



# The Cortland Cause

UUP CORTLAND CHAPTER, B-5 MOFFETT, CORTLAND, NY 13045, 607-753-5991  
WWW.UUPHOST.ORG/CORTLAND

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## From the President

### The State of Academic Freedom

It is surprising to me with what infrequency discussions of academic freedom took place at SUNY Cortland over the past dozen years. Perhaps one reason is that many of us assume academic freedom is a given in higher education. However, academic freedom has been at the heart of many issues and concerns over the past dozen years. Whether it is NCATE (now TEAC), the so-called NCATE syllabus, General Education requirements, edTPA, Seamless Transfer, or the freedom to choose research topics, academic freedom is at the core of the heated debates, personal and group anguish, and divisiveness on this campus. All too frequently, many of these events were not viewed as reductions in academic freedom. Frequently the events were also not viewed as affecting the entire campus, just some segment of the campus. Perhaps most importantly, attacks on academic freedom were seldom seen in the context of national agendas and trends. The problem is that isolating and decontextualizing actions that diminish academic freedom make it difficult to understand or see the

cumulative loss of academic freedom experienced at Cortland and across the nation.

While I have stated and believe that the surrendering of academic freedom is not unique to Cortland, Cortland is a starting point, and it is necessary to raise the question: Is academic freedom a reality at Cortland? It is instructive to turn to the College Handbook, Chapter 150, Article II, Section A, which states, "The SUNY Cortland Faculty shall assume the major responsibility for the development of the educational program of the College, and shall be responsible for the conduct of the College's instruction, research and service program." It is worth noting the similarity between the SUNY Cortland Handbook and American Association of University Professors *Statement on Government, Section V*:

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the

William Buxton, President  
Literacy



governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty.

In light of both of these statements asserting the primacy of faculty in conducting research and educational programs, do faculty actually have "major responsibility" for developing Cortland's educational programs? Is faculty responsible for the college's research program? In too many cases the answer to these questions is no.

Before continuing, a distinction needs to be made between the power to impose on faculty and academic freedom of faculty. Ultimately, the Federal Government has the power to impose on higher education institutions receiving federal money any requirements and restrictions it wants.

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The State Education Department (SED) has the power to set curriculum requirements that must be met before they will issue state certifications in any field ranging from hair styling to teaching. The *Policies of the Board of Trustees* grant broad powers to administrators to set local policies for educational programs and research as those administrators see fit. The issue is not whether SED, TEAC, or local administrators have the power to determine curriculum and proper research topics, the issue is whether the decisions of various levels of administrators restrict academic freedom. I will begin this examination with the loss of curricular control by faculty and then move to discussing the loss of research control as well.

In the past decade at SUNY Cortland, teacher education faculty lost curricular control to TEAC (formerly NCATE) and its affiliated Special Program Associations, changing SED requirements, and SUNY mandates. The result in teacher education was almost annual changes to syllabi and the loss of time that could have been spent on improving our classes. The quality of all of these curricular changes is best summed up in testimony I delivered to the Governor's Commission on Reforming Education in 2012. In that document I quoted former State Education Commissioner Steiner describing NCATE as, "intellectually insulting, stultifyingly boring, and an endless array of rubrics that have no meaning outside the world of NCATE." In recent years, teacher education faculty received the added intellectual insult of teaching to required state certification test, edTPA, that has no data indicating it can predict future teaching performance. The issue is that faculty are no longer able to control the content of their classes to best educate their students.

Kathy Russell's excellent piece in last month's *The Cause* both resonated with my own experiences at Cortland as well as left me longing for the time when faculty engaged in spirited and meaningful discussions of curriculum – a curriculum that was connected to meaningful issues in the world. As Kathy correctly points out, external interference with curriculum increased as early as the mid-nineties. It is a long term trend, and the incremental nature of this trend has made it difficult for faculty to completely recognize the loss of control in their professional lives. The net result is a continued loss of academic freedom, a loss that has been felt nationally and at SUNY Cortland.

The discussion through this past spring and summer surrounding the GE program was remarkable for its emphasis on meeting state and SUNY requirements. It appears that all is well with curriculum as long as the technical requirements of various regulating agencies are met. Missing is passion for content, replaced by a belief that curriculum is nothing more than meeting some external agency's checklist. I grant that meeting the various requirements of SED and SUNY is not easy. However, a curriculum needs to be more than that. A curriculum needs to reflect our collective beliefs about what constitutes a just society, the values we want our neighbors to share, the fundamental responsibilities of society and the individual, and the important issues facing our world today.

*Perhaps the intellectual decline is most evident in the acceptance of either dubious data or a complete lack of data. In teacher education, there is no data indicating TEAC or any teacher certification tests actually results in better teachers. A major justification for SUNY's Seamless Transfer Policy is improving graduation rates by reducing the total credit hours in programs, reducing the credit hours in GE programs, and ensuring a maximum number of credit hours can be transferred from anywhere to anywhere. The problem is graduation rates are a result of many factors, most notably, the socio-economic background of those admitted. I am reminded of a student I had at Cortland who did not graduate in the preferred 4-year time frame. A non-traditional student, he was on a six or seven year plan. He worked a full time job throughout his college career supporting his family. He made time to attend his children's sporting events. Block scheduling simply did not work for him because he could not take 15 credit hours in one semester. Nevertheless, he did graduate, and obtained a teaching position in this area. He continued his education at Cortland in a master's program, from which he also graduated in four plus years. He remains a teacher in this area today, but I wonder if he would be welcome as a student at Cortland today.*

The saddest part of the current discussions surrounding the GE program for me is the resemblance to discussions in teacher education a decade ago at Cortland. Questioning the basis for mandated changes seldom occurs and is not encouraged. I have been told by more than one administrator at Cortland that public disagreements with SUNY or SED should not occur because they will invite reprisal from those bureaucracies.

At Cortland all of the important discussions concerning teacher education disappeared well over a decade ago and were replaced with the same need to fill external checkboxes that we now see in GE requirements.

While curriculum has been the focus of most concern regarding academic freedom at Cortland, research is also under attack. In the library, a narrow definition of librarianship has resulted in denying academic librarians institutional support to attend conferences or to use research that is not approved by the library director. The problem is that academic librarians have not had the opportunity to develop the definition of librarianship that is consistent with their own professional organizations and other SUNY libraries where interdisciplinary scholarship among librarians is common. Instead, the narrow definition of librarianship given by administrators is limiting the scope of academic freedom. As the *Statement on Faculty Status of College and University Librarians*, jointly formulated with the Association of College and Research Libraries, and the Association of American Colleges (now the Association of American Colleges and Universities), states:

College and university librarians share the professional concerns of faculty members. Academic freedom, for example, is indispensable to librarians, because they are trustees of knowledge with the responsibility of ensuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn.

Let me reiterate a point made earlier. The question is not whether the administration has the power to limit research topics; the question is do such limitations curtail academic freedom? On a broader level, the question is: how do curtailments of faculty exercising primary control of educational programs and research programs advance the learning and the search for knowledge?

Academic freedom is the heart of all we do in higher education-- whether it is curriculum development or research topics. As Kathy Russell pointed out last month, this is a trend that began in the 1990s. It has spread since then, sometimes slowly and sometimes more quickly. Curtailments of academic freedom have invaded some parts of the college more than others, but we are at a point where academic freedom is challenged in teaching or scholarship in almost all parts of SUNY Cortland. The attacks on academic freedom may and frequently do originate at the state and national levels. However national and state trends and policies should not be an excuse for allowing a deterioration of academic freedom at the local level. ■

## The silence of war

Last Tuesday evening I walked into my current graduate class, and, saying that I did not want to "ignore" the subject, I asked the gathered students what they felt about the United States currently being at war with three different countries. A lively and at times somber discussion ensued for approximately 10 minutes, at which time we turned to the beauty of the poetry of Keats for solace.

It was important to me to hear the voices of the future leaders of this society as to what they thought concerning the current leaders of this society and the decisions these leaders are making. It was important to me, too, to allow them to hear the voices of each other, coming from lives that they all share.

The next day I asked the question to the undergraduate students of my 200-level class and 300-level class. The response this time was silence. I realized as I waited for something to be said that this is not an unusual response. The unusual response was the one from the graduate students who recognized education as being more than the classroom subject at hand. The silence offered by the undergraduate students did not necessarily mean that they had nothing to say; it could mean that, unlike the graduate students who typically lead more independent lives, the undergraduates remain silent in response to the new and renewed wars because they see that as the more common response from the nation's citizens.

Whatever the reason, the silence became a learning moment for me. I am always grateful for those moments.

**Karla Alwes,  
English**



Karla Alwes,  
Editor

## From the Editor

The life of a college campus is vast and various. Within the campus boundaries, ideas and arguments that parallel the activities of the world outside the campus go on. Currently one of the important issues of concern to the campus community is the proposed revision of SUNY Cortland's General Education courses. Because knowing what the changes are is essential to participating in the process, we include the Cortland GE Committee's proposal on page five of this newsletter.

A recurring and consistent concern on this and other college campuses is the daily plight of the adjunct faculty who deliver education and guidance to their students. As follow-up to last year's discussion regarding adjunct faculty within these pages, Anne Wiegard, a full-time lecturer of the English Department, will deliver a presentation and lead a discussion on the collection of essays, *Equality for Contingent Faculty: Overcoming the Two-Tier System*, edited by Keith Hoeller, and published in 2014. The book chat is sponsored by the campus Faculty Development Center, which has copies of the book available free to members of the campus who plan to attend the discussion. The discussion will be held on October 28<sup>th</sup> at 4:00 p.m.; contact Susan Suben (susan.suben@cortland.edu) for information.

To further inform the campus on the issue of adjunct faculty, two of our colleagues have helped create an audiobook on the subject. Anne Wiegard, FTL, English, and Nancy Kane, Lecturer, Performing Arts, along with 67 other current and former adjunct instructors nationwide, read and recorded for the audiobook titled *Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*, written by Joe Berry.

Finally, as is the way of the world, SUNY Cortland sees the departure of its members as well as their arrival. The latest of our UUP colleagues who have retired, as of September 2014, are:

Elaina Alberga, Lecturer, Psychology Department

Patricia Garrighan, Lecturer, Communication Studies Department

Gretchen Herrmann, Librarian/Liaison: Social Services, Memorial Library

Arnold Levine, Lecturer, Spanish, Modern Languages Department

Rickie McClure, Academic Tutor, Academic Support and Achievement Program (ASAP)

Mary Franco, Mohawk Valley Graduate Center

John Leary, Associate Professor, Health Department

Kathryn Russell, Professor, Philosophy Department

Judith Kinne, Lecturer, Economics Department

John Shedd, Professor, History Department

Bernard Earley, Full-time Lecturer, English Department

## Fall 2014 Proposed Revision of SUNY Cortland General Education

The proposal described below is the result of the GE Committee's work to synthesize the feedback we have received throughout the process and develop a proposal that retained the overall purpose of the General Education program while responding to the significant calls to allow more choice and flexibility within the program. We believe that it represents the preferences of our campus as a whole, recognizing that no proposal will reflect the individual preferences of each campus member or department.

The GE Committee unanimously approved the following amendments to the General Education Program:

- x Reduction of the natural science requirement to one four-credit laboratory course (elimination of GE 13 – a second natural science)
- x Retain the Social Science, GE 3, requirement
- x Allow students to complete one of the following two categories: GE 4 – United States History and Society or GE 5 – Western Civilizations

These changes would result in the following revised General Education Program:

- 1. Quantitative Skills (3cr)**
- 2. Natural Science (with a 4cr lab)**
- 3. Social Science (3cr)**

**Students choose one three-credit course in either GE 4 or GE 5**

- 4. United States History and Society (3cr)**
- 5. Western Civilization (3cr)**
- 6. Contrasting Cultures (3cr)**
- 7. Humanities (3cr)**
- 8. The Arts (3cr)**
- 9. Foreign Language (3cr)**
- 10. Basic Communication (3cr)**
- 11. Prejudice and Discrimination (3cr)**
- 12. Science, Technology, Values and Society (3cr)**

Students must complete a minimum of 30 credit hours of approved SUNY General Education course work. Courses in GE 11 and 12 only count towards that total if they are cross listed in categories 1-10.

## Librarians as Housewives at SUNY Cortland

Gretchen Herrmann,  
Full Librarian

Librarianship is a markedly female-dominated profession. Approximately 68% of academic librarians, 79% of public librarians and 92% of school librarians are female. This gender skew has had a profound effect on the image of librarians.

The feminization of librarianship began in the late 1800s with Melvil Dewey. He found he could employ educated women as librarians for little pay who would also create a warm homey atmosphere while uncomplainingly performing the monotonous library jobs such as cataloging<sup>1</sup> (Garrison 1979:79). Other Victorian ideas promoted by men include that women were by nature unfit to be intellectuals and hence unfit to pursue advanced degrees. Although suited for teaching (particularly children), women were not seen fit for scholarly inquiry.

Since then, the profession has been shaped by the values of this feminization of librarianship and its implicit analogy of library to home. Like the other female dominated professions of nursing, social work and teaching, librarianship became considered something of a calling, which demanded self-sacrifice and altruism in the librarian's work in uplifting the masses. Certainly, expectations of library services have been informed by this image, as Clare Beck in "Reference Services: A Handmaid's Tale" observes: "We have the concept of on-demand [reference] service provided by a woman at a public desk always ready to lay aside other work to respond 'incidentally' to questions. The underlying image would seem to be that of Mother, always ready to interrupt her housework to attend to the problems of others" (1991:33).

Virtually all of the daily work such as checking periodicals into the library records and checking books out, important as it is, is actually performed by trained clerks (and students). Yet librarians are often perceived as primarily performing clerical "housekeeping" tasks. In parts of the English-speaking world, computer library systems are actually called "housekeeping" systems. Librarians are often viewed as glorified housewives/mothers who keep the library orderly and the kids occupied and behaving properly (think of the stereotypes of shushing, keeping the students in line and instructing users where to find things and how to use them).

In practice, academic librarians perform the intellectual work of the library, i.e. building the collection, organizing the materials, and teaching patrons how to use the collection. Librarians teach formal classes, small groups and individual instruction on research, evaluation of scholarly sources and library use. Since the library materials cover most subject matters, librarians need subject familiarity with a wide array of topics. Employing academic librarians who themselves conduct scholarly research allows them to be knowledgeable about the research process and to actually teach it to students. Most academic libraries seek out librarians with additional subject degrees because of their expertise. Librarians also supervise student and clerical workers, as well as serve on numerous campus committees.

In large part because of the perception of librarians as akin to housewives, currently they are not always seen as scholarly or intellectual. However, there is a countervailing image of the librarian as scholar, but this tends to be depicted as a bearded and bespectacled male hidden behind a pile of books in the stacks, a scholar who rightfully spends time in intellectual inquiry. It doesn't apply to most of the women who comprise the discipline.

Why am I bothering to elaborate on these gendered images?

In May of 2013, the local Administration mounted unilateral changes to academic librarianship on campus with no previous consultation with the academic librarians themselves. Academic librarians received a memo indicating that the President would only consider scholarship dealing with librarianship for future reviews of academic librarians, despite the fact that for over 40 years academic librarians at Cortland have engaged in research across the disciplines as part of their Personnel Policies for Scholarly Ability. In June, 2013, academic librarians received another memo indicating that, instead of the up to 52 days per year academic librarians could utilize to fulfill their scholarly criterion (academic librarians are on 12 month appointments and do not have campus vacations off), they would now be limited to only 6 days of scholarly activity per year. (What kind of respectable research can be conducted in only 6 days per year?!) These policies also undercut established processes of self-governance and remove incentives for advanced degrees.

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The SUNY Board of Trustees deems academic librarians as academic faculty, subject to the same requirement of “significant research work” as classroom faculty, yet we have been told locally that we should spend only “modest” time on scholarship. Such restrictions on scholarly activity especially hurt the new academic librarians who want to conduct research on local library programs in order to improve them or those who have subject research expertise. The newly imposed restrictions also contravene traditions of academic freedom.

Academic librarians have also been encouraged recently to remain in our offices and the library building so that we can be available right away should a student or faculty member need anything. This is ironic, given the strong emphasis on outreach in the current Library program and the ready availability of both librarians and library sources remotely through the Internet. (I frequently looked up sources for faculty and students from home rather than wait until I returned to the library building.) Will other faculty be expected to stay consistently in their offices to serve students? There is also a renewed emphasis on librarians’ teaching how to do research, but how can we effectively do so if we ourselves do little of it?

I submit that this feminized image of librarian as housewife has contributed to the current move to de-intellectualize academic librarianship at Cortland. It’s rather like keeping the academic librarians barefoot and pregnant, i.e. docile workers, who have little intellectual standing in the academy and diminished respect from faculty. Would this restriction of scholarship happen to other historically male-dominated disciplines on campus? What message does this send to female faculty and students at Cortland?

<sup>1</sup> He also liked to sexually harass the women, but that’s another story.

#### Sources Cited

Beck, Clare. 1991 “Reference Services: A Handmaid’s Tale.” *Library Journal* 116(7):32-37.

Garrison, Dee. 1979. *Apostles of Culture: The Public Librarian and American society, 1876-1920*. New York: Free Press.

## Teachable Moments

Linda Rosekrans,  
English

Last spring, instead of finishing the semester on campus, I wound down with a one month stay at Crouse Memorial Hospital. I expected to get well; what I did not expect was to learn so much about myself, personally and professionally.

I went in with shortness of breath, diagnosed pericarditis, two surgeries, a week and a half in ICU, and home, finally, after a full month of hospital confinement and an additional stay in physical therapy rehab. It was during my time in ICU that I began to heal emotionally and spiritually as well as physically; I began to heal by talking. Not just any talking, I was teaching; my “students” were my doctors, nurses, and chaplains.

In Louise Erdrich’s novel *Tracks*, the lead narrator, an elderly community and culture hero, says: “I got well by talking...” I did not set out to test this theory; I simply made the connection one morning as I looked out my glass walled room into the corridors: I was living, first hand, pieces of the plot of one of my favorite plays: *W;t*. The play, set in a hospital, reveals the experiences of a patient entrenched in “hospital culture.” Once I realized the connections, actually experiencing the same small annoyances and enlightenments this patient/ any patient undergoes in a hospital stay, I had to share this epiphany with everyone around me! When my ICU medical staff of residents and their supervisor came in to do “Grand Rounds,” I waited patiently and listened carefully as they talked through my condition and treatment, then snagged as many as I could to share *W;t* with them. I had at least two residents reading the play in their meager spare time; I’m sure I deprived them of some much needed sleep. The chief staff on the unit allowed me a great deal of latitude in interrupting the efficiency of their daily routine by lecturing for fifteen minutes at a stretch (on oxygen); they said I was a breath of fresh air; I actually wanted to get better.

So this is what I discovered. Beyond all else, I am a teacher! I teach anywhere I am! I breathe oxygen and teaching! As a learner, I saw the connections in my life as it was to the literature I loved. As a teacher, I had to share that! My caretakers were my captive audience; they actually seemed to like to hear something new, so outside of their professional foci. I like to think I added to their lives; they certainly afforded me the opportunity to discover this new realization that though they took the teacher out of her classroom, she’d just make a classroom out of wherever she landed. I got well by talking; the stories I shared with my captured audiences helped me forget that for the time being, I could not move from my bed. I could teach.

[Editor's note: the following is written by a senior at SUNY Cortland, Catherine Faughnan, History major. Her article was submitted by Jim Miller, Supervisor, SST student teaching, History Department, whose companion piece follows hers.]

## Cortland CROP Walk for Hunger

Catherine Faughnan,  
Political Science Major

It is that time of the year again- the annual Crop Walk to overcome world hunger will take place on Sunday, October 26<sup>th</sup>. Registration begins at 1:00 and the walk begins at 1:30. It starts at Grace and Holy Spirit Church, 13 Court Street. It is a walkathon which raises significant funds (over \$25 million) each year for disaster relief both global and domestic, agricultural development, and emergency food aid. It is also the ORIGINAL fundraising walkathon, initiated over 40 years ago. As always, 25% of the funds raised locally are returned to the community for local food pantries and feeding programs.

For the past two years, SUNY Cortland students have made up over 75% of the walkers, and they have also worked to raise 1/3-1/2 of the over \$11,000 raised both years. All together in 2013, SUNY Cortland organizations raised \$4,842.18. This is an immensely impressive amount for college students to raise and the SUNY Cortland community should continue this effort! Not only have students continuously worked to raise significant amounts of money for this cause, each year students volunteer to perform various tasks that aid in the walk efforts. These tasks include registering walkers the day of the walk, marking the walk route, handing out refreshments along the way and even sitting in Corey Union pursuing passersby to do what they can to help. This year, we have a new goal- if each student walker could raise just \$10 from 10 friends and family members, the campus could contribute upwards of \$30,000-\$40,000! Imagine the difference this could make.

I strongly encourage all members of the SUNY Cortland campus to participate in the walk, or rally campus classes to start a team. For more information, visit [www.crophungerwalk.org/cortlandny](http://www.crophungerwalk.org/cortlandny). I am readily available via email for any questions or concerns, at [Catherine.faughnan@cortland.edu](mailto:Catherine.faughnan@cortland.edu). I will also be more than happy to visit faculty members' classes to speak about the walk to the students.

## On *edTPA* and the CROP Hunger Walks

Jim Miller,  
History

One of the unintended consequences of imposition of *edTPA* surfaced in my world this Fall. Since 2005 I have taught one or two sections of *AED 391-SST: Introduction to Adolescence Education*. As a long time proponent of service-learning I continued with my SUNY Cortland students what I had done with my high school students for decades in Syracuse: get them involved in the community CROP Hunger Walk. In Syracuse, it fit perfectly within the Global Studies then Global History and Geography courses. The walk and the education that surrounds it develop global awareness and the opportunity for our students to help ameliorate the world condition.

At SUNY Cortland, I realized that I was able to take it one step further. I could have my students participate with the goal of later replicating the community involvement within their own communities. The CROP Hunger Walks, thousands nationwide, raise millions annually for disaster relief, agricultural sustainability and village development. CROP Hunger Walks are the original walkathon (since about 1969) and they promote the idea of thousands walking a few miles imitating the millions who must walk miles daily for clean water, firewood, and food. What a unique "teachable moment."

Enter *edTPA*! The AED 391 course has been drastically changed. There is no room for service-learning activity as we prepare our future students. Rather than have my students see they could apply the CROP Hunger Walk to their Social Studies teaching as real life and raise some funds to fight global and local hunger (25% of funds raised are returned for use by the Cortland area feeding programs and food pantries), instead they are forced to fundraise for Pearson to the tune of hundreds of dollars each. This in exchange for certification! We teach our students it's not good to "teach to the test." With *edTPA*, we are forced to do exactly that – to follow a carefully prescribed formula with specific vocabulary, format for lessons (no walking for issues here), all in 11 point Arial type! Sad but true!

## There is No PLANet B, [or Things are Inextricably Linked]

Dave Ritchie,  
Emeritus,  
Library



“There is No PLANet B” was one of many slogans that caught my eye during the Climate Change March last weekend in New York. It was being carried by a young boy hoisted on his dad's shoulders, and his dad was walking in a group in front of us UUPers for most of the march. So I read it several times. We're stuck with what we do here / We cannot just move on, as the early American settlers did when the soil played out / There's no do-over / Our first plan is our only plan (and other takes on that same theme).

310,000 to 400,000 people in the march. How great it was to be with a huge number of people who all had the same general mindset and objective! To be part of urging responsible responses to a global threat – to march and chant for change in the U.S.'s and the world's directions! – no small endeavors those.

And WHY was United University Professions there? Um, because UUP and UUPers are part of the planet; because we're a unique, credible, higher-education labor group of thinking and thoughtful academics and professionals; because UUP and UUPers are part of the labor, education, student, family, and elders groups who were identified by the Climate Change organizers as “future generation builders”. So ...part of the problem, and ...part of the solution. Those realized thoughts – that we're part of it all and inextricably linked to others – have become the current UUP leadership's mantra. (See minute 43:00 of the People's Climate March Livestream three-hour video at

<https://www.youtube.com/watch?v=mYcKcNlLsSE> for UUP President Fred Kowal's answer.)

### MEANWHILE, BACK AT THE RANCH in Cortland: “WE'RE ALL EARS”

Members of the Cortland UUP Outreach and Membership committees have been thinking about how UUP might become more relevant to academics and professionals, but then they had the bright idea to ASK! So YOU ARE INVITED to visit with a couple of committee members in a small, conversational way and say whatever you'd like – questions, concerns, hopes, and wishes regarding your union and your work.

This listening tour has been dubbed “We're All Ears,” and will continue through the fall semester at least. Individual email invitations are being sent out to each person on a unit/department basis. If you would like to schedule a separate session, or are unable to make an announced session's time and place, please email [uup@cortland.edu](mailto:uup@cortland.edu) or phone 607-753-5991 – and please leave a short message if Toni is not available.

And here I would remark that UUP membership at Cortland is not the members of the Cortland Executive Board, or even the Board augmented with all the members of the chapter's committees. Actually, only ALL UUPers make UUP whatever it is! Thinking back to how SUPPORTED we all felt being with like-minded Climate Change groups, chapter members will be inviting those who are not members (“fee-payers”) to become members this year. You pay no more as a member than as a fee-payer (see p.12)! In the relevant words of another Climate Change sign:

THERE ARE NO PASSENGERS on spaceship Earth – ONLY CREW!

### IT'S YOUR NEWSLETTER!

We welcome articles and letters submitted by members of the SUNY Cortland Community.

Please share your thoughts with us— we want to hear from you!

Opinions expressed in *The Cortland Cause* are those of the individuals and are neither endorsed by nor represent the views of UUP.

Please note: The Cortland Cause will generally not print anonymous submissions.

We reserve the right to edit submissions for grammar, space limitations, accuracy, etc.

Send contributions to the Chapter Office, [uup@cortland.edu](mailto:uup@cortland.edu)  
and to the editor, Karla Alwes, [karla.alwes@cortland.edu](mailto:karla.alwes@cortland.edu)

## A Discussion of the New Bullying Policy

**Dan Harms,**  
VP for  
Academics,  
Library



Workplace bullying has been a concern on this campus for both the union and the administration. To further that end, the administration has just released a new document on Bullying in the Workplace and Incivility Standards.

In general, having a campus policy against bullying is a proven method to help to reduce incidences of bullying. With regard to this particular policy, the union leadership wants to see how exactly it plays out and how it affects our members.

To start a conversation, however, I'd like to quote from the policy:

Workplace bullying is defined as **repeated** behavior that **intentionally** intimidates, degrades, humiliates or isolates people at work, or undermines their reputation or job performance...

- Incivility – rude or discourteous behavior toward an individual or group
- Harassment – behavior directed toward an individual or group with the intent to annoy, alarm, manipulate, control or abuse
- Intimidation – threats of imminent or future harm toward an individual or group
- Exclusion – socially or physically excluding or disregarding a person in work-related activities
- Humiliation – belittling or demeaning others through ridicule or spiteful remarks

It's important to understand that bullying takes many forms. We're not talking about distinguished professors shaking down junior faculty for lunch money (if that is happening, please let someone know). We're talking about more subtle ways of causing harm to others, some which are specific to particular situations, and which may even be an aspect of the culture of your particular corner of the campus. It can be not inviting someone to meetings where everyone else is present, or telling a student not to take a class because of a personal dislike of an instructor, or spreading nasty rumors about a co-worker. These are not inadvertent slights, but behavior that sets out to harm another employee that continues over time.

I'd encourage you to take a look at the above bullet points and ask yourself: Have I been subjected to such behavior? On the other hand, am I carrying out this behavior myself without realizing its impact? Sometimes, the first stage in solving a problem is to recognize it.

Also, those who believe that they have problems with bullying should also look at the Workplace Violence Prevention Policy. This deals with more serious situations, and it's good to be familiar with both in order to assess a particular situation.

Bullying in the Workplace and Incivility Standards:

<http://www2.cortland.edu/dotAsset/4cf5bb9a-77ae-4964-b1a3-7dd5ee34d483.pdf>

Workplace Violence Prevention Policy: <http://www2.cortland.edu/dotAsset/113384.pdf>



## NYS AAUP Fall 2014 Conference to be held at SUNY Cortland, October 24-25

The NYS AAUP Fall 2014 Conference will be held at SUNY Cortland on October 24<sup>th</sup> and 25<sup>th</sup>, Brockway Hall, Jacobus Lounge/Room 112. The theme of the conference, "You Are Not Alone," symbolizes the shared interests, concerns, and needs of both full- and part-time, tenured and un-tenured faculty; as well as the AAUP, UUP, and others who share a similar vision. Accordingly, the focus of the conference will be on excellence in instruction, research, and service; shared governance; academic freedom and integrity; fair compensation; honoring commitments; and higher education as a public good.

Speakers for this event will include Assemblywoman Donna Lupardo, described as an "independent, reform-minded legislator," who will talk about effective political organizing; Risa Lieberwitz, Professor of Labor and Employment Law at Cornell University and General Council for AAUP National, who will discuss NLRB cases that further clarify the details of the SC Yeshiva decision; and Anne Wiegard, Executive Committee Member, UUP SUNY Cortland and Board Chair, New Faculty Majority, who will address matters pertaining to contingent faculty.

The conference, which is open to all AAUP members, UUP members, and other interested persons, will begin at 1:00 on Friday, October 24, with Welcoming Remarks and Introductions, followed by the speakers. A one-hour open/panel discussion will follow, ending the day's events at 6:00. The dinner banquet will be at Central City Bar and Grill, beginning at 7:30. The NYS Conference Steering Committee Meeting, open to NYS AAUP Leadership only, will be held from 8:00-1:00 on Saturday.

Reservations for the conference, and for dinner, may be made by going to the NYS AAUP website; <http://nysaaup.org>, and clicking on NYS AAUP Conference Fall 2014 Registration, or by going directly to the registration page at: [http://nysaaup.org/conference\\_register\\_fall14.htm](http://nysaaup.org/conference_register_fall14.htm). Note that if you need a hotel reservation, those reservations must be made by October 15<sup>th</sup>.

We hope you will join us!

### AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

*Advancing academic freedom and shared governance; defining professional values and standards; promoting the economic security of those who teach and research in higher education; organizing to make our goals a reality; and ensuring higher education's contribution to the common good.*

**Sally Dear-Healey,**  
Ph.D., Vice  
President, NYS  
AAUP; Chair, NYS  
Committee on the  
Status of Women in  
the Academic  
Profession; District  
VIII (New York)  
Representative to  
AAUP National

