



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

William Buxton, President
Literacy



Thinking of Becoming a Teacher? DON'T! The Collapse of a Profession

Of the many disconnects in a post-modern world, one of the oddest is the almost universal agreement that teachers are the single most important factor in educational success while at the very same time there is unprecedented collapse of teaching as a profession. We currently are in a period of unrestricted criticism of teachers as individuals, teaching in general, teacher preparation, and teacher unions. The last Met Life survey of teachers documents the continuing erosion of morale in current teachers in the United States:

Teacher satisfaction has declined to its lowest point in 25 years and has dropped five percentage points in the past year alone, from 44% to 39% very satisfied. This marks a continuation of a substantial decline noted in the 2011 MetLife Survey of the American Teacher; teacher satisfaction has now dropped 23 percentage points since 2008. (The Met Life Survey of the American Teacher, 2013)

The Great Recession of 2008 saw a dramatic drop in the number of teachers and teacher assistants (e.g., NYSUT experienced a drop of over 20,000 members). No recovery from this drop in qualified classroom personnel has occurred or is expected to occur in the coming years. As a result, teachers are faced with larger class loads, less support to provide adequate learning opportunities for all students, and a factory model that devalues the teacher's professional skills and expertise, replacing those professional skills with canned curriculums and a standards/testing mentality that leads to nothing more than teaching to the test. Think I am wrong? Consider a recent article by Jordan Moeny in Education Week (Vol. 34, No 26, p. 8).

Nancie Atwell was awarded the first Global Teacher Prize on March 15 by the Varkey Foundation. This prize included a 1 million dollar award. The program is funded by prestigious international foundations like the Gates Foundation. Bill Clinton is the honorary chair of the Varkey Foundation and presented the prize to Ms Atwell. Bill Gates appeared in a congratulatory video and spoke of the "power of teachers to transform students' lives." (Moeny) After the ceremony Ms Atwell was a guest on a CNN broadcast. When asked what she would say to students considering a teaching career, "She said that she would try to dissuade them unless they were interested in working in a private school" (Moeny) Ms Atwell continued:

Public school teachers are so constrained right now by the common core standards and the tests that are developed to monitor what teachers are doing with them.... If you're a creative smart, young person, I don't think this is the time to go into teaching unless an independent school would suit you. (Moeny)

In a later interview with the HuffPost, Ms Atwell expanded on her concerns:

The new common-core curriculum and the tests that accompany it are tending to treat teachers as mere technicians. They open the box, and they read the script, and that's not what good teaching is about. It's an intellectual enterprise, and that's been stripped from it by the current climate. (Moeny)

Countering the claim of the standards/testing movement (which no country other than the United States embraces) promotes a rigorous curriculum, Ms Atwell said:

It's [teaching] just become a series of rig—not even rigorous—almost ridiculous exercises that don't have any connection with the enjoyment of stories or the exercise of self-expression. (Moeny)

Ms Atwell eloquently expressed the very feelings I and other long-time teachers have expressed for several years. We can no longer recommend prospective teachers consider teaching as a career. Teaching is no longer a profession. The job is closer to a laborer in a manufacturing plant than working in a profession.

How did we get to this strange point? While the seeds were planted long ago, a good starting point is the No Child Left Behind Act of 2003. This bi-partisan political act included the provision to increase the number of teachers who were “fully qualified”. It was left to each state to define “fully qualified”. Most states, including New York defined fully qualified as having a certification in the area they were teaching. Few objected to this reasonable standard, and many were surprised to learn the number of teachers who were not teaching in their certification area. In the coming years, most states made significant gains in their per cent of fully qualified teachers.

So far so good, but problems with this increase slowly began emerging. Almost immediately New York began issuing what became known as “back-door” certifications. Prior to this time, almost all teachers in New York were certified by the recommendation of a higher education program registered with the state. Many conservative groups and charter schools objected to this “monopoly”, and encouraged the state to issue certifications directly to individual applicants. The state began doing so with abandon, with little regard for the requirements officially registered programs had to follow. Let me give an example of how this works from my own area, literacy. New York offers two certifications in literacy, one for Birth through Grade 6, and the second for Grades 5-12. At Cortland, we require students who have one of those certifications to take 4 additional courses including 50 field hours of field work to obtain the additional certification. We do this because we feel this is the minimal amount necessary to ensure knowledge and experience in the other area. There are significant differences between teaching a 10th grader and a preschool child. New York, on the other hand, will hand out the second literacy certification to anyone having one literacy certification plus an additional 25 clock hours of supervised practicum in the grades of the second certification. So in New York, the “fully qualified” literacy specialist at your child's high school may have no content knowledge about teaching reading at the high school level and spent no more than 25 hours working with high school students. Obviously the reverse is also true, a reading specialist teaching first graders how to read may be encountering this phenomenon for the first time. In the eyes of New York, this is fully qualified.

Literacy is just one example of many. While the alternative certification routes were not advertised, word of mouth spread quickly and many teachers certified in one area gained a second certification simply by paying the state the additional \$100 application fee. Who benefitted from this artificial increase in certifications? The New York State Education Department (SED), which is now able to issue press releases congratulating themselves on the increased number of “fully qualified” teachers in the state. Additionally, individual districts are now able to tell parents the number of teachers in their district who have two or more certifications, as if this somehow automatically increases the value of the education their children are receiving.

While the increase in fully qualified teachers looks good on paper, the reality is not necessarily the same. To give an example, suppose the plumber you relied on for over 10 years casually mentioned to you that she could also do electrical work on your house. She recently found out that all she had to do was send in the application fee to the state, and she would receive the electrician's license because she was currently a licensed plumber. Would you be comfortable hiring that person to rewire your house? Would you be comfortable having your child taught by a teacher whose qualifications were having an existing certification in some other field? That is the case we have in teaching.

Unfortunately the trend towards issuing teaching certifications while lowering the standards for obtaining those certifications has only grown stronger thanks to a collaboration of SUNY and SED. By now, we are all aware of the ramifications SUNY's credit-hour cap had on GE programs at Cortland and around the state. At the same time, SUNY also exerted pressure for schools to offer two certifications in the same 124 credit-hour program that formerly granted just one certification. Think about this for a minute. In the same amount of time that was used to prepare teachers in one certification area, we are now saying students can be prepared to teach in two different areas with the same amount of educational experiences.

Lost in the push for additional certifications was what happens to the condensation of content when two programs are combined into one. Is there anyone who really thinks that a person can be prepared to become both a special education and elementary teacher in a 4-year, 124-hour program? Put this another way, do you want your child taught by a teacher who has half of the preparation that was deemed necessary a few short years ago? Is there another profession that is so drastically reducing the requirements for certification?

It is not an accident that while the state and SUNY lowered graduation requirements for new teachers, they also imposed the ridiculousness of common core and a punitive testing system. SED can put people in the classroom who have less preparation because what to teach and how to teach have already been determined. At the same time SED imposed a hastily constructed series of new certification tests that have no demonstrated value as a requirement for certification (e.g., see Duckor, Castellano, Tellez, Wihardini, & Wilson, 2014, *Journal of Teacher Education*, 65, 5). By manipulating the lowest score necessary for passing, SED can guarantee lower pass rates than with previous tests. SED uses this dubious foundation to claim that 1) teacher preparation programs are failing, and that 2) these dubious tests are ensuring those entering the profession are better prepared than before. Quite simply, these claims are without merit.

At this point, the teaching profession has experienced more than a decade of external mandates, criticisms, controls, and the creation of a teacher-watching culture by a faceless bureaucracy. The criticisms of teachers and teacher education occurred simultaneously with and from the same people were also making it easier to obtain teacher certification (e.g., SED, SUNY, Teach for America and others of the so-called reform movement). Teachers completely lost control over their curriculum and how to teach that curriculum. Tasks such as reflective writing were elevated to evaluations of teaching without evidence connecting this writing activity to actual classroom performance. The National Board for Professional Teaching Standards and edTPA are two primary examples of evaluations that have taken one activity (writing about teaching) and elevated writing *about* teaching to the primary evaluation of *doing* teaching. Is it any wonder award winning teachers are lamenting the state of the profession?

I am writing this during a week in which the number of parents keeping their children out of the state-mandated tests has increased exponentially. This follows a statewide campaign in which district superintendents joined NYSUT and UUP in speaking out against the Governor's punitive budget that did nothing more than open the door wider for profiteers to take over education. I am leaving shortly to attend a statewide meeting of UUP teacher educators who are planning strategies to advocate for changes to the current teacher certification tests. The number of teacher educators in this group has grown every year since its inception five years ago. The movement countering the destruction of the teaching profession is coming from parents, students, K-12 teachers, and teacher educators across New York and the country.

It is noticeable that those arguing against the standards/testing culture, against the increasing role of profiteers, and for increasing the role of teacher and teacher educators in policy making include not a single SUNY administrator. While the rest of the state is awakening to the problems with the testing/punishing agenda, no SUNY administrator has taken a public stand protesting the many problems impacting the teaching profession and teacher education within their own programs. Sometimes it takes the courage of one language arts teacher from Maine to give voice to a movement.

UUP Journalism Contest Award – Spring Delegate Assembly, April 17, 2015

Cortland Chapter was awarded the following:

First Award: Best Website

<http://uuphost.org/cortland>.....Toni Murray

Honorable Mention: General Excellence

The Cortland Cause.....Editor: Karla Alwes

Honorable Mention: Best Original Article

“Librarians as Housewives”.....Gretchen Herrmann

Karla Alwes,
English



From the Editor

Much discussion has arisen recently over the “Social Media Policy” that was distributed in employees’ paychecks and online. The ongoing discussion consists of questions and confusion over parts of the policy. I have no answers to offer, but as an aficionado of words, I want to look at how words, meant to communicate, can too often be a source of confusion and obfuscation.

Typically I enjoy reading the flyers that occasionally accompany my paycheck—not as much as I enjoy reading the paycheck, but the flyers show that the administration is thinking of best interests professionally and ways to ensure comfortable relationships among the members of the campus community, while we are members of the campus community. For example, the policy against violence in the workplace that we receive every year, as important an issue as it is, does not leave the workplace. The policy explicitly states that the violence or threat of violence from one person to another may not take place at work; when one leaves the workplace, all bets (and policies) are off. The wording is clear and concise. And brief. There is apparently not much to say about violence, except that it cannot happen at the workplace.

The current social media policy, however, exchanges brevity for three pages of lists that sometimes repeat and contradict themselves. The first page and a half of lists determining the correct behavior of employees toward social media while at work, although repetitive and contradictory at times (e.g., page one: the reader is told once that employees of SUNY Cortland may post or comment “anonymously” and then, conversely, that “all faculty/staff must identify themselves” in any communication), is clearly directed toward equitable use of campus media resources.

It is article III: “Personal Use of Social Media (using personal resources)” that has begun the current discussion on campus. To find any type of workplace policy that includes personal use with personal resources is intriguing, even in the present era of Orwellian proportions. But my interest in article III is the word “liable” and the word “disciplined” in parts g. and h., respectively. To wit: “Individuals can be held liable for what they write online. Individuals have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene....” The wording of g. does not indicate by whom the individuals have been held liable, nor does it make a distinction between workplace and home, as the wording of the violence in the workplace policy did. So, a reader may presume it is a cautionary statement to remind us to be careful with what we write online, a reading that is especially apt since the word “liable” in this context is a legal term, meaning “legally responsible.” But h. appears to make the legal word “liable” a workplace infraction instead, worthy of discipline: “Employees can be disciplined for content or images that are defamatory, pornographic, harassing, libelous or are otherwise in violation of the law *and that impact work*” (my emphasis). The last four words seem to have little to do with the rest of the sentence (a sentence that reads similarly to g.), except that their addition allows the word “disciplined” to replace “liable” and thereby define personal use and personal resources as professional. If any of us wrote harassing or libelous or pornographic posts, we would expect authorities higher than the administration of SUNY Cortland to be involved. Personal and professional are important human and social distinctions and the confusion arises when they are blended into one.

Blood Degree

Everyone now knows what a blood diamond is: an enormously valuable commodity produced at the expense of exploited, abused, sometimes enslaved people, for the benefit of criminal investors and officials willing to do anything for money, who can rely on the self-interest of numerous collaborators, including consumers.

Much as we would like to think that a college or university degree has nothing in common with a blood diamond, it does. There are parallels.

While the tuition for a four-year college degree costs on average from about \$40,000 (public institutions) to about \$120,000 (private institutions), more than 75% of the faculty at colleges and universities work in insecure, low paid positions with few or no benefits. At SUNY, as of April 1, 2015, 59% of the academic faculty work with no guarantee of continuing employment even after years of capable service working under conditions that have forced many of their colleagues to seek employment outside of academia.

No one looking at a blood diamond, just as no one looking at a SUNY diploma, can see that it was purchased through a production system predicated upon worker abuse, yet as members of UUP, we could do what those human rights activists have done for African miners to raise public consciousness of the complicity with criminal practices whenever a blood diamond is purchased, by teaching our students just what their degrees have cost in terms of their teachers' lives.

We could look at any transcript and identify for that student the percentage of courses taught by contingent faculty, especially those taught by so-called "adjunct" faculty whose starting salary at SUNY Cortland is \$2590 for a 3-credit course. At other chapters, there has even been talk of distributing flyers to parents and students on graduation day to educate celebrants about this aspect of their degrees.

Unlike a blood diamond, which can be an object flawless in and of itself, a blood degree cannot be so. A blood degree is flawed in quality by the working conditions of the system which produces it, working conditions which, despite the often heroic efforts of the faculty, create structural impediments to excellence. Ample research shows this causal relationship, and readers of this newsletter do not need a reiteration of the inequitable conditions that, at best, adjunct faculty overcome by grinding themselves to bits in order to serve their students, and at worst, hamstringing faculty performance.

And of course students are not consumers, strictly speaking. They pay for tutelage, but they also work to create their own educations, and many of them at this public institution feel abused and exploited themselves by the economic conditions governing their work as students; too many have to work twenty or more hours a week while in school and too many may be crippled by debt that will take decades to repay. In this sense, "blood degree" is doubly apt as a label for the diplomas many of them receive.

There is another big difference between a blood diamond and a blood degree. While a diamond is both an object and a symbol, a degree is purely symbolic, verification of an experience intended to be a lifetime investment in knowledge for both the individual and the society which subsidizes its cost. We promise students an experience with teachers dedicated to the life of the mind. Yet a blood degree testifies to a different economy, the kind that our students have come to college to escape, where some people work day and night at low wages and without job security.

Anne Wiegard,
English



I readily acknowledge that a college is absolutely different from a mine that produces blood diamonds, but to my mind, in one respect a blood degree is worse than a blood diamond, because it is harder to resist. Ethical consumers can refuse to purchase blood diamonds and diamonds are not essential to achieving one's life goals, but everyone today needs a higher education, and we cannot ask ethical students to wait until college degrees are once again beautiful.

Faculty and students together are degree workers, and a system that exploits (and sometimes corrupts) faculty is exploiting (and sometimes corrupting) students, too. It is time to own up to this reality and to commit ourselves to reforming it, for all our sakes.

Dan Harms,
VP for Academics,
Library



Do You Know the Rules for Getting Tenure? The Answer May Surprise You.

Recently, I've been involved in some discussions regarding expectations at Cortland for scholarly production for continuing appointment. Different people in different departments have given inconsistent accounts, but this is what I have been able to confirm:

1. The administration has its own criteria for the amount of research it expects from faculty.
2. These criteria may not match up with the college handbook or individual departmental criteria.
3. Not every member of the faculty has been made aware of these internal standards. (Until late last year, I had not, and I've been here for a decade.)
4. These standards are used in making decisions for continuing appointment.

Having made further inquiries, I feel more confident that the impact of these criteria is minimal overall. Still, I can't speak to whether it might not affect a particular person's portfolio for continuing appointment, or what standards might be used for particular accomplishments.

Officially, the union has no position on the topic of how much research a faculty member should be doing. Nonetheless, this raises questions of fairness. Do people know the requirements on which they are judged for continuing appointment? When should this be communicated? At the time of hire? Should it be made clear to each person, or should we assume people will simply "get it" after being on campus a few years? Who answers questions as they come up?

Some of my readers will be concerned about this from the standpoint of faculty governance. What is the role of the faculty and the administration in determining criteria for scholarship? I know this has been an area of considerable debate in the past, and I encourage both sides to engage in that debate.

These questions aside, tenure-track faculty, along with their mentors and departments, will have concerns. If you do, I urge you to get in touch with someone who can confirm for you what the standards are, so you can make sure that you do not have a surprise during an upcoming evaluation. Let's make sure we're all on the path to success, so we can give our students the high-quality education they deserve.

The Dauntless Dawn Van Hall

Karla Alwes,
English

A recent recipient of UUP's 25-year Solidarity award, Dawn Van Hall has clearly been active and engaged during her tenure at SUNY Cortland as photographer, Digital Imaging Specialist, and a prominent campus resource for Native American issues. This year Dawn has decided to retire, leaving a trail of distinguished accomplishments behind in memory of her work.

Having received her first camera while a fourth grade student, Dawn began as a photographer at SUNY Cortland in 1984. During her early years here, she photographed some portraiture and performed theater support photography for the department of Performing Arts. Discovering early her love for drawing, painting, and taking pictures, she received a BFA in photography from Cleveland, Ohio, and an MFA from Syracuse. Friend and former colleague Donna Anderson, emeritus professor, Music and Performing Arts, says of Dawn's work as a photographer: "She is not just a 'clicker': she's a real artist as a photographer." Professor Anderson comments that Dawn is "totally unselfish" because when Anderson presented lectures in the Czech Republic and in London on her own specialty, composer Charles Griffes, Dawn "always made sure everything was compatible, and always created programs that I could never make on my own."

Dawn's union activity began when she became a member of the Meat Cutters' Union in high school while working at a grocery. Her unionism continued under UUP Chapter Vice President Jo Schaffer, who served the Professional membership. Because the union helped her, Dawn says, she wanted to "give back" to the membership, and therefore became a delegate in the early 1990s--a position she continues to hold today.

During the 1990s Dawn also created a new campus committee, Native American Concerns, for the then-MGSC (Multicultural and Gender Studies Council). From the outset, Dawn and colleague and committee member Ellie McDowell-Louden (Sociology/Anthropology) worked toward bringing native speakers and films to the campus for the education and edification of us all. It is an effort that continues today, and Dawn plans further work on the active committee after retirement because, she says, "I enjoyed being at Cortland."

Her retirement plans include focusing again on taking portraits, enjoying the out of doors, and visiting national parks. We wish her success in all that she does, as we marvel at how she makes everything she does look easy.

Dawn's Retirement Party



As is our tradition, the *Cortland Cause* recognizes our current retirees, listed below. Please take a moment to congratulate them and wish them well.

The retirees and their dates of retirement are:

Colleen DeGouff, Student Accounts (3/25/15)
Gretchen Douglas, Library (7/2/15)
Mike Kniffin, Physical Education (8/31/15)
Brian Rivest, Biological Sciences (8/31/15)
Larry Klotz, Biological Sciences (8/31/15)
Catherine Smith, Health Promotion (8/25/15)
Richard Kendrick, Sociology/Anthropology and
Institute for Civic Learning (8/31/15)
Linda Lavine, Psychology (8/31/15)

On May 12, 2015, Why did the faculty member cross the campus?

- a) To hold class. **WRONG** – it's finals week!
- b) To deliver grades. **WRONG** – you use a computer for that!
- c) Then, to deliver a computer. **POSSIBLY** – but you often use a student employee to do that!
- d) To consult with a campus colleague or student. **WARMER** – keep going!
- e) To attend the “SUNY Cortland Works!” **PICNIC CELEBRATION**, celebrating the end of the academic year, our collaborative successes, and our colleagues, co-workers, and students from across the campus! **RIGHT ON!**

SUNY Cortland Works!

11:15am – Join the WALKs along the signed routes starting from either the (Student Life Building) OR upper campus (Moffett bus shelter) to COREY UNION

11:30am -1pm – Music, picnic food and drinks, meet-ups, conversations, celebratory speeches at COREY UNION (inside if rainy)

Here's your chance to “buy” a colleague a **free hotdog** or **veggie burger!**
Or how about “treating” your students or student assistants?

And we've lined up some brief thoughts from several notables. I'll share just one scheduled notable with you now:

Who's an icon around campus? Whose belief in and love for international experiences has supported study-abroad and exchange programs at Cortland for decades? Okay, if you don't know by now, who wears suspenders?

SUNY Cortland Works! is honoring all the participants in our shared endeavors at SUNY Cortland: academic and professional faculty, staff, ASC employees, students, Cortland community members – everyone who has been a part of the fabric that makes this college work!

NOTE: This celebration on Tuesday of Finals Week is sponsored by UUP, CSEA and the President's Office and supported by PBA, PEF, and the ASC Employees Group. Release time has been granted by the HR Office and the ASC employee relations office, with supervisor's approval.

(The following is submitted by Norma Helsper, professor of Spanish in the Modern Languages Department, and mother of beautiful Lena--ed.)

On December 4, 2014, I testified in favor of New York Health, a bill that would establish a universal, single payer healthcare system in New York State. The health committee of the state legislature held six hearings across the state in order to gauge citizen support for the measure. I testified in Syracuse.

Testimony by Norma Helsper, member,
the National Alliance on Mental Illness, Finger Lakes Branch

My name is Norma Helsper. I live with my family in Ithaca, New York and I've taught Spanish and Latin American studies at SUNY Cortland for 26 years. My daughter, Lena, is now 21 years of age. My husband and I adopted her when she was two days old. She was a beautiful, sociable baby, but slow to reach developmental milestones. When she was almost six, we were told she had mental retardation. As devastating a blow as that was, after a while we made our peace with Lena's intellectual disability. She loved her class at BOCES and had many friends. Her dad and I had the great privilege of getting to know many fine, dedicated people who work with New York's disabled citizens.

But when she was fifteen, Lena came down with a major mental illness, bipolar disorder. This was a whole new ball game. During her second manic episode, she had been up three nights without sleeping. She had visual and auditory hallucinations. She was throwing heavy items at the windows. Twice, she got out of the house and was walking in the street at night. At one point, she tried to push me down the stairs—it was just lucky I happened to be holding tightly to the bannister. She hit and pushed her father and me several times, with the amazing strength of a manic adrenaline rush. We felt like we had to have her hospitalized. After she was admitted to the behavioral unit of Cayuga Medical Center, our insurance company called every day to harass the doctor responsible for her care, saying, "This girl shouldn't be in the hospital. She can't benefit from talk therapy." Then one day we were visiting her and I was standing close to her with my feet together. Without warning, she turned around and pushed me as hard as she could, and I went flying backwards. Once again, I escaped injury due only to pure dumb luck. After that incident, the insurance company stopped harassing us and stopped harassing the doctor. But they called me a few days later and said they were not going to pay the whole hospital bill because they didn't agree that my daughter should be there. Well, that was when I broke down. Through this whole nightmare my beloved only child and my family were living, I had been strong. But I started to cry when that woman called me, because I was so angry and felt so helpless. My insurance premiums were paying the salary of the woman who called me and that of the person who had been calling every day to tell our doctor how to do his job. (I might add that as an employee of the State University of New York and a member of United University Professions, I am covered by the Empire Plan, which was decent insurance when I first arrived at Cortland in 1987, but has been getting less and less decent for a long time.) Here is the other reason I wept in anger and frustration: I knew that if we lived in France, or Canada, or even Argentina or Cuba, I would only have to worry about the fact that my daughter was "crazy", and not about how many thousands of dollars I was going to have to pay for her treatment.

A few months later, I got a bill from the insurance company. They had paid for the first few days of her hospitalization, but refused to pay for the last few days. Of course, being an over-educated person with a Ph.D., I contested their decision. I wrote to them that my friends in the National Alliance on Mental Illness had told me that in New York there was supposedly a law saying that diseases of the brain were supposed to be treated on par with diseases of the rest of the body. They wrote me back and said they would pay the whole bill after all. So, things turned out OK for us. But what about the people who don't have the wherewithal to write that kind of a letter? Many people might feel intimidated or just too tired-- after working their two or three jobs--to deal with fighting the insurance company. I mean, I only have one job, and it makes me tired just thinking about it.

In conclusion, I don't think the profit motive should have anything to do with taking care of our health. In my opinion, healthcare is a human right.

Joe Westbrook,
Vice President for
Professionals



LEAD Institute Online Workshops

Have you heard that UUP offers members an online based series of workshops as supplemental learning tools to introduce and reinforce union concepts necessary to maintain and grow a vibrant labor union, and assist members in developing their careers? Learning tracks cover topics including: contract enforcement; member engagement; professional development and union leadership development. All workshops are planned and presented by NYSUT Labor Relations Specialists assigned to UUP. Guest presenters also occasionally appear on special workshops. You may even see our own local specialist, Darryl Wood appear in a presentation.

Registration can be done using this link: <https://uuphost.org/leadinstitute/>

Currently there are no workshops available for registration. Check the site frequently to see what workshops are being offered. New workshops are offered about every two weeks. Going forward, the organizers are working to make the catalog of presentations more easily accessible. Help spread the word, by letting your colleagues know about workshops of which they may have professional or personal interest. LEAD stands for: Leadership, Education, Action, and Development. Member growth and participation are essential for the health and wellness of our Union.

Coming Soon - Our Campus Bullying Survey

Dan Harms,
VP for Academics,
Library

Have you experienced bullying or harassment while at Cortland? Are you intimidated by others at work? Are you the target of malicious gossip? Do people omit you from important meeting and decision-making, when your co-workers are included?

Bullying can take many different forms in college culture. As a further commitment to making this campus a better place to work, the Cortland chapter of UUP plans to institute a survey of its members in the fall. The results will be shared with administrators and made available to the campus community.

We'll have more information on the specifics of the survey soon. If you have any questions or concerns, please send them to danharms@earthlink.net.

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 and to the editor, Karla Alwes, karla.alwes@cortland.edu

UUP CORTLAND CHAPTER — EXECUTIVE BOARD 2013-2014

All extensions below start with 607-753-####

PRESIDENT: William Buxton (Literacy) 5567
VICE PRESIDENT for ACADEMICS: Daniel Harms (Library) 4042
VICE PRESIDENT for PROFESSIONALS: Joe Westbrook (Facilities) 5517
SECRETARY: Anne Wiegard (English) 4896
TREASURER: Rickie McClure (ASAP) 4309
OFFICER FOR CONTINGENTS (Voting Delegate): Jackie Pittsley (English) 4306
CHAPTER ASSISTANT: Toni Murray 5991

william.buxton@cortland.edu
daniel.harms@cortland.edu
ioe.westbrook@cortland.edu
anne.wiegard@cortland.edu
rickie.mcclure@cortland.edu
jaclyn.pittsley@cortland.edu
uup@cortland.edu

1st ACADEMIC DELEGATE: Bill Buxton (Literacy) 5567
2nd ACADEMIC DELEGATE: Daniel Harms (Library) 4042
3rd ACADEMIC DELEGATE: David Ritchie (Library) 607-273-4453
4th ACADEMIC DELEGATE: Henry Steck (Political Science) 4807
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18th ACADEMIC DELEGATE: Gabriel Colella

william.buxton@cortland.edu
daniel.harms@cortland.edu
david.ritchie@cortland.edu
henry.steck@cortland.edu
anne.wiegard@cortland.edu
david.kreh@cortland.edu
ross.borden@cortland.edu
michelle.kelly@cortland.edu
caroline.kaltefleiter@cortland.edu
elizabeth.owens@cortland.edu
florence.brush@cortland.edu
hiji@ix.netcom.com
nancykane@frontiernet.net
lisa.neville@cortland.edu
robert.earle@cortland.edu
christine.lemchak@cortland.edu
jason.tucker@cortland.edu
gabriel.colella@cortland.edu

1st PROFESSIONAL DELEGATE: Joe Westbrook (Facilities) 5517
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10th PROFESSIONAL DELEGATE: Irene Maffetore (Chemistry) 2343

joe.westbrook@cortland.edu
marc.dearstyne@cortland.edu
jennifer.drake@cortland.edu
john.driscoll@cortland.edu
rickie.mcclure@cortland.edu
dawn.vanhall@cortland.edu
jo.schaffer@cortland.edu
ben.patrick@cortland.edu
dianne.galutz@cortland.edu
irene.maffetore@cortland.edu

1st ACADEMIC AT-LARGE: Michelle Kelly (Fnd. & Soc. Advocacy) 5524
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michelle.kelly@cortland.edu
david.kreh@cortland.edu
karen.zimmerman@cortland.edu
jaclyn.pittsley@cortland.edu
edward.moore@cortland.edu
wendy.miller@cortland.edu
henry.steck@cortland.edu
florence.brush@cortland.edu
anne.wiegard@cortland.edu
ross.borden@cortland.edu
bruce.atkins@cortland.edu
robert.spitzer@cortland.edu

1st PROFESSIONAL AT-LARGE: Dianne Galutz (Admin. Computing Emeritus)
2nd PROFESSIONAL AT-LARGE: John Driscoll (Emeritus) 315-380-5055
3rd PROFESSIONAL AT-LARGE: Jo Schaffer (Emeritus) 753-7245
4th PROFESSIONAL AT-LARGE: Ben Patrick (Admin. Comput.) 5511

dianne.galutz@cortland.edu
john.driscoll@cortland.edu
jo.schaffer@cortland.edu
ben.patrick@cortland.edu

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william.buxton@cortland.edu
randi.storch@cortland.edu

jennifer.drake@cortland.edu
marc.dearstyne@cortland.edu
irene.maffetore@cortland.edu
karla.alwes@cortland.edu

jo.schaffer@cortland.edu
dwood@nysutmail.org

UUP Cortland Chapter

PO Box 2000
B-5 Moffett
Cortland, NY 13045

PHONE:
(607) 753-5991

FAX:
(607) 753-5476

E-MAIL:
uup@cutland.edu

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Address # 12345678	Pay Start Date 02/16/2005	Reporting Unit 00	Current 3456.78	1234.56	
Advice Date 07/13/2005	Pay End Date 05/20/2005	Retirement System TRAA/RSF	45,678.90	34,567.89	
Department ID 1234			Net Pay 1,234.56		
EARNINGS			TAX DATA		
Pay or Pay To Date	Rate	Amount	Federal	State	FICA
3456.78		45,678.90			
56.78		678.90			
TAXES			BEFORE TAX DEDUCTIONS		
Pay or Pay To Date	Rate	Amount	Current	YTD	
3456.78		45,678.90	1234.56	1234.56	
56.78		678.90	1234.56	1234.56	
AFTER TAX DEDUCTIONS			Net Pay 1,234.56		
Pay or Pay To Date	Rate	Amount	Current	YTD	
3456.78		45,678.90	1234.56	1234.56	
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