



# The Cortland Cause

UUP CORTLAND CHAPTER, B-5 MOFFETT, CORTLAND, NY 13045, 607-753-5991  
[WWW.UUPHOST.ORG/CORTLAND](http://WWW.UUPHOST.ORG/CORTLAND)

**Inside this issue**

From the President.....1

From the Editor.....2

President doesn't show same sense of remorse for guns shipped away.....3

Three Steps Toward Saving Teacher Education and the Teaching Profession .....4-5

Friends of UUP.....6

Contract Negotiations.....6

SUNY's overreliance on Adjuncts ad.....7

Revisioning Collegiality in Academia; The Role of the AAUP....8-10

LEAD Institute – On-Demand Workshops .....11

Working for Legislation to Improve Higher Education.....12

A Strong Core – It's NOT Just about Your Abs.....13

Testimonials.....14

Benefits of being a union member...15

Save the Dates...16

## From the President

### I, Union

I sign my union application and become a member. I believe when an institution's membership level approaches 100%, I'm in the strongest position to negotiate. With the current contract between NYS and the UUP expiring in the next few months, the state negotiation team will temper union proposals against the membership participation level to determine the strength of the union's willingness to represent common needs and concerns.

I regularly attend Union Matters meetings. I like to socialize outside of my department and to listen to how other areas are doing. By being knowledgeable about union business and affairs, I can decide how to effectively help with the limited amount of time in my schedule.

I read *The Cortland Cause*. I also review the *UUP Voice* or on-line *Echo*, the NYSUT United and the AFT Chronicle of Higher Education. Periodicals are a great source of news and opinion. Affiliate unions provide perspective of the

broad range of ideas and messages from across the education profession.

I voluntarily contribute, through automatic payroll deductions, to VOTE-COPE - the union's political action fund. I know that by law, my regular dues are forbidden to be spent on political activism. I'm well aware of the anti-union voices who, with relentless exposure, seek to weaken and ultimately destroy my right to freely associate. My support is critical to present a positive message, to help balance the debate and to reach a fair outcome.

I frequently check in to the UUP website at [UUPinfo.org](http://UUPinfo.org). On the homepage are many links. There is no other source that conveniently connects me with all of the benefits and services of the union. Contact information is also provided to reach staff who can further focus my effort. There is a link to the chapter website which includes schedules of union activities on my campus.

In my department, I ask my colleagues how they are doing. We have a dialogue about working conditions

**Joe Westbrook, President**  
Facilities PDC



and work load in order to efficiently complete our activities and provide effective support to our division. I inform institutional resources, including the union, to utilize support to eliminate limitations and barriers.

Being a unionist includes responsibilities similar to citizenship. In order to realize a healthy workplace, active awareness of rights and responsibilities direct actions that I believe lead the institution to advance its vision and mission with integrity.

Yes, I expect the union to represent the terms and conditions of my employment and to defend me against workplace injustice, but as a Unionist, I know that only with an overwhelming amount of the membership actively engaged, present and ready to act can our union amplify our voice, achieve improvements and remain relevant.

**Karla Alwes,**  
English



## From the Editor

As we begin the spring semester amidst the noisy hue and cry of politics as usual nationally, we welcome and welcome back our students who continue to remind us of our professional resolve to teach by example integrity and purpose. And once again we recognize our retiring colleagues who will be remembered for doing just that:

|                   |            |                          |
|-------------------|------------|--------------------------|
| Douglas H. Wayne  | 12/23/2015 | Administrative Computing |
| Thomas Hischak    | 1/1/2016   | Performing Arts          |
| Catherine Hischak | 1/1/2016   | Communication Studies    |
| Teri Vigers       | 1/1/2016   | ASAP                     |
| Michael Whitlock  | 2/1/2016   | Campus Activities        |

UUP and *The Cortland Cause* wish the best to come for our retirees.

\*\*\*\*\*

Regarding the 2015-16 Presidential Discretionary Awards: Though the current Agreement between UUP and the State of New York will terminate at the end of June 2016, some provisions of the contract will extend beyond that date, such as the service awards, the premium share cost for health care, etc. One such provision will be the 2015-2016 Presidential Discretionary Awards to be awarded in December of 2016, which will collectively amount to at least twice the total amount distributed in 2015.

Negotiating a fair share of the discretionary awards for all Academic UUP members working in part-time positions required much effort on the part of UUP statewide leaders and our own chapter leaders. Please visit the UUP website ([uup.info.org](http://uup.info.org)<<http://uup.info.org>>) for more information about the contract (<http://uupinfo.org/negotiations/contract.php>) or about negotiations (<http://uupinfo.org/negotiations/index.php>). You should have received a recent email message from Human Resources with information about the Cortland administration's plans for distribution of PDAs on our campus.

\*\*\*\*\*

Enjoy spring 2016. Send us your thoughts and ideas during the semester.



## LETTER: President doesn't show same sense of remorse for guns shipped away

*The following letter to the editor was originally printed in the Finger Lakes Times, whose editor has allowed the re-printing of the letter here.--editor*

**John Marciano,**  
Professor Emeritus,  
Chair, Tompkins  
County Human  
Rights Commission,  
1991-96

President Obama “grew emotional ... as he made a passionate call for a national ‘sense of urgency’ to limit gun violence. He was introduced by Mark Barden, whose son, Daniel, was killed in the 2012 massacre at Sandy Hook Elementary School in Connecticut. Obama circled back to that shooting in the final moments of his speech. ‘Every time I think about those kids, it gets me mad,’ Obama said, pausing to wipe away tears.” (CNN, Jan. 5)

The countless massacres of children in the United States should move the President to anger and tears. However, will we ever get an international sense of urgency on gun control from Obama, the greatest arms dealer in the world? As Democracy Now reported in April 2015, most of the “weapons exports under Obama have gone to the Middle East and Persian Gulf. Saudi Arabia tops the list at \$46 billion in new agreements.” The brutal and undemocratic Saudi regime now bombing and killing Yemeni children obtains billions in advanced weapons from a president who gets teary-eyed about the massacre of children here at home.

William Hartung, Director of the Arms and Security Project at the Center for International Policy, points out that “even after adjusting for inflation, the volume of major deals concluded by the Obama administration in its first five years exceeds the amount approved by the Bush administration in its full eight years in office by nearly \$30 billion. That also means that the Obama administration has approved more arms sales than any U.S. administration since World War II” (Democracy Now, April 2015).

Americans should be outraged and anguished by the massacres at Sandy Hook and other schools. We must also be outraged, however, by the deaths and injuries suffered by untold thousands of children in armed conflicts by weapons that the U.S. government has sold and exported. I'll believe Obama means what he says about domestic gun control when he shows the same sense of urgency about the children in Afghanistan, Iraq, Libya, Pakistan, Somalia, Syria, and Yemen who have been massacred by the weapons that he — as Chief Executive of this nation — has provided to our military and exported to murderous regimes.

Jamie Dangler,  
UUP VP for  
Academics and  
Teacher Education  
Task Force chair



## Three Steps Toward Saving Teacher Education and the Teaching Profession

New York State's education policy is having a clear impact on students, teachers, and the future of the teaching profession in our state – and it isn't good. Over-testing K-12 students, connecting student test scores to teacher evaluation, supporting a reform agenda that seeks to privatize and create more corporate profit from education, and assaulting college-based teacher education programs and their students are among the realities we are confronting.

United University Professions (UUP), the union that represents academic and professional faculty at SUNY's state-operated campuses, welcomes opportunities to work with coalition partners across the state to press public officials to address the dysfunction of current state education policy. Around the state, a growing coalition of K-12 teachers, public and private college faculty and staff, students, parents, and community groups is preparing for an active new year. UUP is prepared to help, offering new legislative initiatives and a plan to continue efforts to bring Regents, legislators, and other public officials into direct communication with educators, parents, and students. Below are three steps to serve as building blocks for collaborative efforts in 2016.

### Step 1 – Articulate the connection between K-12 and Teacher Education issues

In order to build coalitions and work together effectively, it is crucial to understand and articulate the connection between the attacks focused on the K-12 arena and those aimed at college-based teacher education. They are fueled by the same private interests aimed at de-professionalizing education, silencing parents and students, and demonizing teachers and their unions. This isn't a hidden conspiracy. It's blatant and apparent. It's easy to trace the so-called education reform movement to its corporate and foundation sponsors – The American Legislative Exchange Council (ALEC), the National Council on Teacher Quality (NCTQ), Global Silicon Valley, the Koch Brothers, the Gates Foundation, testing companies such as Pearson, etc. (One comprehensive analysis of who education reformers are can be found at the following link: <http://billmoyers.com/2014/03/28/public-education-who-are-the-corporate-reformers/>.)

Their objectives are clear and include turning the curriculum, testing, and assessment work of education professionals over to corporate profit-makers. Their agenda includes privileging private schools at the expense of public schools, moving teacher education out of college-based programs and into a de-professionalized teacher preparation industry, and ultimately breaking public teacher unions by creating a fluid and insecure cadre of educators in an increasingly privatized education sector.

We can expose and address this reform agenda in meetings with coalition partners, professional education associations, student groups, and community organizations, as well as through all print and electronic communication venues we have available to us.

### Step 2 – Activate citizens to press legislators

New York State United Teachers will be mobilizing around a long list of legislative proposals in 2016. They will cover K-12 and higher education issues. UUP's specific legislative initiatives, which will be incorporated into NYSUT's broader legislative program, include the following two proposals launched at a December 15 press conference in Albany.

Continued on page 5



**Recruiting and Educating Teachers for All (RETA)** is designed to recruit and retain teachers in under-resourced rural, urban and suburban districts. Modeled after the state's successful Educational Opportunity Program (EOP), it would increase the participation rate of underrepresented and economically disadvantaged individuals in teaching careers. By providing financial assistance, mentoring, and other services to support teacher candidates, this new program would increase diversity in New York's teaching ranks and create a pipeline of qualified, energetic young teachers to serve districts facing teacher shortages.

RETA is an initiative that could help reverse the dramatic decline in teacher education program enrollment. The assault on K-12 teachers, combined with a new teacher certification process that includes four faulty and expensive certification exams, is scaring young people away from the teaching profession and presenting obstacles for non-traditional students who want to pursue a teaching career. Federal Title II data indicate that between 2008 and 2013 enrollment in the state's public and private college-based teacher education programs declined by 40%. The next round of Title II data are expected to reveal a continuation of this downward trend. Teacher and substitute teacher shortages are being reported across the state. RETA is one step toward undoing the damage caused by faulty policy. It will help recruit potential students for a career in the service of teaching and provide them with the support system they need to succeed.

### **Stop Testing Companies from Profiting from Faulty Exams**

UUP is proposing an amendment to state Procurement Law that would prohibit educational testing companies or vendors from profiting from student exam fees associated with educational products or services delivered by a testing company to the State Education Department (SED).

Currently, testing companies can enter into contracts with the state to develop tests without charging the state money for the service. They create and assess products with no charge to the state, making all of their money from student test fees. This is currently the situation with the four exams required for initial teaching certification, all administered by Pearson, Inc. The new exams, made operational beginning in 2014, are plagued by content, design, and computer format problems. Failure and retake rates are high and Pearson actually profits if students fail and have to retake exams. There is little incentive for the company to fix faulty tests.

To learn more about these legislative proposals and others UUP will advance in 2016, visit UUP's Teacher Education Task Force web page at <http://uupinfo.org/committees/teached/taskforce.php>

### **Step 3 – Expand Direct Communication with Regents**

The Board of Regents plays a critical role in making state education policy. For example, regulations governing the examination and certification of the state's public school teachers must be approved by the Regents. Beginning in 2014, UUP began an aggressive campaign to meet with Regents in their districts and encourage people to contact them directly to express concerns about education policy. We extended these activities in 2015 by hosting forums on two SUNY campuses (New Paltz and Buffalo State), inviting members of the Regents Higher Education Committee to meet directly with public and private college faculty and professional staff, students, and K-12 colleagues to discuss problems with the teacher certification process and exams.

Regents Higher Education Committee co-chair, Kathleen Cashin, held a similar forum in Brooklyn in December, which drew participants from public and private colleges in the New York City area. These forums have brought us to a new juncture by exposing Regents to first-hand information from education professionals and students who are experiencing the consequences of a flawed teacher certification process.

Bringing Regents into direct communication with constituents has proven to be an important step toward exposing the flaws in a rushed and poorly implemented system of new exams. At Regents meetings we are hearing more substantive discussion about the flaws in current policy, declining teacher education enrollments, teacher shortages, and a lack of diversity in the teaching force. It is incumbent upon us to continue to educate and inform Regents directly.

In sum, strengthening coalitions that connect issues across K-12 and higher education lines can bolster our impact on policy makers who have an obligation to serve their constituents across the state. As we help to build strong connections among educators, students, parents, and community groups, UUP looks forward to an active 2016.

## Friends of UUP

**Joe Westbrook,**  
President Facilities PDC

During the 2016 Winter UUP Delegate Assembly, recognition was made to two state legislators who were honored with our “Friend of UUP Award.” Senate Temporary President and Majority Leader John J. Flanagan and Assembly Speaker Carl E. Hastie, working together in the best spirit of bi-partisanship, provided leadership in pressing Maintenance of Effort Legislation – one of UUP’s top legislative priorities for 2015. Both House and Senate chambers passed the legislation with overwhelming majorities. The bill, which was vetoed by Governor Cuomo, would have shifted the burden of financing SUNY operations from students back onto the state to pay for inflationary and mandatory expenses.

Senator Flanagan (R-East Northport) has been a constant voice for increasing the quality of education in New York State and to enhance the ability of all students to receive a quality education. He has worked to expand funding for Pre-K programs, has strived to make college more affordable by maintaining funding for the State’s Tuition Assistance Program (TAP) and increased deductions for future college tuition payments.

Assembly Speaker Carl Hastie (D-Bronx) has given unwavering support to SUNY’s Educational Opportunity Program. A former EOP counselor, Hastie played a major role in increasing the 2015-16 state budget allocation for EOP by \$4.4 million over the previous budget year – a rare feat in this age of austerity budgets and deep cuts to public higher education. Hastie has also stressed the need to improve the lives of working families through his efforts to establish a living wage, ensure equality for women, secure every child’s access to a solid education and create affordable housing.

In this spirit, I would like to give a call out to President Bitterbaum. In my short term, he and his cabinet have recognized difficulties in labor-management relations. With awareness, he has worked on these issues with probity toward common outcomes of fairness in the campus community. The vision and ethics that he embodies make me thankful to participate as a member of the College and aspire to reach the highest standards for our working conditions.

## Contract Negotiations Update

Looking for an update on contract negotiations? Visit: [UUPinfo.org](http://UUPinfo.org) and click on the UUP Negotiations Update bar in the upper right side of the homepage to get the details. During Joint Team and Committee meetings held in December and January, member concerns presented and sorted during the gatherings ranged from system-wide topics such as health insurance costs, salary levels and discretionary increases, and the work conditions and pay levels of adjunct faculty, to more localized campus concerns, such as parking costs incurred by members at off-campus work sites. Don’t forget: It’s not too late to share your concerns with the Negotiations Team. You can still download the Needs Assessment and Member Input Suggestion Form. Fill it out and email back to chief negotiator, Philippe Abraham at: [pabraham@uup.org](mailto:pabraham@uup.org). The negotiations team is seeking the latest activities and conditions as it prepares for negotiation. Be active in helping our team to be prepared.

---

To the Editor:

UUP Communications has put together a print ad that dovetails the TV ad that aired Jan. 10-23 on cable television systems in the Capital Region, Buffalo, Long Island, Syracuse, and Ulster and Dutchess counties.

The TV ad, titled "Ph.D.," calls attention to the poverty-level salaries of SUNY adjunct faculty. The ad emphasized SUNY's overreliance on adjuncts, who struggle to earn a living wage.

To view the TV ad, go to <http://uupinfo.org/communications/uupdate/1516/160111.php>  
Your UUP leadership urges all members to stand with adjuncts in their fight for equitable treatment, and to share the print and TV ads on Facebook and Twitter.

In Solidarity,  
Mike Lisi  
UUP Director of Communications

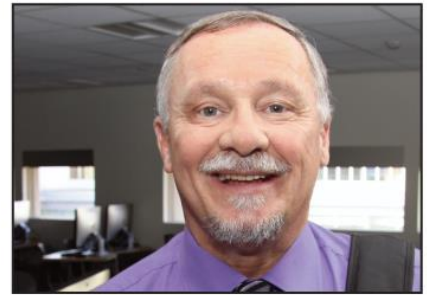
# SUNY ADJUNCTS DESERVE BETTER



**Bentley Whitfield, Farmingdale**  
"I received SUNY's Excellence in Teaching Award."



**Rebekah Tolley, Albany/Oneonta**  
"I have a master's in fine arts and I've exhibited worldwide."



**William Lee, Cortland**  
"One hundred ninety-two students took my course in one semester."

Adjuncts make up one third of the faculty at SUNY and many have advanced degrees. However, their compensation falls far short of matching the important work they do.

Many are paid so little, they struggle to make ends meet.

Many others are forced to find employment at different colleges to earn a living wage.

Yet students pay more than ever before.

It's an economic injustice that can no longer be tolerated.

**Stand with adjuncts in their fight for equitable treatment.**  
Share the ad—<http://goo.gl/DvTLkF>—on Facebook and Twitter.



**United University Professions**  
President Frederick E. Kowal, Ph.D.

**#adjuncts**

## Revisioning Collegiality in Academia; The Role of the AAUP

The following article is reprinted with permission from the NYS AAUP ACADEME (V.40, 1, Winter 2016)--editor

When I came to academia as an undergraduate student I was clearly unaware of the complexity of relationships – personal and professional - that formed the structure of the university. While I don't mean to sound naïve, from my limited student perspective all my teachers seemed to get along and I never heard any complaints about the administration. Now, perhaps because I am trained as a Sociologist, or because I have made my way through the terminal degree and taught at several colleges and universities, my eyes are wide open and I see things much more clearly.

Articles written about “managing academic relationships” have tended to focus on the graduate student, e.g. dealing with stress, developing a supportive community, choosing an advisor and committee; teacher-student relationships in general; as well as romantic relationships between faculty members and between students and their teachers. However, very little has been written about relationships between and among academics. The term often used to describe these relationships is collegiality, defined by Merriam-Webster as “the cooperative relationship of colleagues.” But true collegiality is – or should be - so much more than that.

In a cursory search of articles, the only one I could find that seemed to directly address this issue was in the January 18, 2013 issue of Inside Higher Ed. The article, entitled “What is a Colleague?” by Mary Shine Stewart, references her career column in Inside Higher Ed called “A Kinder Campus” (<https://www.insidehighered.com/advice/2013/01/18/what-makes-good-colleague-academics-weigh-essay>). Over one winter break Stewart sought out definitions of the word colleague from some of her contacts. One of the descriptors they came up with was encouragement. According to Stewart, “Encouragement helps us do our best work, top-down, grassroots-up, and side to side.” Another was support. Here she quotes David Sierk, assistant professor of English at Cuyahoga Community College (CCC) Eastern campus, as saying

Someone is not a colleague simply because he or she happens to work in the same place as you do, or even the same hallway or department. Rather, a colleague is someone who listens and helps a peer when it would be easier just to focus on his or her own responsibilities.

Honesty was third in the list of collegial qualities. The example given did not, at least according to my expectations and experience, exemplify this quality. Instead I would have liked to see an emphasis on transparency (yes, I know this is an overused buzz word, however it is still a viable quality to possess) and truthfulness. Adviser Julie Larsen commented on the word collaboration, and suggested that a colleague “will support you and aid in your professional development and training...challenge you when needed, but also be willing to stand by your decisions...” How many of us have actually experienced this type of collaboration from our own ‘colleagues’? As I read through the article I found myself feeling a host of emotions, not all of which were positive. Take for example the offering of the word continuum as an example of collegiality. Carrie Buchanan, assistant professor at the Tim Russert Department of Communication and Theatre Arts at John Carroll University, defined a good colleague as “...someone who has your back, and for whom you try to provide the same kind of support. A bad colleague actively undermines you....” Don't get me started on this one! She adds “Attitudes of full-timers toward part-timers can depend very much on whether they, and their department, see part-timers as being at approximately the same level.” Rapport was the next term used, described briefly as “time spent talking over the fence.” Stewart then adds the words risk and opportunity to the list. While these may not initially seem relevant to collegiality, the explanation provided by Laura Pasquini, academic counselor and instructor with the Office for Exploring Majors in Undergraduate Studies at the University of North Texas, is inspiring. She argues, “Let's have student affairs, faculty, academic affairs, graduate teaching fellows, researchers, and administrators play in the same sandbox.”

**Sally Dear-Healey,**  
Sociology/Anthropology  
Vice President, NYSC  
AAUP; Chair, NYSC  
Committee on the Status  
of Women in the  
Academic Profession;  
District VIII Council  
Representative AAUP  
National; Member,  
Committee W AAUP  
National



Continued on page 9



The last term deemed relevant to collegiality was guidance. Here Joan Steidl, assistant professor and program coordinator in human services at Kent State University (Ashtabula), suggests that

A colleague is a person who challenges me to grow as a professional, who helps me find the positive in situations when I have temporarily lost hope or am filled with self-doubt. [A colleague] may take on different roles: coach, counselor, confidante, model, scholar, friend.

John Panza, assistant professor of English and humanities at Cuyahoga Community College, Eastern campus, echoes those sentiments, "A colleague is someone who recognizes you as an equal, respects your opinions, and values friendship as much as the work relationship."

My own story serves as an example of how some of these terms have played out in my career in academia. As I am sure it is with others, my experiences with collegiality have varied within departments and between schools. I am also (painfully) aware of how quickly, and under what conditions, things can change within a department, a school, and a university. For example, when I first started teaching in the School of Education and Human Development (SEHD) at Binghamton University, the Dean's office had an 'open door' policy where ideas and issues were freely discussed without ramification. Co-workers were friendly and (truly) collegial to each other and faculty and staff had a respectful and supportive working relationship. Then things changed dramatically. SEHD became the College of Community and Public Affairs (CCPA) and a new Dean was hired. Within a few short months the department of Human Development became a toxic environment for the vast majority of people who worked there. The same faculty and staff who were once very collegial no longer 'played well' together, mistrust was rampant, and colleagues became everything but collegial to each other. Signs of emotional and physical stress and low morale permeated the department. Tenure-track faculty were denied tenure,

contingents were 'non-renewed,' and long-time staff were either forced to leave or take other positions at the university. People spoke openly of the department being "decimated." Needless to say this had a trickle-down effect on the students as well, but they too felt powerless to do anything. Then there was the "scandal" – allegations that university officials had "manipulated" the department of Human Development "in part to make room for academically challenged basketball players" and attempts to get professors, aka me, to change grades for students who were also athletes. The ensuing million dollar "audit" of the university, commissioned by the State University of New York Board, described a "litany of transgressions." The following article, entitled "At Binghamton, Concern That Sports Still a Focus," clearly illustrates the main issues and concerns: ([http://www.nytimes.com/2010/02/28/sports/ncaabasketball/28binghamton.html?\\_r=0](http://www.nytimes.com/2010/02/28/sports/ncaabasketball/28binghamton.html?_r=0)). Needless to say any sense of collegiality had flown straight out the window and what was left was anything but.

Since I left Binghamton University, other (and obviously less public) experiences at different universities have also contributed to my understandings of collegiality. Some of these have been overwhelmingly positive, some were decidedly not. Yet each of these experiences has taught me some valuable lessons. As a social activist, and a publically described "whistleblower," I'm obviously not content with hearing "That's just the way it is." Instead I like to think in terms of what do we do with this information and how can we use it to make academia a better place for faculty, staff, and students. Here I draw upon an article by Peter Stewart (no known relation to Mary Shine Stewart) entitled "Re-envisioning the Academic Profession in the Shadow of Corporate Managerialism" (Journal of Higher Education in Africa [JHEA/RESA] Vol. 5, No. 1, 2001, pp. 131-147). Stewart (Peter) recommends the formation of a "critical collegial movement...which will empower academics through increased collegiality" (131). He argues that

The changes in the situation and function of universities have produced an environment in which evolving differential academic identities are constantly under pressure from managerial attempts to determine aspects of these identities. In this context, (he believes), many academics have become increasingly passive and reactive, rather than engaged and creative (132).

He further points to the need for "a review of the core of academic roles...because previous imaginaries of academic professionalism were entangled with privilege and strategies of symbolic domination (cf. Bourdieu 1988; Robbins 1993)" (132). In fact, in his own search for articles on the Council on Higher Education's (CHE's) website, he found "some seventy publications listed, many of which (dealt) with issues of tuition and research; but none of them (were) directly concerned with the changing academic role and working environment, nor with the politics of collegiality" (132).

In addition, he argues that “certain academic functions have become grossly overloaded,” resulting in “a sense of malaise, stress and cynicism among many academic staff, and that new initiatives and directives by management are greeted with suspicion, disdain and exasperation” (135).

Referring back to his vision of a critical collegial movement, Stewart maintains that the “move towards a renewal of the ethos and purpose of academics must come from the academics themselves” and that “some form of a collegial movement must be formed.” This is where I see the AAUP stepping up and into this conversation. Quoting the work of Bennett (1998) on “collegial professionalism” Stewart states, “Collegiality, in Bennett’s conception, is relational, stressing intellectual community, working together, and co-mentoring” (143). Stewart further argues that

A collegial movement could catalyze the empowerment of academics vis-à-vis managerialism exercised by university managements and government (and) subsequently inspire academics with a new sense of their role, not prescribed from above, such that they are able to intervene creatively in their university context – university politics, academic relationships, teaching and research – to re-establish an academic force in university politics, to promote collegial structures and debate, and to reach decisions on university policy (144).

So what is the AAUP’s role in all of this? AAUP offers information and support to individuals, departments, and institutions towards the creation of a collegial atmosphere. At both the state (NYSC AAUP) and the national (AAUP) levels, AAUP is ready and available to talk with you, come to your university, visit your department, and meet with members of the administration to help you make your academic work environment more collegial. In addition, AAUP has numerous resources available to make this a reality. One example is the statement “On Collegiality as a Criterion for Faculty Evaluation,” approved by the Association’s Committee A on Academic Freedom and Tenure and adopted by the Association’s Council in November 1999. An additional resource is “Grappling with Collegiality and Academic Freedom” (Timothy Shiell (November-December 2015 issue of *Academe*). Moreover, AAUP has the ability to censure a university if it does not comply, as it did with Northeastern Illinois University and the case of Dr. John Boyle. Here AAUP Committee A concluded that “NEIU’s president arbitrarily and capriciously used collegiality as an unacceptable criterion to deny Dr. Boyle tenure.” Directly related to the topic of collegiality, some of the other issues that AAUP regularly addresses include: academic freedom, shared governance, contingent faculty positions, faculty compensation, sexual harassment and assault, civility, conflicts of interest, collective bargaining, hiring and promotions, discrimination, diversity and affirmative action, and professional ethics (for a complete list of issues that the AAUP deals with go to <http://www.aaup.org/issues-higher-education>).

It is time to bring collegiality back to the forefront of academia and AAUP is here to help you. Please contact us and let us know how we can help you, your department, and your college or university accomplish this goal. The NYSC AAUP website is <http://nysaaup.org> and the national website is <http://www.aaup.org>. We look forward to hearing from and working with you!

### 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)

## LEAD Institute – On-Demand Workshops

UUP is pleased to offer members and chapter leaders this series of online based 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.

Workshops can be taken in learning tracks by theme, designed for chapter leaders who assist members directly, for prospective chapter leaders, or as individual workshops that are of interest to individual members.

### On-Demand workshops available:

Dealing Effectively with Difficult People  
 Grievance Investigation, Filing and Presentation  
 Introduction to Collective Bargaining  
 Motivating Members to Action  
 Performance Programs: How to Use Them to your Advantage  
 Permanent Appointment: Freedom after 7 Years of Indentured Servitude

All workshops are planned and presented by NYSUT Labor Relations Specialists assigned to UUP and guest presenters.

All current workshops are free and available on-demand. Simply select the workshop you are interested in viewing, register for the workshop, and you will be e-mailed a code and link to access your workshop. It's that simple! Help us spread the word, by letting your colleagues know about workshops of which they may have professional or personal interest."

To access workshops go to the UUP web site at [www.uupinfo.org](http://www.uupinfo.org), click on "Links" on the top tool bar and click on "Lead Institute". Follow the directions to register.

### UUP CORTLAND CHAPTER — EXECUTIVE BOARD 2015-2017

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

**PRESIDENT:** Joe Westbrook (Facilities) 5517  
**VICE PRESIDENT for ACADEMICS:** Daniel Harms (Library) 4042  
**VICE PRESIDENT for PROFESSIONALS:** Jennifer Drake (ASAP) 2361  
**SECRETARY:** Rebecca Bryan (Physical Education) 4561  
**TREASURER:** Rickie McClure (ASAP) 4309  
**OFFICER FOR CONTINGENTS:** Jackie Pittsley (English) 4306  
**Chapter Assistant:** Toni Murray 5591

[joe.westbrook@cortland.edu](mailto:joe.westbrook@cortland.edu)  
[daniel.harms@cortland.edu](mailto:daniel.harms@cortland.edu)  
[jennifer.drake@cortland.edu](mailto:jennifer.drake@cortland.edu)  
[rebecca.bryan@cortland.edu](mailto:rebecca.bryan@cortland.edu)  
[rickie.mcclure@cortland.edu](mailto:rickie.mcclure@cortland.edu)  
[jaclyn.pittsley@cortland.edu](mailto:jaclyn.pittsley@cortland.edu)  
[uup@cortland.edu](mailto:uup@cortland.edu)

**1st ACADEMIC DELEGATE:** Jamie Dangler  
**2nd ACADEMIC DELEGATE:** Anne Wiegard (English) 4896  
**3rd ACADEMIC DELEGATE:** David Ritchie (Library, Emeritus)  
**4th ACADEMIC DELEGATE:** Henry Steck (Political Science) 4807  
**5th ACADEMIC DELEGATE:** Ross Borden (English) 2320  
**6th ACADEMIC DELEGATE:** David Kreh (Library Emeritus)  
**7th ACADEMIC DELEGATE:** Jaclyn Pittsley (English) 4306  
**8th ACADEMIC DELEGATE:** Rebecca Bryan (Physical Education) 4561  
**9th ACADEMIC DELEGATE:** Nancy Kane (Performing Arts) 539-3095  
**10th ACADEMIC DELEGATE:** Joseph Rayle (Foundations and Social Advocacy)  
**11th ACADEMIC DELEGATE:** Sally Dear-Healey (Soc.&Ant.) 4762  
**12th ACADEMIC DELEGATE:** Harvey Inventasch (Edu, Emeritus) 321-253-8579

[jamie.dangler@cortland.edu](mailto:jamie.dangler@cortland.edu)  
[anne.wiegard@cortland.edu](mailto:anne.wiegard@cortland.edu)  
[david.ritchie@cortland.edu](mailto:david.ritchie@cortland.edu)  
[henry.steck@cortland.edu](mailto:henry.steck@cortland.edu)  
[ross.borden@cortland.edu](mailto:ross.borden@cortland.edu)  
[david.kreh@cortland.edu](mailto:david.kreh@cortland.edu)  
[jaclyn.pittsley@cortland.edu](mailto:jaclyn.pittsley@cortland.edu)  
[rebecca.bryan@cortland.edu](mailto:rebecca.bryan@cortland.edu)  
[nancykane@frontiernet.net](mailto:nancykane@frontiernet.net)  
[joseph.rayle@cortland.edu](mailto:joseph.rayle@cortland.edu)  
[sally.dear-healey@cortland.edu](mailto:sally.dear-healey@cortland.edu)  
[hiji@ix.netcom.com](http://hiji@ix.netcom.com)

**1st PROFESSIONAL DELEGATE:** Joe Westbrook (Facilities) 5517  
**2nd PROFESSIONAL DELEGATE:** Jennifer Drake (ASAP) 2361  
**3rd PROFESSIONAL DELEGATE:** Dianne Galutz (Admin. Computing Emeritus)  
**4th PROFESSIONAL DELEGATE:** Dawn Van Hall (Retired/Library)  
**5th PROFESSIONAL DELEGATE:** Jo Schaffer (Emeritus) 753-7245  
**6th PROFESSIONAL DELEGATE:** Marc Dearstyne (Tutorial Program) 4808  
**7th PROFESSIONAL DELEGATE:** Ben Patrick (Admin. Comput.) 5511  
**8th PROFESSIONAL DELEGATE:** John Driscoll (Emeritus) 315-380-5055

[joe.westbrook@cortland.edu](mailto:joe.westbrook@cortland.edu)  
[jennifer.drake@cortland.edu](mailto:jennifer.drake@cortland.edu)  
[dianne.galutz@cortland.edu](mailto:dianne.galutz@cortland.edu)  
[dawn.vanhall@cortland.edu](mailto:dawn.vanhall@cortland.edu)  
[jo.schaffer@cortland.edu](mailto:jo.schaffer@cortland.edu)  
[marc.dearstyne@cortland.edu](mailto:marc.dearstyne@cortland.edu)  
[ben.patrick@cortland.edu](mailto:ben.patrick@cortland.edu)  
[john.driscoll@cortland.edu](mailto:john.driscoll@cortland.edu)

Anne Wiegard,  
English



## Working for Legislation to Improve Higher Education

Cortland UUP delegates Marc Dearstyne, Rickie McClure, Dave Ritchie, Jo Schaffer, and Anne Wiegard were among those who spent the morning of February 2nd visiting legislative offices in Albany to advocate for UUP's 2016 legislative agenda which was introduced in a press conference captured on video available at the [uupinfo.org](http://uupinfo.org) site under "Featured Videos." Other related links are

News story about Feb. 2 efforts:  
<http://uupinfo.org/communications/uupdate/1516/160202A.php>

FAQs about the legislative agenda: <http://uupinfo.org/legislation/faq.php>

Please consider participating in upcoming outreach opportunities to meet with your lawmakers in Albany including the NYPIRG hosted trip on Thursday, February 25th and the EOP/EOC Advocacy Day on Monday, February 29th.

with Senator James Seward from left to right: Lorraine and Richard Tyler from Oneonta, Anne Wiegard and Rickie from Cortland, Bill Simons from Oneonta, Damien (a legislative aide) and Rafael Romero of SUNY Polytechnic Utica-Rome.



with Assemblyman Bill Magee from left to right: Lorraine Tyler, Bill Simons, Richard Tyler, Anne Wiegard, Rickie McClure, Rafael Romero and Tom Hogle from Morrisville



## A Strong Core – It's NOT Just about Your Abs

David Ritchie,  
Library, Emeritus



While Louise Mahar in Recreational Sports & Fitness can help strengthen your abdominal muscles, other UUPers are looking to develop a different core. But what core IS that?

A criticism of UUP has been that the union has focused too narrowly on “terms and conditions of employment” and benefits – items that have been detailed in “the contract” and other agreements. Those employment items are not window dressing – they have resulted from extensive queries of UUP members about what we need, and literally years spent at the negotiating table with both NYS and SUNY on the other side. And some items are still not in the contract – like a minimum salary SUNY-wide for our exploited part-time colleagues – failed in the last negotiations again because the other side just didn't want UUPers to have them. While the contract is one aspect of the union fulfilling its legal obligation to represent concerns of the bargaining unit, the contract cannot be seen as the core of UUP.

Another challenge for UUP has been that the “Union Matters” lunch-time meetings haven't worked for most academics and many professionals. Union Matters has been an attempt to provide common ground for discussion of issues relating to bargaining unit members. Again, the meetings have focused on contract and benefits issues, whereas UUPers have concerns that relate to all parts of their professional lives and careers. But Union Matters, being a limited venue for discussions, also cannot be seen as the core of UUP.

So, what could UUP be that it's not? The father of a good friend responded that it could offer some of the same things that a professional organization does – he envisioned it offering academics more ways to connect within disciplines and across disciplines, within campuses and across SUNY. What could that look like? Would you help UUP to sponsor periodic meet-ups with short faculty presentations? What about workshops on building an academic portfolio for those periodic reviews leading to the continuing appointment review? Workshops on working out a professional's performance program with the supervisor? Would academics and professionals help UUP with those types of events? If so, how might they work successfully? And what else could UUP be?

You can shape what UUP can be. Banks want to build a relationship. Heaven help us, car dealerships want to build a relationship! So a couple of us will be visiting to involve you, literally, in that deep question – What else could UUP be? And on the way to that, yeah, we want to build a relationship. But we won't sell you a bank loan, or a car. We will want you to see how you can be a builder of UUP Cortland.

Because the contract is not the core. Union Matters meetings are not the core. You, the member builders, are the core of UUP. Only your involvement can make this union work. YOUNion Yes!

Testimonials

United University Professions



**Nevin Alleyne**  
Downstate Medical Center

“Two years ago, I received a termination letter. Without UUP, my letter would not have been rescinded and I would have been terminated. Without my job, I wouldn’t be able to provide for my family. ... I am more than just thankful, I am grateful; I’m pretty much on bended knees thanking the union for what they did.”



uupinfo.org/defendingunion/union.php

United University Professions



**Caroline Bailey**  
ESF

“I try to encourage people to join because, if for no other reason, it gives them a voice. ... But the best part of being in a union, for me, is the people. We have outstanding members and our elected leadership is fabulous. With UUP, we can’t go wrong.”



uupinfo.org/defendingunion/union.php

United University Professions



**David Byer-Tyre**  
Farmingdale

“I think in this day and time, it is definitely important to have the power of collective bargaining. ... If you want job security and want to make sure that other people have protections and (can) receive a living wage, you would be in a very different position if you were not a union member.”



uupinfo.org/defendingunion/union.php

# 5 Benefits Of Being a Union Member



- 1. Higher pay & better benefits
- 2. A contract you can rely on
- 3. A strong voice at work
- 4. Professional learning

## 5. NYSUT Member Benefits

NYSUT members & their families can choose from a variety of insurance, financial, legal, and shopping & travel programs designed with the NYSUT member in mind -- including term life insurance, auto insurance, legal & financial services, car rentals, vacation packages, and much more!

## Member Appreciation Month is back again this February!

Since it was such a big hit last year, we're doing it again! Member Appreciation Month is coming February 2016.

To be eligible for these drawings, all you need to do is participate in our voluntary MAP Alert email service.

This year will be even bigger because it's a leap year... that means more chances to win even more great prizes!!!

Once again, Member Appreciation Month will be filled with a series of special prize drawings for items donated by Member Benefits and our endorsed program providers. Prizes will include gift cards, Beats headphones, a Go Pro camera and more.



We will announce the winners of these special prize drawings exclusively on the Member Benefits website throughout the month of February.

It's the strength of the more than 600,000 NYSUT members that makes it possible for Member Benefits to offer more than 40 endorsed programs & services designed with you in mind.

For more details about this exciting event, visit the Member Benefits website at [memberbenefits.nysut.org](http://memberbenefits.nysut.org) or call 800-626-8101.



For information about contractual endorsement arrangements with providers of endorsed programs, please contact NYSUT Member Benefits. Agency fee payers to NYSUT are eligible to participate in NYSUT Member Benefits-endorsed programs.



**UUP Cortland Chapter**

PO Box 2000  
B-5 Moffett  
Cortland, NY 13045

PHONE:  
(607) 753-5991

FAX:  
(607) 753-5476

E-MAIL:  
uup@corland.edu

**Become a Department or Building Representative**

Want to get more involved with UUP? Please consider becoming a Department or Building Representative!

We still need “reps” for many campus departments and/or buildings, and we would welcome your participation. Contact the Chapter Office (ext. 5991, uup@corland.edu) to express interest or to find out more!

**ARE YOU RECEIVING CORTLAND UUP CAMPUS E-MAIL POSTINGS?**

If not, here’s how to sign onto the “UUP List” Cortland campus e-mail list – be sure to sign on so you don’t miss important announcements and messages from UUP!

1. Login to your webmail via MyRedDragon
2. On MyRedDragon home page, mid-right, see “E-Mail Options.” Under that, click on Manage your Mailing List Memberships
3. Pop-up will request that you enter your username and password again (same as you use to sign into webmail)
4. On the page that comes up, click on Manage My List Membership
5. The next page is “Mailing List Management Service” – on this page you can voluntarily subscribe/unsubscribe to various campus e-mail distribution lists. To sign onto the UUP list, click Subscribe by “UUP List”.

We’re on the Web!

See us at:

**UUPHOST.ORG/CORTLAND**

**Union Matter Chapter Meetings**

Feb. 16, Mar. 23, Apr. 19

**Executive Board Meetings Schedule**

Mar. 3, Apr. 7, May 5

**Labor Management Meetings Schedule**

Feb. 17, Mar. 16, Apr. 13, May 11

**SUNY CORTLAND WORKS**

TBD

**Are you a UUP member?**

**JOIN TODAY so you can vote! Member and Fee-payer dues are the same.**

Go to [www.uupinfo.org](http://www.uupinfo.org) and click on “Join UUP” at the top (right) of the home page. Or simply contact the Cortland Chapter Office to request information or a membership application form (campus ext. 5991, e-mail [uup@corland.edu](mailto:uup@corland.edu))

|                                              |                           |                             |                    |                          |                  |
|----------------------------------------------|---------------------------|-----------------------------|--------------------|--------------------------|------------------|
| Alan G. Hevesi<br>New York State Comptroller |                           | JOHN DOE                    |                    | Total Gross Pay 1,234.56 |                  |
| Address # 12345678                           | Pay Start Date 02/15/2005 | Regulation Code 010         | Commuter 3456.78   | State 1234.56            | Net Pay 1,234.56 |
| Advice Date 02/15/2005                       | Pay End Date 02/28/2005   | Religious System TAAALREF   | VTD 45678.90       | Local 3456.78            |                  |
| Department ID 1234                           |                           |                             | Pay Rate 78,910.11 |                          |                  |
| <b>EARNINGS</b>                              |                           | <b>TAX DATA</b>             |                    | <b>TAXES</b>             |                  |
| Payroll Pay Survey Employee                  | Rate Code                 | Earnings                    | Marital Status     | Fed 1000.00              | YTD              |
| Unemployment                                 |                           | 65.76                       | Married            | State 3456.78            | 3456.78          |
|                                              |                           | 65.76                       | Dependent          | Local 3456.78            | 3456.78          |
|                                              |                           |                             | Other              | Other 1234.56            | 1234.56          |
| <b>BEFORE TAX DEDUCTIONS</b>                 |                           | <b>AFTER TAX DEDUCTIONS</b> |                    |                          |                  |
| Payroll                                      | 65.76                     | Unemployment                | 65.76              | Net Pay                  | 1,234.56         |
| State                                        | 1234.56                   | Local                       | 3456.78            |                          |                  |
| Federal                                      | 1000.00                   | Other                       | 1234.56            |                          |                  |
| Total                                        | 1,234.56                  | Total                       | 1,234.56           |                          |                  |

Check your most recent paystub to find out if you are a member. If it says “UUP Fee Payer” you are not yet a UUP member.