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The Bullhorn

UUP President Kowal Urges Lawmakers to Invest in SUNY and Save Teacher Ed Programs

by Donald Feldstein, UUP Communications



UUP President Fred Kowal, center, criticizes the Governor's proposed state budget during his February 10 testimony before a legislative budget hearing in Albany

UUP's full testimony:

<http://uupinfo.org/communications/docs/2015Joint%20BudgetTestimony.pdf>

Flanked by PSC/CUNY President Barbara Bowen and NYSUT Director of Legislation Steve Allinger, Kowal told members of the Legislature's joint fiscal committees that Gov. Andrew Cuomo's proposed 2015-16 budget continues a trend of disinvestment in SUNY. Once again, the governor's spending plan would force students to shoulder the majority of the University's funding through tuition and fees.

"This Executive Budget fails to provide funding necessary to support SUNY's public hospitals and the basic expenses of the University's state-operated campuses," he said. "This can be tolerated no longer. The state must provide SUNY with its fair share to fulfill its mission to provide educational services of the highest quality, with the broadest possible access."

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In his testimony, Kowal urged legislators to increase aid for SUNY's operating costs by \$131.4 million, which would bring the state closer to funding 50 percent of SUNY's operating budget. State funding currently covers just 37 percent of SUNY's costs, with the remaining 63 percent borne by students.

Sen. Toby Ann Stavisky (D-Flushing) agreed that change is necessary.

"Too much of the burden (of funding SUNY) has fallen on the students and not on the state," she said.

Kowal spoke out against the governor's plans for SUNY's teacher preparation programs, pointing to a budget provision that would tie the closure of teacher prep programs at public or private college campuses to students' test scores.

"The governor's proposal is based on unfounded assertions about the state of teacher prep programs. He is trying to eliminate programs that have proven effective," Kowal testified.

Kowal's concerns registered with lawmakers, including Assemblywoman Barbara Lifton (D-Ithaca), who peppered SUNY Chancellor Nancy Zimpher with questions about the edTPA teacher performance assessment during the chancellor's testimony earlier in the day.

Assembly member Rodneyse Bichotte (D-Brooklyn) questioned the chancellor over proposed funding cuts to SUNY's Educational Opportunity Program as a group of nearly 50 UAlbany EOP students listened. The students were in Albany to participate in UUP's advocacy day for EOP and SUNY's Educational Opportunity Centers; the governor slashed EOP funding by \$1.3 million in his proposed budget.

Kowal called for the restoration of funding for EOP in his testimony.

He also opposed the governor's performance-based funding proposal, and urged lawmakers to reverse a proposed \$19 million cut in the state hospital subsidy and to reject Article VII budget language that would allow private investors to own and operate SUNY hospitals.



Carol Rietsma (Biology) at NYSUT rally in State Capital to restore Governor Cuomo's proposed cuts to education, Albany, March 2

Chapter Meeting February 18, 2015



Members listening to Kiersten Greene, Elementary Education, speaking about the recent progress made by the Women's Rights and Concerns Committee



Members approved the proposed chapter budget for 2014/2015

Exit Interview with Chapter President Peter D.G. Brown

Bullhorn: What made you decide to run for Chapter President?

Chapter President: I simply wanted to make the chapter more inclusive and activate more of our nearly one thousand members.

BH: What do you consider to be your major accomplishments?

CP: I think our team succeeded in putting contingency front and center. I wanted everyone—faculty, students and the general public—to realize that the entire academic mission here, as at most other colleges, is carried on the backs of severely underpaid contingent academic labor, with little or no academic freedom that comes with job security.

The Chapter has improved communications a lot through frequent email, a dynamic website and the award-winning newsletter, *The Bullhorn*. We have also activated key committees, especially the Women's Rights & Concerns Committee and the Contingent Concerns Committee. As a result of the Mayday \$5K Campaign to raise the starting salary for adjuncts to \$5,000 per three-credit course, the New Paltz UUP Chapter is now recognized throughout NYS and the nation for its leadership and activism.

BH: What do you consider to be your major failures or disappointments?

CP: Although we have more individuals taking an active role in committees dealing with Affirmative Action, Women's and Contingent concerns, most of our membership remains largely inactive and unwilling to act on the principle of solidarity. Most of our members still view the union as some separate agency out there, separate from themselves. Far too many of my colleagues have been socialized to act like obedient sheep. They lack civil courage and thus fail to act or advocate for their own self-interest.

BH: How would you describe your relations with the campus administration?

CP: I would characterize them as cordial and businesslike. Initially I was probably viewed with some apprehension by top administrators, but they've likely gotten used to me by now.

BH: What do you think of President Christian?

CP: I think he's a very likeable guy and a fine administrator, for whom I have the greatest respect. He's a hard worker and good at what he does. Sure, we've had our differences of opinion on some important issues. I've been here at the College for 45 years and dealt with many different presidents, provosts, vice presidents and deans. Some have been said to lack vision and on occasion have exercised poor judgment. But I'm not here to judge any of them; we'll let the academic historians do that.

BH: You mentioned that you've been at New Paltz for almost half a century. What are some of the changes you've noticed between then and now?

CP: It seems that the quality of faculty has improved. They produce and publish a lot more research than they typically did decades ago. On the other hand, students in non-STEM fields are not nearly as well prepared as they used to be. Far too many students clearly have serious writing deficiencies and freely admit to never reading any books at all. They spend hours watching TV or playing video games, which barely existed when I began teaching. Many students are burdened with one or more jobs and hastily perform all their course work during a few hours on Sunday afternoon.



Students during the 70s were certainly more idealistic and had a far greater knowledge and interest in world affairs. Today's students are more focused on their small circle of family and friends and on getting well-paying jobs. They unfortunately seem largely indifferent to what's happening in the rest of the world, in the past or the future.

BH: You are the only person at New Paltz with the title of Distinguished Service Professor. Why do you think that is?

CP: Gosh, I have no idea. It's likely a reflection of how low service is valued here. Just look at the low attendance at faculty meetings, or the many vacancies on faculty governance committees. Faculty members are overworked and consider service to be largely a waste of their limited time.

BH: Why did you choose to become a German professor?

CP: It was never my intention to be a teacher. It just evolved from external circumstances: my father was a US diplomat stationed in Holland and then in Germany during the 1950s. My sister and I attended a German *Gymnasium* (university preparatory school). She became a Russian major at Oberlin and I majored in German at Columbia with the intention of becoming a writer of fiction. Wanting to stay out of the War in Vietnam, which I viewed as an illegal and immoral act of US aggression, I stayed at Columbia and soon had a PhD in Germanic Languages & Literatures, in addition to a young family to support. College teaching was about the only way I could make a living under those circumstances.

BH: How would you compare our students here to those in Germany?

CP: Students at American elite institutions are really terrific, but my impression is that many of the students at our thousands of other colleges and universities are rather mediocre. Typical German *Gymnasium* students can easily outperform American college students in most subjects. German schools begin tracking students at age nine. There are far fewer German universities; hardly any are private and none of the public ones charge any tuition. American colleges, on the other hand, are more like extensions of high school, with a strong emphasis on non-academic things like organized sports, student organizations and social events. American colleges are managed by highly-paid administrators in the manner of for-profit businesses, with lots of advertising, branding, social media, public relations, fundraising and the like. Unlike their German counterparts, American college students typically graduate with tens of thousands of tuition loan debt totaling over a trillion dollars nationally. German university students generally graduate without any large loans to repay.

BH: Why did you decide not to run for another term as Chapter President?

CP: I want to get my life back. I have been spending over 2,000 unpaid hours a year on union work. Now I'd like to see what else I can do in the years remaining to me, while encouraging others assume leadership of the UUP chapter.

BH: How would you summarize your experience with the union?

CP: It was a great gig! I hope other faculty members can experience the many rewards of working with their colleagues to improve their terms and conditions of employment. We have almost a thousand members in the bargaining unit at New Paltz, and it's been both a great pleasure and an honor to represent them. I'm proud of our accomplishments and look forward to new leadership. I am thrilled that our new Chapter President-elect, Beth Wilson, is both the first woman and the first member of the contingent faculty in that office. That's a very exciting prospect for all of us!

Spotlight on Valerie Mittenberg

By Maria Brown '15, Chapter Intern



Valerie Mittenberg has serviced thousands of students and teachers through the library system at SUNY New Paltz and beyond. She is currently a Collection Development Librarian at the Sojourner Truth Library (STL). She works with the STL faculty and with the classroom faculty to acquire books and other information sources that support teaching and learning on campus.

Mittenberg's work is not limited to SUNY New Paltz. She also works cooperatively with other SUNY libraries to purchase information sources that diversify the SUNY collections as a consortium. What she enjoys most about her job is working directly with students to teach them to locate, evaluate and effectively use sources of information. "I am a person they can go to for information," she said. "It is a nice feeling."

Valerie envisioned herself becoming a librarian since she was a little girl growing up during the 1960s in Memphis, Tennessee. This was the era of President Johnson's War on Poverty, when there was robust public support for libraries, education and other programs aimed at advancing the public good. The Memphis Public Library system was a leader in promoting literacy and reading. It had branches throughout the city,

including in some of the city's poorest neighborhoods. She recalls how people believed that access to information and engagement with literature promoted equality and participatory citizenship.

Valerie spent many afternoons in her neighborhood library, as well as exploring branches throughout the city. She remembers the librarians as being friendly and passionate about connecting library users to literature and information.

Valerie studied liberal arts at the University of Memphis before moving to Seattle to earn her Master's degree in Library and Information Science at the University of Washington. After earning her M.A., she worked at the University of Washington Libraries for four years as a reference librarian, providing research assistance and teaching information literacy. In 1988 she returned to Memphis with her new husband, whom she had met in Seattle.

Soon after the birth of their daughter, Valerie fulfilled her lifelong aspiration of becoming a librarian in a small neighborhood library in her hometown of Memphis: "It was the realization of a dream." As a branch librarian, she read to young children, staged puppet shows, conducted after-school activities and a summer reading program. She also delivered children's books to the neighborhood Head Start program and neighborhood day care facilities.

Eventually, Mittenberg left the Memphis Public Library to work as a librarian at the Memphis College of Art (MCA), another dream of hers. MCA is a small fine arts studio college that offers BFAs and MFAs. Prior to being hired, she would often wander into the college admiring the art on display. Valerie made a great impact at MCA by working together with motivated student workers to build the library collection and effectively manage the order of operations at the library. "I wore a lot of hats while at MCA. I loved the art students, they were wonderful! It was the type of community that a small school allows. There were few boundaries between students and faculty," she said.

Mittenberg has been at the Sojourner Truth Library since the fall of 2000. Her Brooklyn-born husband is an alumnus of SUNY New Paltz, who had always hoped to return to live in the Hudson Valley.

Currently, Mittenberg serves as a member of UUP's Appendix 48 Advisory Committee, charged with making recommendations to the statewide UUP leadership on key issues affecting SUNY librarians. Valerie appreciates UUP's past and present efforts on behalf of librarians. She encourages UUP members to continue to fight for better working conditions of librarians and others.

For Valerie Mittenberg, information literacy is a common thread that connects her experiences in academic and public libraries. Whatever the institution, the ability to define questions, to understand how information is produced, shared and accessed is essential for both academic success and lifelong learning.



College Spends Millions Enforcing Marijuana Prohibition

By Emily Breen, Chapter Intern, and Peter D.G. Brown, Chapter President



SUNY New Paltz was crowned the #1 campus in the nation in drug arrests per capita for 2013 (<http://www.projectknow.com/discover/drugs-on-campus-2014>). This does not come as a huge surprise, considering that the University Police Department (UPD) for the New Paltz campus includes 25 staff members. There is roughly one officer per 300 students.

Last month, *Huffington Post* ran a widely-cited article on colleges with the most drug arrests. Among their findings:

Eight of the top 50 schools with the highest rate of drug arrests per capita fall in the 64-campus SUNY system.

School officials say part of the reason that there are so many on-campus arrests may be that each university campus has an actual police force.

“On each of these campuses, for example, we are fortunate to have University Police forces exclusively patrolling the campus, while many other public and private institutions rely solely on local law enforcement agencies,” SUNY Police Commissioner Bruce McBride said. “Having a dedicated, community-oriented police department located right on campus likely results in our officers discovering or being called to incidents of recreational drug use more frequently” (http://www.huffingtonpost.com/2015/02/02/colleges-most-drug-arrests_n_6582438.html).

However, many argue that the UPD does not focus enough attention on what is necessary for students’ safety, but rather is predominantly concerned with busting students for marijuana use. These claims are gaining support with this recently revealed ranking. An investigation into the UPD police log reveals that an overwhelming majority of all police incidents and reports for the New Paltz campus are related to marijuana use. Many are reports of just marijuana odor, resulting in the call being unfounded.

Since the beginning of 2015 to March 10th, for instance, there were 37 reported incidences of the New Paltz UPD investigating reports of possession or “odor” of marijuana. During this same period, there were 21 other entries in the UPD log, mostly for relatively minor incidents, such as reports of graffiti, a stolen fire extinguisher, a “slur of vandalism” on a bulletin board, possible vandalism to Sodexo property, someone sleeping on a table in the Faculty Tower and a car with an expired inspection sticker.

During this same period, there was not a single reported auto accident, arson, assault, burglary, DWI, sexual assault or misconduct, etc., not to mention more serious felonies like rape, robbery or homicide. During all of 2014, the UPD log lists only three incidents of “possible sexual assault.” In 2013 there was only one reported rape, the same number as in 2012.

David Dugatkin, Chief of Police for the College, believes that the UPD acts with full consideration and concern for students’ safety. He also fully supports the main focus of police activity being on marijuana use at the College. “Students have a right to live and work in an environment that is not overrun with the smell and use of marijuana both inside and out of the dorms. New Paltz is lucky enough to be a relatively safe community with very little crime. Our focus on combating marijuana use does not detract from our ability to act in other situations that require police attention,” he stated when asked how he responds to criticisms regarding the UPD and its primary focus.

According to Michele Halstead, Vice President for Administration & Finance, the annual UPD budget is just under \$2 million for 25 police officers and one secretary. Compare this to the over 200 adjunct faculty who teach some 800 courses a year at SUNY New Paltz. The total budget for all of these staff members is \$2.8 million. “The contrast between the two budgets is amazing! You have teachers who really care for their students and give it their all as educators, and then there are police officers who are concerned with building their own reputations and busting students. It really hurts me to see such an unfair discrepancy in action,” stated M.T., a senior at the College who asked that his name not be used.

Students are not alone in their criticisms of the UPD. A faculty member at the College, who also asked not to be identified for fear of reprisal, commented: “To spend so much money on enforcing the marijuana policy is egregious! Compare that amount to the money provided for adjuncts who are working hard to provide students with an education and it shows where SUNY’s priorities lie. SUNY’s priorities are focused on controlling students, controlling their lives and denying their freedom, and are much less concerned about educating students.”

The New Paltz Student Association has taken students’ concern with police conduct into its own hands and is currently pushing for establishing a Police Oversight Committee. “These types of committees are responsible for hearing student grievances regarding the University Police. They generally have the power to demand reports from the UPD. They can also usually conduct their own investigations and recommend disciplinary actions. The committee typically consists of a combination of faculty, staff and students, generally two of each,” explained Jesse Ginsburg, a senior at SUNY New Paltz and a member of Senate.

SUNY New Paltz President Donald Christian declined to be interviewed for this article or to answer written questions submitted to him concerning UPD staffing, the College’s drug policy and marijuana use on campus. However, Melissa Kaczmarek, a spokesperson for the College, replied: “The safety of our students is top priority. As such, we are not surprised by this data, as it is well known that New Paltz has restrictive policies with respect to drug use/possession. The disparity between first violation and subsequent violations suggests our policies result in an extremely low rate of recidivism thanks to community policing, strict enforcement and intervention/prevention education. There is never a drug citation on campus without a concomitant judicial action where it is made clear that offenders are putting their education at risk.”

The administration’s response to criticisms of a drug crusade is to argue that the College is simply focusing its priority on student safety. However, most students interviewed for this article disagree with this claim. “I do not feel any safer having so many police officers on campus. There clearly are a disproportionate number of police officers for the student body. If the biggest crime on our campus is marijuana use, obviously the police officers do not have enough serious crime to take up their time. Having this many of them on the campus is therefore unnecessary,” stated Allison Vaughn, a junior majoring in psychology.

The UPD has also been heavily criticized by students for not focusing on what truly matters when it comes to their safety. “The police force’s main priority should be the protection of students. I wish they would understand that busting students for marijuana possession is not only a waste of time and resources, but it is also a policy that causes student fear and intimidation,” stated Rivka Abramson, a junior majoring in English and Linguistics at the College. “I would say that the only role of the police on campus should be to detain people who have committed a sexual assault, for instance rape, since they have the legal and physical means to accomplish this,” stated Zachary Coto, a junior Molecular Biology major.

Police entering residence halls for dorm rounds is another major contributor to students feeling intimidated by the police. UPD chief David Dugatkin fully supports this practice. “We patrol the residence halls, just like any police department will patrol their city, village, and town. Any SUNY police department patrols their residence halls, they are part of our community, and we are not out there to infringe on the privacy of students and their rights. We are out there to ensure student safety,” he stated.

However, students list dorm rounds as being among the UPD practices that cause their greatest concern. “Dorm rounds cause students to fear the police, rather than look to them as protectors, which is the primary purpose of having a university police force in the first place,” concluded a sophomore at the College who lives in Scudder Hall.



Labor-Management Meeting Notes, February 16, 2015

By Lori Nutting, Chapter Secretary

Administration Attendees: Human Resources Director Dawn Blades, President Donald P. Christian, Provost Philip Mauceri, Chief of Staff Shelly Wright

UUP Attendees: Chapter President Peter D.G. Brown, NYSUT Labor Relations Specialist Bill Capowski, Chapter Secretary Lori Nutting, Vice President for Academics Anne R. Roschelle, Vice President for Contingents Beth Wilson

1. Scheduling of Extra Service Teaching. The administration has moved toward insisting that extra service teaching by Professionals on campus must take place outside core hours. This inflexible policy seems to misconstrue the nature of the professional obligation, which is not tied to an hourly clock. If Management-Confidential administrators are allowed to teach during core hours, the College should allow individuals on its Professional staff to do the same, as long as they are able to fulfill their professional obligation.

Blades mentioned that Extra Service is beyond anyone's professional obligation, which is beyond their typical hours. Wilson noted that this has come up as an issue because some professionals have been told that they cannot teach a course during typical core hours. Christian stated this has been a long-standing policy. Blades said they are encouraging supervisors to more clearly define the obligation of each employee when Performance Programs occur. Christian said he would be willing to look at real instances of professional obligations and how they are accomplished, with the possibility of daytime classes. He would like to examine some real scenarios of professional obligations and see how they would be compatible with daytime classes and who would monitor that. This would require prior approval within the Performance Program. Christian is concerned with the fairness and making it equitable across campus.

2. Travel Reimbursement. UUP is asking that the travel reimbursement process be streamlined. Can the current procedure be changed so that individuals are immediately alerted by Accounts Payable whenever there is a problem with their paperwork? Can employees also routinely be contacted when the direct deposit to their account occurs?

Roschelle mentioned that this situation has recently improved dramatically with the new Reimbursement Coordinator. But she wanted to know if there is some way to be alerted when the paperwork has been processed, which Blades did not think was possible, since they do not have that information. If there is an adjustment to the amount requested, the Reimbursement Coordinator will reach out to the traveler ahead of time.

3. Athletic & Wellness Center. At our last Labor-Management meeting, UUP asked that the AWC membership fees be reduced for UUP members, since these are substantially higher at SUNY New Paltz than those charged by most of our sister institutions. While the administration says it does not have a line-by-line budget for the AWC and is unable to determine what percentage of the \$2.2 million annually collected in student athletic fees is devoted to AWC operations, it nonetheless claims that reducing the fees currently paid by fewer than 100 UUP members would "inevitably" result in increased student athletic fees or a decrease in services.

As a modest step, UUP is now asking that faculty, staff, retirees and their spouses/domestic partners be allowed to use the indoor track at the AWC for an annual fee of \$20.

Christian stated that every student who is enrolled at the College pays the athletic fee, whether they use the AWC or not. The administration is concerned that students would have an issue with this and does not see this proposal as workable.

4. Faculty Handbook. The *Faculty Handbook* has not been available in print or online for more than a year, even though new faculty members are required to sign that they have received it. It needs to be accessible for UUP members to properly perform their jobs. When is it expected to become available?

The *Faculty Handbook* is on the Human Resources website. Roschelle noted that if this publication is searched within the SUNY New Paltz website, the link brought up does not work. Human Resources will look into the links issues. Mauceri said he had asked Valerie McAllister to put the most recent version (2010?) of the *Faculty Handbook* back up on the Academic Affairs website while it is in the process of being revised and updated.

5. Attendance Records and Accrual Use. Please provide UUP with an update of any recent developments concerning attendance records and accrual use.

Blades said HR would look into instances where employees were being asked to inappropriately charge leave accruals for tardiness. She asked to be informed about specific departments where some further training needs to occur and be proactive.

6. Diversity. How are departments being encouraged to hire faculty and staff from historically under-represented groups? What additional steps to increase diversity on the College's Academic and Professional Faculty are being considered for future action?

Christian noted that the College is actively pursuing a Faculty Diversity Program and has recently hired one African American faculty member. The College is working hard on gender issues, as well, by hiring more female faculty members in coordination with the Affirmative Action Officer. To properly diversify an applicant pool, it takes more than just advertising in the *Chronicle of Higher Education*, so these other avenues are now being investigated. Christian shared a document that Tanhena Pacheco Dunn distributes with each search committee regarding "The Influence of Unconscious Assumptions and Biases." He shared a variety of approaches that the administration is looking into to expand the diversity in hiring.

After concluding UUP's agenda items, Christian noted a concern he had with a recent article in the February 2015 issue of *The Bullhorn* on "How to Increase Your Salary." He said the piece was misleading, in that the article cited one employee's salary increase of \$5,180, which was much greater than the average increase. He shared the article with his counterpart at Oneonta, who claimed that the UUP chapter's activities there had nothing to do with the resultant salary increase. Christian concluded that SUNY Oneonta was not a good comparison with New Paltz, since its course load of 4/3 is higher than our 3/3 load here.



Student Leadership at SUNY New Paltz

By Emily Breen '16, Chapter Intern

Student leaders at the College serve as a voice for students' concerns on campus. However, being a student leader does not come without a seemingly endless amount of challenges and mounting issues without clear-cut solutions.

A survey of student leaders at SUNY New Paltz reveals that some of the more important critical issues facing students include the University Police Department (UPD) conduct toward the students; campus construction; academics; and race/gender issues. Underscoring all of these critical issues is a tense relationship with the administration and an overall lack of student involvement. These are two major barriers that make implementing effective change quite difficult.



Jesse Ginsburg

One major theme throughout my discussions with student leaders is the problematic way in which members of UPD conduct themselves toward students. "The police interact with students in a way that is too forceful. Policies cause intimidation and resentment among the students, for example, the use of ATVs by UPD on campus," stated Jesse Ginsburg, a senior at SUNY New Paltz and Executive Vice President for Student Senate. One shocking incident this semester that highlights the use of UPD intimidation is when a police officer threatened to pepper spray students who were protesting during a visit by Governor Cuomo to the New Paltz campus.

"The UPD are problematic because of how they view students. They operate in an offensive, not in a protective manner towards students. The pepper spray incident is a prime example of potential police brutality on campus," stated Jordan Taylor, a senior and Vice President of Academic Affairs/Governance.



Jordan Taylor

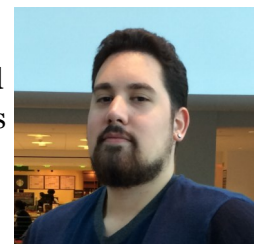
Members of the UPD do not always seem to operate with students' best interests in mind. Nadia Alahiri, a former SUNY New Paltz student, was a member of the Student Senate for three semesters. "In the UPD are officers who are sworn to protect and defend the students, but it often seems as if they are against the students. If they really intend to prevent crime on campus, they would not wait until *after* the act is committed to stop the student," she remarked.



Kelley Brennan

Campus construction disrupts student learning, and for the past few years construction across the New Paltz campus has been ubiquitous. "The majority of campus is going to be under construction by 2016. It is very unfair to the town and the students," stated Kelley Brennan, previously on the Student Senate and currently serving as a Judge on the Judicial Hearing Board. There is also the issue of creating so much new housing, whereas the focus should be on improving existing housing, e.g., removal of asbestos in the older dorms.

The registration process each semester for SUNY New Paltz students can be characterized as incredibly frustrating. "It is really unfair that upperclassmen cannot get into the classes that they need to graduate, often times even delaying their graduation. I was pursuing a journalism minor and had to choose between dropping my minor or being able to graduate on time. It should not be that way," lamented Fernando Cintron, a senior at SUNY New Paltz and President of Democracy Matters.



Fernando Cintron

Another major issue facing New Paltz students is an outdated curriculum. “In terms of learning and gaining valuable knowledge from this university, the credit system should be set up differently. Currently, we look at the number of credits and when we need to graduate. We should instead be taking 2-3 classes that we can delve into vigorously and really understand a topic in that discipline,” stated Annie Courtens, a senior in the College’s Honors Program and head of Students for Sustainable Agriculture.



Annie Courtens

Another major academic issue is an overreliance on adjuncts at the College. “Some of the teachers who have helped me the most have been adjuncts. I think it is really sad that many of these adjuncts lack office space and job security. You would think that being a college teacher, given its importance, would be more secure,” stated Kelley Brennan. The overuse of adjuncts greatly affects student learning. “When it comes down to it, professors are strained just as much as students are, which affects academic quality. Adjuncts need to be paid more, because they are teaching challenging courses and yet are not being paid the fair wages they need to perform optimally and fulfill students’ needs,” stated Courtens.

This results in added stress on students, in addition to stressed out educators who are simultaneously trying to educate and fight for their jobs. “An overreliance on adjuncts is not only unfair to the students, it is also unfair to the teachers. Going to office hours where the instructor has to work around other instructors’ office hours, or simply lacks materials to teach and prepare, is difficult for both parties. This is a disservice to both students and instructors,” commented Nadia Alahiri.



James Auer

Racial issues across the New Paltz Campus have become increasingly widespread and problematic in recent years. Like most college campuses, SUNY New Paltz could be characterized as being racially divided. “I would characterize the campus climate towards racial issues as troubling. More students need to be involved, for example, by attending events such as Black Solidarity Day. There also needs to be a better response to racial slurs on campus,” stated James Auer, a senior political science major and student senator at the College. Racial incidents, such as a water fountain in one of the dorms being labeled with a sign “for whites only” or a whiteboard with the phrase “Emmett Till deserved to die” show the dark side of an otherwise seemingly open and progressive, friendly campus.

On a more positive note, New Paltz is generally very accepting when it comes to gender issues. One explanation for a better attitude towards LGBT issues is the fact that they affect a wider group of students on campus. “Gender issues gain more traction than racial issues. There are more discussions around this issue, more attention paid to it. Gender issues cut across all groups, unlike racial issues in which there is a divide,” explained Jesse Ginsburg. A relatively large number of students here at SUNY New Paltz are members of the LGBT community, which could also explain the more accepting attitude towards gender issues, as opposed to racial ones.

A lack of student involvement and a tense relationship with the administration has made overcoming issues at SUNY New Paltz challenging. Student leaders unanimously agree that to implement effective change, students need to become more involved. “It is challenging as a student leader to organize students in a way that makes sure they are standing up for themselves. It is hard to even get students involved in the first place. Student organizing is very chaotic, I hope to be more successful in the future at guiding and directing them,” said Jesse Ginsburg.

stations to phase out bottled water. From there, the project became an internship and then evolved into my own personal goal. After initial research, I had to do presentations in front of the CAS Board. Even after presenting to the CAS Board and they accepted my idea—that should have been the end of it. It should have just been done,” she remarked.

“However, the idea would not have gone through had I not done another semester of an internship focused on water fountains and the infrastructure in place right now. This followed more research, writing another report, and more presentations in front of the Board. I even had to go to Facilities Management to see if this could be implemented and give them the money to do so. If I had not seen it through with every single one of these tiny steps, I do not know who would have,” Annie concluded.

Naturally, Annie Courtens is relieved and satisfied that she was successful in her efforts. She is the perfect example of student leadership at the College and of how much hard work goes into implementing effective change.



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Contingent Concerns Committee Labor-Management Meeting Notes, November 21, 2014

By Barbara Heiles, Officer for Contingents-Elect

Administration Attendees: Human Resources Director Dawn Blades, Provost Philip Mauceri, Director of Faculty Services Jodi Papa

UUP Attendees: Chapter President Peter D.G. Brown, Officer for Contingents-Elect Barbara Heiles, NYSUT Labor Relations Specialist William Capowski, Officer for Contingents-Elect Barbara Heiles, Officer for Contingents and Chapter President-Elect Beth Wilson

1. Adjunct office space/facilities follow-up:

There is no set-aside office space for adjuncts in Wooster. Have the departments going in designated part of their space as being for adjuncts? No. Deb Gould has been designated a kind of “space czar” for the new building. We all agreed that the ideal situation is to have adjuncts have office space at or near their department’s location. Mauceri said that during the design phase of any new construction or renovation, people should be asking where the adjunct space is.

Jodi Papa will follow up asking Deb Gould about the New Science Building.

2. Adjunct lockers in Old Main:

Who has the keys?

If you want a locker in Old Main, Deb Gould has the keys. Beth Wilson will email the adjuncts to ask about interest in these lockers, and then she, Papa and Gould will work on arranging access. Barbara Heiles suggested a lock-box by the lockers for the keys, and adjuncts could be emailed the combination to the lock-box as necessary.

3. Article 49 Tuition Assistance (a/k/a space available program):

Dawn Blades said that the contract language refers to employees, but for the purposes of the Winter session which starts on December 26, Fall employees would count as still being employees, since the Fall 2014 contract goes to January 1. An employee can sign up a week before classes start. Summer Session I is unclear. Blades will look into it.

By the Summer session starting July 20, the Spring contracts are well over, so likely Spring employees are not eligible for space available.

4. Repayment of the Deficit Reduction Program (DRP) monies:

The agreement says that people who “separate from service” get the withheld DRP money back, except for the two days. Papa was told that “leaving state service” is not always the same as not being on payroll. Papa will check with the Payroll Department about how they arrive at the list. Bill Capowski asked what constitutes “separation from service”? What is their definition supported by? Blades and Papa said that neither of them is comfortable explaining this. There is a SUNY Central memo to Payroll—what is that defining?

5. Academic year contracts:

How many adjuncts are on academic year contracts?

Papa said that in 2013/14 and 2014/15, about 75 are on academic-year contracts each year. Of the per-semester contracts, about 60-65 of them are student teacher supervisors, who can't get academic year contracts because placement can't happen until the students get here. They expect about 150 contracts for Spring 2015, and the paperwork is flowing on them. Papa offered to look at the data at the end of May 2015 and ask "Why not?" for all of the people who have been consistently getting Fall and Spring semester contracts. She will come back with an answer.

Contingent Concerns L-M Meeting, February 20, 2015

Administration Attendees: Human Resources Director Dawn Blades, Provost Philip Mauceri, Director of Faculty Services Jodi Papa

UUP Attendees: Chapter President Peter D.G. Brown, Officer/VP for Contingents-Elect Barbara Heiles, NYSUT Labor Relations Specialist William Capowski, Officer/VP for Contingents Beth Wilson

1. Adjunct office space/facilities. Jodi Papa talked to Deb Gould about office space for adjuncts in Wooster. Psychology has definitely identified adjunct office space. Anthropology does not have many adjuncts. Gould has not seen the New Science Building plans, but she will take a look at them with an eye to adjunct office space.

2. Adjunct lockers in Old Main. The lock box is installed. Jodi Papa has the combination. Adjuncts should contact her directly to get the combination. The keys are not yet in the lock box. One person is already using a locker.

3. Repayment of Deficit Reduction Program (DRP) monies to adjuncts. Jodi Papa said that there is a difference between employees who "leave State service" and those whose "appointment expires." The intent on the State level is that an individual is really permanently leaving. Any adjuncts could approach HR and say that they are leaving and get their money. Capowski pointed out that, according to the Unemployment Board, no appointment letter in hand means no job.

Brown explained that it is not UUP's intent to make this process easy for the administration. The union did not ask for this onerous program, which was imposed by the Governor on all public employees. Both labor and management have found this process to be harmful to students. We would hope that the administration could convey this message up the chain of command, since we do not want to see any DRP imposed in the next *Agreement between UUP and NYS* (the "contract").

4. Administration policy on academic year appointments. At the Chairs' Retreat in January, Jodi Papa made sure that this was brought up: whenever possible, Chairs should give academic year appointments. Right now, there are 75-100 academic year appointments. Papa had offered at the last meeting in November to follow up in May and ask why not academic year appointments for each semester appointment, but Deb Gould advised her not to do that as it would be too much work. Papa said that when appointment messages go out next month, she will keep reminding departments to opt for academic year appointments when historically justified.

5. Professional obligation for part-time employees. A supervisor or head of a department can request adjustment of the FTE. Bill stated that UUP would prefer an FTE increase over extra service or a second part-time letter. Brown asked if an Academic 0.5 FTE plus a Professional 0.5 FTE would equal one full-time FTE. Papa stated that the administration does not want a blanket policy. Instead, they want to decide this case-by-case. Mauceri agreed that extra service should be temporary, on the order of weeks, not for longer. Both Papa and Blades talked about the difference between a one-time versus an ongoing obligation.

Spotlight: Tichakunda Mafundikwa '15, Chapter Intern

By Emily Breen '16, Chapter Intern



Tichakunda Mafundikwa is not your typical SUNY New Paltz college senior. He is soft-spoken and thoughtful with his words and actions. There is a maturity about him that is rare in someone only twenty-four years old. He had a unique upbringing that shaped his character and identity. Although born and raised as a young boy in Brooklyn, Ticha relocated to Zimbabwe, his father's homeland, at the age of five. He remained there until the age of twenty, when he started his freshman year of college.

Ticha's father is a graphic designer who founded his own College for Graphic Design in Zimbabwe, formerly the British colony of Rhodesia. His mother hails from Paris, although her family is originally from Guadeloupe in the French Caribbean. She is a dancer and language interpreter. Ticha has one younger brother, a sophomore at SUNY Delhi, studying architecture.

Ticha spent his freshman year at Saint John's University in Queens before deciding to transfer to New Paltz for financial reasons. He is a journalism major at SUNY New Paltz. "I became a journalism major mostly due to the influence of my high school teachers in Zimbabwe. I was told that I am a good writer, and in Zimbabwe, much more than in the United States, it is expected that students decide on a college course of study early on. When I thought about what profession would most match my skills, I decided to pursue journalism," he stated.

Although generally happy with the journalism program at the College, Ticha notes that one downside is the arrogance of some of the other students in his program. "I have to be honest, some of the journalism students here seem to think they know it all. I am the first to admit that I am not even close to knowing it all. In terms of academia, it is important to be humble for your own personal growth. Other than that, I am very pleased with my major program," he explained.

Tichakunda has had an overall positive experience at New Paltz, largely due to an overall welcoming and accepting campus, despite a lack of diversity. He is also quite pleased with his instructors here at the College. Ticha's passion for soccer is also a large part of his life at New Paltz, noting that playing soccer is how he met most of his friends. In addition to playing soccer, he also enjoys swimming, hiking and reading in his down-time.

Ticha's ambitious nature shines through when he mentions his post-college plans. He ultimately wants to work in the field of sports journalism, focusing specifically on soccer. Although he wants to eventually pursue a Master's degree in journalism, he plans to work for a year or two to gain more work experience before going to graduate school abroad.

Ticha is enjoying his internship with UUP this semester. "I hope to gain a better understanding of how certain organizations are run, to learn from people who have been professionals in certain areas, and to get a better sense of being in an office setting as part of a workforce team," he explained. Ticha feels that his patience, openness, editing and writing skills allow him to be a successful asset to the UUP team. As the Chapter Intern responsible for putting together UUP's award-winning newsletter, *The Bullhorn*, alongside Chapter President Peter Brown, Tichakunda Mafundikwa has his work cut out for him. I have no doubt that he will be successful.

National Adjunct Action Week at New Paltz



During National Adjunct Action Week, February 23-27, UUP honored the over 300 contingent faculty members who teach 55% of the 1,256 courses taught this semester at SUNY New Paltz.

The union's New Paltz Chapter installed a display in the Jazzman's Café, located in the foyer of Jacobson's Faculty Tower, listing all of the approximately 700 courses taught by 57 full-time lecturers and 248 part-time, so-called "adjunct" lecturers and instructors.

"The dictionary definition of the term adjunct—something added to another thing *but not essential* to it—is such a misnomer in this case," commented Chapter President Peter D.G. Brown, Distinguished Service Professor of German Emeritus. "Our adjuncts here, as everywhere else, teach all levels of all subjects, from Anthropology to Zoology. The entire academic enterprise is carried on the backs of these poorly supported and largely invisible academics. Students are adversely affected when their teachers lack basic support in the form of a living wage or offices in which to meet and mentor their students. Education suffers in the absence of any meaningful academic freedom due to our contingent faculty's precarious employment."

Part of the UUP display included a collage of over 100 photos depicting the diverse faces of the contingent faculty at SUNY New Paltz.

Both UUP, representing some 35,000 members on 28 different campuses, and the [SUNY Student Assembly](http://www.studentassembly.org/wp-content/uploads/14Spr-Contingent-Faculty-Pay-Equity.pdf) (<http://www.studentassembly.org/wp-content/uploads/14Spr-Contingent-Faculty-Pay-Equity.pdf>), representing 465,000 students at 64 campuses, have called for increasing the minimum starting salary per three-credit course from the current \$3,100 to \$5,000.



Beth Wilson & Barbara Heiles
current & future VP for Contingents





How many of the people teaching your classes are contingent—either adjuncts or non-tenure track lecturers?

In observance of **National Adjunct Action/Awareness Week**, the New Paltz chapter of United University Professions (our faculty union) has organized this installation, asking you to consider how heavily we rely on this 'flexible', precarious labor to conduct the basic work of the College: teaching classes.

This display includes photographs of about one third of the **300** or so adjuncts and non-tenure track lecturers who are teaching at New Paltz this semester. The courses listed below include **700** or so of the 1250 courses being offered in the Spring 2015 semester, accounting for **55%** of all the courses offered.

Most adjunct faculty receive about **\$3100** for teaching a full 3-credit semester course; full-time lecturers on this campus are paid an annual salary to teach **five courses per semester** or the equivalent. Despite a requirement that they hold weekly office hours to meet with students, many adjuncts have **no designated space to do so**, and they often receive significantly less support from their departments than their tenured colleagues.

Contingent faculty are subject to reappointment (or non-renewal) at the discretion of the administration, which can elect to non-renew them for any legal reason, or no reason at all, so **their jobs hang on a thread** from semester to semester, or for the duration of their current contract.

Are these the kind of working conditions that enable the highest quality, most creative teaching?

Look for teaching faculty who are wearing our **Adjunct** buttons this week (February 23-27). Ask them how they feel about their jobs, and what conditions would help them to provide the best teaching possible, if only their training, expertise, and experience in the classroom were truly valued.

Brought to you by



United University Professions
New Paltz Chapter



Message from UUP President Fred Kowal

Copyright and Intellectual Property Issues Related to Open SUNY



On Nov. 7, 2014, SUNY held a Fact2 Symposium on copyright and intellectual property issues related to Open SUNY. UUP was represented by an officer and two NYSUT labor relations specialists.

The following provides an overview of key points that emerged during the discussion:

Faculty own the teaching materials they produce except in the case of a work-for-hire arrangement.

All symposium presenters agreed that for SUNY's state-operated campuses, SUNY Board of Trustees Policies (Article XI, Title J) vests the copyright of works of authorship produced by a faculty member to him/her except in the case of work-for-hire. There is no distinction between materials prepared for traditional "brick and mortar" classes and those for distance learning.

However, SUNY Policies do not specifically define what constitutes work-for-hire. SUNY's Copyright Ownership FAQ states the following:

Under the current SUNY copyright policy, faculty retain ownership of works produced in the scope of employment, including works produced for on-line instruction unless there is a written agreement between the University and the faculty member to the contrary. Putting it more specifically, SUNY and

faculty may contract for "work-for-hire," authorize the work in advance by written agreement, and determine in the contract who the owner shall be. With respect to work produced for online instruction, practice regarding the use of written agreements varies from campus to campus. In the absence of a written work-for-hire agreement, copyright ownership vests in the faculty.

SUNY policy statements appear to focus on teaching faculty only.

SUNY's printed materials and the explanations presented at the Nov. 7, 2014, Fact2 Symposium appear to indicate that references to "faculty" in SUNY's statements refer to teaching faculty. It's not clear how much intellectual property protection UUP professionals, who do a broad spectrum of work for Open SUNY, have under SUNY policies. UUP will seek further clarification of this issue.

Individual campuses can establish work-for-hire arrangements as long as employees sign a written waiver surrendering ownership of their work.

During the symposium, SUNY's interim general counsel stated that if a particular campus wanted to



Message from UUP President Fred Kowal

Copyright and Intellectual Property Issues Related to Open SUNY



make a work of authorship produced by a faculty member a work-for-hire, a written waiver (defined as "the voluntary surrender of a known right; conduct supporting an inference that a particular right has been relinquished") would have to be entered into by the employee who created and owns the work.

Faculty can relinquish their copyright/ownership of material they produce only by signing a waiver of their rights. While faculty can waive their rights, campus administrations cannot obtain rights without the individual's written consent. We were assured by the chancellor's senior staff that campuses cannot deviate from Title J of the SUNY Board of Trustees Policies. Faculty members can grant licenses to their campus or any other entity for use under a written agreement.

UUP is reviewing campus-specific distance learning and online education policies to determine if they are consistent with SUNY's policy statements.

During the symposium, UUP raised concerns about whether campus policies are consistent with SUNY policy. We are in the process of reviewing individual campus policies for an upcoming labor-management discussion with SUNY. Please notify UUP if you have concerns about your campus distance learning/online education policies and are aware of any deviations from Title J of the SUNY Board of Trustees Policies.

Members can seek advice from UUP if they are asked to sign agreements to waive their copyright/intellectual property rights.

Regarding new work arrangements that are developing in the context of Open SUNY, UUP wants to ensure that its members are informed about rights they may be waiving if they sign agreements that constitute work-for-hire. Informed consent about exactly what employees agree to is important. Do not assume that signing waivers of rights are pro-forma and necessary.

There are unanswered questions about how SUNY's stated policies apply to the full spectrum of work that UUP academics and professionals may do under the banner of Open SUNY.

UUP will pursue clarification from SUNY with regard to a range of questions and scenarios presented to us by members. UUP will issue updates as additional information and clarifications become available.

A SUNY FAQ distributed at the Fact2 Symposium and other SUNY documents pertaining to Copyright and Faculty Ownership of Intellectual Property can be accessed at the following link: <http://system.suny.edu/academic-affairs/faculty/faculty-ownership/>



For more information or guidance, contact:

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VP for Professionals J. Philippe Abraham at pabraham@uupmail.org

**All over the country, adjuncts
are standing up for their rights.**

**Adjuncts Inspire Us.
Adjuncts Motivate Us.
Adjuncts Teach Us.**

**From the classroom to the boardroom,
from the State House to the White House...**

**We Stand
With Adjuncts**



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FINANCIAL RESOURCES AT YOUR FINGERTIPS

NYSUT Member Benefits is excited to launch its newly created online Financial Planning Center to assist NYSUT members & their families with making a variety of important financial decisions.



Whether you have questions about retirement planning, saving for college or considering purchasing a home, the Financial Planning Center offers valuable tools & resources to assist you. Take the time to check out everything this new section of our website has to offer and remember to bookmark it as we will continue to offer new items on a regular basis.

**This unique resource provides
NYSUT members with free access to the following:**

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| <ul style="list-style-type: none"> • Financial calculators • An interactive planning module • Customized Kiplinger's retirement newsletter | <ul style="list-style-type: none"> • Kiplinger's Annual Retirement Guide • 403(b) Field Guide • Preventive Law Guides • And more to come |
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To access the NYSUT Member Benefits Financial Planning Center, visit the Member Benefits website at memberbenefits.nysut.org and click on "Financial Planning Center."

March 2015

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Labor-
Management
Meeting

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12:30 PM
Executive
Committee
Meeting

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Noon
Humanities
Concourse
Rally Against
SUNY Cuts

April 2015

| SUN | MO | TUE | WED | THU | FRI | SAT |
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| | | | 1 Noon Dept.Reps Luncheon JFT 1010 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 2 PM CCC- Labor- Management | 11 |
| 12 | 13 | 14 | 15 11:30 AM Executive Committee Meeting JFT 1010 | 16 | 17 UUP Delegate Assembly Saratoga Springs | 18 UUP Delegate Assembly Saratoga Springs |
| 19 | 20 3PM Labor- Management Meeting | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

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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.

Executive Committee 2013-2015

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We're on the Web!

www.newpaltz.edu/uup



Kiersten Greene, UUP's Mother of the Month. See page 3.

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