation from the more than 300 delegates in attendance from across New York State.

For many years, Glenn McNitt was an active member of UUP's statewide Executive Board. His service there was exemplary, reflecting the same values and commitment that he displayed as chapter president. For two of these years during his long tenure, Glenn and I both served on the Executive Board together. During this time I was able to observe his sustained activism and the high regard in which he was held by UUP leaders from other campuses. Glenn was never afraid to question the UUP leadership on key issues, to forcefully assert his own opinion or try to act as conciliator between opposing points of view. A man of deep and strongly-held convictions, it did not seem to bother Glenn when his was occasionally the lone vote for or against an issue.

It is no exaggeration to state that hardly anyone in our 35,000-member union has done more for UUP and its efforts to keep SUNY adequately funded than Glenn McNitt. For many years he chaired the union's statewide Outreach Committee, advocating day after day, week after week,

month after month, year after year on behalf of SUNY, its faculty and students. Assemblyman Kevin Cahill used to remark that Glenn spent more time in his Albany office than he himself did!

Glenn McNitt served as our New Paltz Chapter President for seven terms, from 1995 to 2009. During this time, he worked tirelessly to help and defend the hundreds of members in the New Paltz bargaining unit, many of whom owe their continued

jobs here to his successful intervention on their behalf. His leadership was marked by a sustained commitment to the protection and improvement of SUNY.



*Phil Smith (l) presenting Glenn McNitt with his award for service.*

While never one to shrink from conflict, Glenn's leadership style was typically more collaborative than confrontational. He always worked hard at developing and maintaining meaningful communications with the College administrations of several successive campus presidents, whose respect he earned through an approach marked by courage, fairness and reason.

Glenn now heads our New Paltz chapter's Legislation/Political Action Committee, where his leadership, as well as his legislative expertise and experience, will continue to be invaluable.

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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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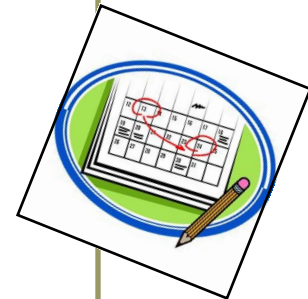
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**CALENDAR OF CHAPTER EVENTS, FALL 2011****November**

Wednesday, November 2, 11 AM, Executive Committee, JFT 1010  
 Wednesday, November 2, 12 noon, Workshop for Professionals, SUB 418  
 Tuesday, November 15, 4 PM, Labor-Management Meeting, HAB 903  
 Wednesday, November 16, 11 AM, Executive Committee, JFT 1010  
 Wednesday, November 30, 11 AM, Executive Committee, UUP Office, LCo6

**December**

Wednesday, December 14, 11 AM, Executive Committee, UUP Office, LCo6  
 Friday, December 16, 4 PM, Labor-Management Meeting, HAB 903  
 Tuesday, December 13, 4.30-6.30, Holiday gathering, Bacchus

**Opinions on Sexual Orientation**

Sexual Orientation Attitudes and Experiences: A New Paltz Campus Survey will be ready for release in early November. The survey aims to capture the current attitudes and experiences of the New Paltz community surrounding issues of sexual orientation in order to provide information about our campus climate, to learn more about our LGBTQ community, to begin an institutional dialogue, and to understand the experiences and perceptions of heterosexual and LGBTQ students, staff, and faculty. The survey is based on other SUNY campus surveys and has been extensively revised by a working group of New Paltz LGBTQ faculty and staff. One goal of the group is to prevent national tragedies among young gay people from happening here. Please support this effort by filling out the survey either on-line or in paper format and by encouraging your students and colleagues on campus to participate.



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**We're on the Web!**

[www.newpaltz.edu/uup](http://www.newpaltz.edu/uup)

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*See more photographs taken by Susan Lehrer (Professor Emeritus, Women's Studies) at the OWS protest on pp. 8-9.*

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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.