



The Cortland Cause

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WWW.UUPHOST.ORG/CORTLAND

From the President

With the CON-CON gone, How's the CONtract going?

While there are many issues which are brought to me in the interest of our members, there are none that have lately been of greater inquiry and which affect each of our members more personally than the progress of contract

negotiations with the State of New York. The length of time that we have been at the negotiations table is of real and legitimate concern. The long process of negotiations has lately revealed a growing financial impact on many of us. Besides differed salary increases, there have been two programs, which many members have relied on, that have exhausted funding included from our previous contract. The first is the Joint Labor Management Campus Grants Program. The largest of this funding goes to the Individual Development Awards which targets professional development activities, such as assisting employees in developing their full professional potential, and preparing for advancement. The other is a stipend for participating in the Childcare reimbursement program. On top of these, the Negotiations Team members, Officers and staff of UUP, continue to put in many hours of preparation

work and travel to and from meetings. I am firm in my belief that this cost ultimately is an investment in the long-term quality of the education and care provided by the members of UUP and the state university system we serve.

Patience may well be a virtue; however, the moment is upon us when inaction becomes the hobgoblin of progress. The voice of UUP's active members must be amplified with the entire membership body in order to effectively advocate for a fair and equitable agreement which addresses the diversity of our bargaining unit's needs. Ubiquitous activity of unity and support demonstrates to the State that its current bargaining positions are not acceptable and insufficient to address our concerns. You are needed now to give visible support with sustained demonstration and participation, both at the campus and in your personal relationships, to our Negotiations Team efforts. Get and post "United for a Fair Contract" signs, buttons and stickers from the chapter office and post them on your office door, bulletin board and car window. Ask friends and family members to take these items and post them in solidarity. Display daily your "I

Joe Westbrook,
President
Facilities PDC



am UUP" button with pride. Wear red on Fridays as a sign of support to members of the Negotiations Team. Attend chapter meetings and be prepared to participate in any "Fair Contract" activities or actions on campus when asked by our leadership to do so – your presence and participation are important to accelerate the effort to achieve our collective success.

Our last contract was one that was negotiated during a deep recession and was tough on us financially. In that contract, UUP members paid their fair share to help out the state in its financially difficult position. This time, all we are asking for is a fair contract that begins to solve some long-standing economic issues for many in our bargaining unit. Our demands are clear and fair. UUP has never bargained for a contract that would cause harm to the state finances or the finances of our campus. With your continuing help, a final agreement on all issues will soon be reached and ratified by the UUP membership.

Karla Alwes,
English



From the editor

Kudos to faculty and professional staff members who participated in “Campus Equity Week” last week, and especially to English Full-time Lecturers Jackie Pittsley and Anne Wiegard, who organized and directed the week-long event. (See presentations made at the end of the week, by Jackie Pittsley and Gregg Weatherby, elsewhere in this newsletter.)

Working a table for Equity Week in Old Main with Anne Wiegard, I was able to speak to colleagues and students who were drawn to the table through various means—word of mouth, curiosity, recognition of the annual event, and, for students, the lure of free pins, stickers, and candy sitting on the table as they walked by.

Actually, the students did not take much candy as they stood at the table, but, to my unyielding pleasure, they talked to us with grace and listened to us with what appeared to be sincere interest.

The students seemed to understand fully their role at SUNY Cortland, and to recognize their importance to the quality education that they consistently receive. They understood the essentiality of being paid a living wage, and the importance of dissent to make grievances known.

In the 1960s a popular slogan rang through the halls of college campuses, as well as the aisles of grocery stores—it was one that was known everywhere, and repeated often: “Think globally, act locally.” The sampling of the SUNY Cortland students whom Anne and I met at Campus Equity Week are clearly students who realize the importance of such a statement. We are all made better because of this.

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

(The following are presentations made on Friday, October 27, by English Full-time Lecturers Jackie Pittsley, who also serves as the UUP Cortland Chapter's Officer for Contingents & Co-Chair of the UUP Statewide Contingent Employment Committee and Gregg Weatherby, who serves as a UUP Academic Delegate, to bring Campus Equity Week to a close –editor)

Campus Equity Week Rally Speech

Thank you for joining us here on this lovely fall afternoon. I appreciate your participation in this display of solidarity most sincerely. We are here today to celebrate the work of contingent faculty on campus, and we are here today to inform everyone on campus about the conditions under which those individuals work.

Nearly one third of the teaching faculty and professional staff here at SUNY Cortland work in a contingent position. Contingent, whether one is working part time or full time, is a position for which there is no path to permanency. In other words, these individuals will never achieve permanent or continuing appointment, often commonly referred to as "tenure." Contingent employees both full-time and part-time, but part-time individuals in particular, are laboring under unjust working conditions.

The teaching faculty work for \$2750 per course, which we celebrate is higher than the national average of \$2700, but it does not necessarily indicate a lack of hardship. In terms of dollars students pay, can be seen as inequitable; let me put this into a mathematical perspective. According to the SUNY Cortland campus website, students attending this university, as they may know, they pay \$3335.00 in tuition, based on an assumption of twelve credits, per semester. Twelve credits per semester assumes a student is enrolled in roughly four courses, which means students are paying roughly \$833.75 per course. This means that the tuition dollars approximately four students pay to take any given course with a professor working in a part-time position provides that person's salary, yet the average class size is twenty or more, much higher than four. Approximately 234 teachers on this campus work in a part-time position. The pay earned by part-time contingent faculty needs attention.

It is important to acknowledge that here at SUNY Cortland, part-time contingent faculty have benefited from the generosity of their administration. Unlike those of other SUNY institutions including SUNY Cobleskill, which is currently paying the lowest per course salary for part-time employees in all of the SUNY system, at \$2,290.00, SUNY Cortland does receive modest but regular pay increases. President Bitterbaum, along with his cabinet, regularly shares with United University Professions chapter leadership his honor in having such a qualified, diverse, innovative part-time workforce; and he is seeking to correct the salary inequity part-time contingent faculty face. In fact, he calls at regular intervals for the increase of \$50.00 on base to the per-course salary of part-time faculty, which is moving our institution higher up on the pay scale, moving us toward equity and part-time faculty toward a living wage, and is very proactive. However, the expenses our part-time sisters and brothers must meet to survive often means the generosity of the administration, though very appreciated, is not yet meeting their needs.

In addition to earning a salary that very few can live upon, part-time faculty also work without any job security. They can lose their positions at any time, for any reason, or for no reason at all. Even those who have taught for decades at SUNY Cortland are facing the non-renewal of their contracts, or shorter, semester-long contracts instead of a year-long appointment. They face a reduction in number of courses taught (and we already understand how every dollar counts) sometimes causing faculty to no longer be eligible for health insurance, the long-lauded New York State benefit which is meant to off-set the meager salaries earned. The fear and stress this uncertainty causes is appalling, especially for those trying to provide for their children and families. It is critically important that our sisters and brothers receive two courses each semester, so they can continue to receive the benefits they are counting on for their health and survival.

Jaclyn Pittsley,
English



Further, part-time and full-time contingent employees face the fear of losing their positions as a result of participating in United University Professions, their collective bargaining unit. Their fear of retaliation is real. While employees here at SUNY Cortland enjoy no fear of punishment or reprisal from our courageous and supportive administration, this illegal practice happens all to regularly at other campuses. Part-time employees should not have to worry that they'll lose their jobs for being brave enough to speak out. And one day, I hope that these sisters and brothers who've spoken out despite their punishment will be known as heroes throughout not only New York State, but the country as well.

However, facing poor salary, loss of benefits, non-renewal without notice or cause, and even union animus may not be the most disenfranchising conditions our contingent brothers and sisters, especially our part-time colleagues, face.

Part-time and other contingent faculty may enjoy very little welcome from and support from the departments and communities they serve. Contingent employees are a necessary and permanent part of the higher education structure, so there is little to gain from ostracizing them out of the fear their presence will weaken the system of continuing or permanent appointment, or the notion that they somehow cheapen or erode the quality of education received at Cortland. In fact, part-time faculty, staff, and other employees provide a richness of clinical knowledge, publications, service, acting accolades, life experience, and other benefits that insure our students are provided with a robust learning experience. In short, the experience of the students at SUNY Cortland would not be as rich or as worthwhile without part-time and full-time contingent faculty.

Perhaps, though, it would be more helpful and poignant to share with you how this ostracism, whether intentional or inadvertent, makes me feel. I am a member of the contingent faculty. I currently enjoy a full-time contingent appointment, a three-year contract, and opportunities for promotion, but I labored for seven years in a part-time position and so understand their especially vulnerable position. To attempt to contextualize both our feelings and our working conditions, I want to draw upon that medium through which I reach my students, literature. I want to talk to you about *The Sneetches*.

Published in 1953 by the inimitable Dr. Seuss, *The Sneetches* is a children's story about a community of bird-like creatures who divide themselves based upon whether they have a star imprinted upon their bellies. Those who do not have a star are shunned most perniciously. In the 1973 film version of the movie, one star-bellied mother lectures her son as he is about to encounter a plain-bellied peer, "Ronald, remember, when you are out walking, you walk past a sneetch of that type without talking."

While not quite this overt, my part-time and full-time contingent colleagues and I are often made to feel inferior by those very peers with whom we work. We are made to feel other. We are told we are not qualified, we are not professionals, we are not a part of the wider college community or the conversation of our disciplines, we don't belong, we don't deserve a whole vote on issues of curriculum, or fair representation on faculty senate. Perhaps most damaging, and I'm paraphrasing here, we are told that "we are not the same so we don't deserve to be treated the same." At an institution of higher learning, I am dismayed and very discouraged when we as a body cannot embrace each other and extend inclusion to our brothers and sisters working off the tenure track. This makes me, and my sisters and brothers feel other, feel different, feel inhuman.

It takes a criminal in the form of Sylvester McMonkey McBean, a man who brings to the Sneetches a magical machine that will imprint a star upon the belly of a sneetch, for a nominal fee, to open the eyes of the sneetch community. The sneetches are running back and forth between the Star Imprinting machine and the Star Removing machine, handing over all of their hard earned, though perhaps meager money, to McBean. He thanks them for allowing him to exploit their weakness, for it is a weakness to be exclusionary. In this time of attack on higher education, SUNY Cortland and UUP cannot afford to be exclusionary. Charter school officials are fighting for the right to qualify their educators by ambiguous means of their own design and without requiring formal teacher education training. The State of New York continues to impose ever more unfunded mandates to the SUNY system. UUP continues in our fight to avoid privatization and to challenge Open-SUNY. It's everyone's fight, and faculty at Cortland must come together, respect each other, and fight for each other. We cannot allow McMonkey McBean and his ilk to divide us and thus defeat public higher education in New York State.

When the Sneetches have spent all of their money, and there is none more to be had, McBean packs up his machine, and says to himself as he drives away, "No, you just can't teach a Sneetch." Left in the aftermath of their furor of spending, the Sneetches are bewildered, confused, and ashamed. Those with stars have spent all they have to make certain those without stars remain identified and ostracized, while those without stars have tried to force their belonging by participating in the damaging ritual of having a star forcibly attached to their person. Yet, when they finally stop and really look at each other, the Sneetches can see "neither the Plain nor the Star-Bellies knew whether this one was that one... or that one was this one... or which one was what one... or what one was who."

Perhaps beleaguered but now wise, the Sneetches finally recognize and admit that identifying themselves for the purposes of differentiation and different treatment, for the purposes of fueling inequity, is purposeless and self-defeating. They can see there was no reason to discourage inclusion in the first place. I hope we at SUNY Cortland, in the Cortland community, and in United University Professions, we can realize the same. For though we may come from different places and have different qualifications and publications, we may have taken different paths to arrive at where we are today, we are all human, all worthy, and all a part of this institution.

We are all a part of the great legacy of SUNY Cortland, and we are all necessary for this society to continue to function well. Therefore, I am calling on everyone, contingent faculty and professionals, their brothers and sisters in union working in a permanent or continuing appointment position, students, labor coalitions, and community members to speak out, to call a halt to such inequitable conditions. It is only by recognizing that we are not different, we are all professional, we are a part of this community and we should be recognized as such, that we can model for our students the kind of inclusion that must sweep our nation in order for it to survive.

I'd like to leave with one final thought: when I completed SAFEZONE training a number of years ago, I was taught that understanding the condition of equality, is understanding that when we have equality, everyone has a pair of shoes. I was also taught that understanding the condition of equity, is understanding when we have equity, everyone has a pair of shoes that fits.



Gregg Weatherby,
English



Campus Equity Week Rally Speech

Welcome to the 2017 Rally for Adjunct Equity. Professor Pittsley used a great metaphor to illustrate the environment in which contingent employees must exist. So I would like to focus on some of the harsh realities.

We are here today to demonstrate for equity for our contingent colleagues. As the number of contingents continues to grow, our entire higher educational system is under threat by the continuing adjunctification of the faculty. This threat is not only academic; it is an economic and a moral threat, as well. Contingent employees are academics and professionals hired on an "as needed" basis and work without a clear pathway to permanent employment; they work without a real contract, with no job security, and for inequitable pay—often less than a living wage. Contingent employees are not given the same resources as so-called full-time employees, and they often face subtle and not so subtle discrimination from their colleagues. The contingent employees on this campus are often paid a fraction of what full-time employees are paid, but they are performing the same duties, teaching the same courses, teaching the same students, and held to the same standards as their full-time counterparts. We stand here today to tell the university that our contingents are not worth less. We are not worth less. Contingents deserve to be paid equitably. They deserve to be paid as equals. They deserve to earn a wage that allows them to live their lives in dignity and with the security and comfort that the rest of the faculty and staff take for granted. We are not worth less.

Contingent employees do much of the heavy lifting on this campus. We teach the core courses that are labor-intensive, courses that the tenure-track faculty is less inclined to teach. We teach some of the most important freshman courses. Without contingent faculty, this university would not function. We are often told how important we are, and yet contingent employees have not had a significant pay increase in over ten years. Can you imagine working a job for ten years without a raise? McDonald's and Walmart do better. We deserve regular raises. We are not worth less.

More than half of our contingents earn less than \$17,000 a year—the federal poverty level for a family of two is \$16,000—nobody can live on those wages. Our contingent academics teach for about \$2,700 a course—which works out to less than \$10.00 per hour for some lecturers. Less than ten dollars an hour. Fast food workers in NYC are headed towards \$15.00 per hour. We are college professors. We are not worth less.

The Reverend Doctor Martin Luther King, Jr., said, "All labor has dignity" "and dignity demands a job and a paycheck that lasts through the week." We are not worth less. Some of our contingent employees make so little that they have had to use public assistance—food stamps. A friend and colleague of mine, a woman, whose course load was cut, was forced to sleep in her car because she couldn't afford to pay her heating bill. She slept in her car in a cold Cortland winter. Some of our contingent employees are forced to decide each month between paying the rent and eating, between paying the rent and the heat bill, between paying the rent and their student loans. Many of our colleagues live from crisis to economic crisis. This is what happens when people live in poverty. This is what happens to the working poor. This is what happens to some of our contingents. Martin Luther King said, "There is nothing but a lack of social vision to prevent us from paying an adequate wage to every American." And I say, there is nothing but a lack of moral vision that prevents our leadership from seeing the logical math of equal pay for equal work. For everyone. That includes our contingent professors on this campus. We are not worth less.

Equity is defined by Merriam-webster.com as "justice, according to natural law or right; specifically: freedom from bias or favoritism: something that is equitable."

Roget's II New Thesaurus offers these synonyms: "impartiality, fair-mindedness, fairness, justness, evenhandedness, objectivity, justice, probity, rectitude, fair play, righteousness, square deal, uprightness, honesty, integrity, unbiased." All attributes we honor as members of this academic community.

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Consider the antonyms: “bias, discrimination, inequity, injustice, partiality, partisanship, prejudice, unfairness, unreasonableness, injustice, dishonesty, wrong.” I am asking the university: which side are you on?

Should the university be in the business of creating its own labor pool of working poor? Should the university be in the business of contributing to poverty? Should people working for the university face homelessness? Should the university support inequality? We are here today asking for equity for our contingent employees. We are not worth less.

In his *“Letter from Birmingham Jail,”* Martin Luther King wrote: “Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.” Inequity affects all of us. We are not worth less.

I offer another quote from Martin Luther King: “We look around every day and we see thousands and millions of people making inadequate wages...they find themselves underemployed. You see, no labor is really menial unless you're not getting adequate wages. People are always talking about menial labor. ... What makes it menial is the income, the wages.”

Has being a college professor, the work of teaching our young people, become menial labor? Professors on food stamps, professors sleeping in cars, professors unable to pay their student loans, their monthly bills. College professors who are thrown into crisis with every new bill: the car breaks down, the insurance is due. I ask you to consider: What message are we sending about the value of the college experience? What message are we sending to our students? What message are we sending their parents, the public? What message are we sending about how much we value the education of our children? What message are we sending about the value and dignity of the teaching profession? Pay our contingents an equitable wage, a professional wage. We are not worth less.

To our tenure-track brothers and sisters, there is also a message here. Recently, an administrator at another local college sent out an email that said that because of the shortfall in revenue, he was suspending the hiring of new tenure-track professors and would take up the slack by hiring more adjuncts. To him, we are just cheap labor to be exploited. Balancing the budget on the backs of contingents is not just immoral, it has also led to other unintended consequences: an attitude adopted by some of our colleagues and administrators, that since we are paid less, we are worth less. This is nothing less than class discrimination; and this class discrimination is, as a University of Albany study puts it, “woven into the very fabric” of our institution. We stand here today to counter that. We are not worth less.

Equity is not just about salaries. It is also about the culture of our university. Our contingents often feel like insignificant cogs in the machine of a heartless university system; but the reality is that the university could not function without us. Yet ironically, we are treated as second-class citizens. Ironic that the university has created its own economic under class. This is where economic policies intersect and influence the culture of our college. Ironic, too, that here on the university that professes to support equity and inclusivity in other areas, allows conscious and unconscious discrimination based on salary level. Economic discrimination. Some of our colleagues refer to us as “not real teachers” or “not really a part of the wider academic community,” because we are contingents. Because we are contingents, we are not given a full voice in the design of the courses we teach, in the curriculum, in department decisions. We are not given access to the equipment and resources we need to do our jobs—all of which have a direct impact on our students. Our working conditions are our students’ learning conditions. And some of this discrimination is written college policy. Contingent employees deserve equitable treatment from the university, the college, from everyone on this campus. We are not worth less.

I have invoked the words of Martin Luther King today, and it is worthwhile to point out here, at the closing of Campus Equity Week, that not only was he a champion of civil rights, he was also a champion of labor. We honor his work and his spirit by continuing to fight for equity, for social justice, for human dignity, and for workers’ rights and living wages. Because no one is worth less. We are not worth less.



Contingent Academic Employees:



Take Your Survey!
<http://bit.ly/2xIVwcI>

Your Opinion Counts!

A new 65-question survey seeks information on the experiences and working conditions of SUNY's part-time and full-time contingent academic employees.

The survey was written and is being distributed by the union's Contingent Employment Committee to gather detailed information about hiring, workload, working conditions, compensation and other aspects of working as a SUNY contingent employee.

It should take about 20-30 minutes to complete.

Survey results will be used for future initiatives and reports on how to best support and improve conditions for contingent academics.

The survey isn't formatted for mobile devices, but smartphones can be used to take and submit the survey. Hard copies of the survey are also available from UUP; contact VPA Jamie Dangler at (800) 342-4206 for details.



***UUP Cortland Chapter cordially
invites you to our annual***

**HOLIDAY MEMBERSHIP
GATHERING**

FRIDAY, DECEMBER 1, 2017

4:00 p.m. - 7:00 p.m.

**CORTLAND COUNTRY CLUB
4514 ROUTE 281 * CORTLAND, NY**

**PLEASE RSVP BY WEDNESDAY,
NOVEMBER 22 to
UUP@CORTLAND.EDU OR CALL
(607) 753-5991**



The UUP office (B5 Moffett) has a collection box for food donations in participation with The Campus Food Pantry for the Interfaith Center and Institute for Civic Engagement

We are also accepting monetary donations in participation with Operation Agua, an AFT campaign to provide water purification devices (\$30 each) to families in Puerto Rico



Dan Harms,
Chapter VP for
Academics
Library



Odds and Ends November 2017 – Phones, CTEs, Publishing

Do you use a phone to access your work email? As we have unfortunately found out over the past couple years, checking work email on a personal device can lead to complications later on. Here are a couple of questions that might be good to ask.

Does your job require you to check your email away from your office? If so, the college should be providing you a device on which to do so. If you don't have one, please talk with your supervisor to see what can be done.

Do you have health or emergency contact information on your phone? It's important to make sure this is accessible in case a first responder needs to access a locked device. Check the settings and apps on your phone to make sure this is possible.

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When looking through the Handbook the other day, I found the following: "If a teacher does not wish to use a CTE form, an alternate procedure of visitation is possible." (260.02(l)(1.2)

Whether this is "possible" is at the discretion of the department. I know some departments may be reluctant to conduct such visitations. They require a faculty member to set aside time in his or her busy schedule to travel elsewhere on campus and observe a classroom, following it up with a further discussion with the professor. Sometimes these conversations, though conducted with the best intentions, can be challenging for both participants.

Nonetheless, while the campus is considering the possible gender and racial biases in course teacher assessments – let alone divergences based upon the type of class taught or the other factors we've discussed – a department might consider whether, in some cases, such visitations might be valuable and important in obtaining a fair and productive perspective on a faculty member's teaching.

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What happens to your articles once they are published? Is it all right to upload them to a website, or a file sharing site? Can they be distributed to a class?

It's very easy to upload or transfer a file in this day and age, and the number of faculty using sites such as Academia.edu or ResearchGate to distribute their research is on the rise. Placing articles online can be a great way to increase visibility and citations of one's work. Still, knowing what re-usage of an article is permitted is important.

It's normal for publishers to send an agreement to a faculty member before publishing. If you're not familiar with the terms of these agreements, I would encourage you to look over these documents. Do they allow for a certain number of offprints to be distributed? Do they allow an article to be placed online after a certain amount of time? You might be able to negotiate a deal that works with the publisher to grant your work a wider distribution. Perhaps you can create a situation in which you, the publisher, and your readers all win.

Committee Offers Professional Staff a Voice

The Professional Affairs Committee (PAC) was formed in 2010 as a policy committee of SUNY Cortland's Faculty Senate. It is a standing committee with voting privileges on the Faculty Senate Steering Committee, along with the Educational Policy, Academic Faculty Affairs and Student Affairs committees.

The duties of the PAC, summarized from Chapter 150.03, Article VII, Section C of the College Handbook, are to consider and recommend to the Senate matters related to professional employees and their welfare and to periodically review procedures and policies related to the employment of professionals, including mechanisms for advancement, rank, permanent appointment, etc.

Faculty Senate can designate related areas for the committee to consider, and professional employees also may request a review of issues that are not addressed and/or resolved by existing formal processes of the College. One of the committee's more recent activities was to gather information and feedback regarding the College's DSI/PDA process, which was presented to the administration in 2015.

The members of this committee serve as representatives for professionals across campus. If you are a professional staff member who is represented by UUP and would like the committee to consider an issue or process, please contact one of the following members.

- Ingrid Jordak, chair, representing the Division of Institutional Advancement and the President's Office
- Brenda Chaffee, representing the Division of Finance and Management
- Jeremy Zhe-Heimerman, representing the Division of Student Affairs
- Mason Young, representing the Division of Student Affairs
- Lori Schlicht, representing the Division of Academic Affairs
- Stuart Daman, representing the Division of Academic Affairs
- Chris Cubells, representing Information Resources
- Michael Bersani, representing Enrollment Management
- Jody Maroney, At-large representative
- Cheryl Hines, At-large representative
- Jen Drake, UUP representative, non-voting

Consider the PAC as another way to speak up and be heard on campus.

Ingrid Jordak,
Marketing Office



Henry Steck,
Emeritus

A Word of Thanks for Equity Week & A Primer on Contingents

In the aftermath of UUP's Equity Week I am taking the liberty of sharing my appreciation to Jackie Pittsley for her passion, energy and leadership in organizing Equity Week and to Gregg Weatherby for his eloquent words calling for equity, decent salaries and respect for our contingent colleagues. I also applaud all our UUP colleagues who worked to make Equity Week and its activities a success. Let us all hope for the day when the blight of this two-tier workforce will be banished at Cortland, across SUNY and through higher education across the country. Those who worked with Jaclyn Pittsley and Gregg Weatherby on Equity Week embodied by their time and effort the most profound values of unionism, namely, Solidarity: injury to one of us is – whether directly felt or not – an injury to all of us.

When I was tabling in the Student Life Center, I was asked by students and faculty what Equity Week was all about. The answer is simple. UUP's Equity Week seeks to bring to the consciousness and conscience of all academic faculty and professional colleagues, students, student parents, administrators and indeed to the entire SUNY community itself the conditions under which our contingent colleagues work. It is not correct to call them "part-timers" or "adjuncts" since some (e.g., full-time lecturers, some professionals) carry full-time work loads.

It may seem odd that many colleagues who are "part-timers" or "adjuncts" have worked for years at the college and that quite a few have even worked long enough to reach retirement. Many of these should have been and many should be considered for tenure or permanent appointment. I even recall a colleague – a full-time long-time worker with a low full-time salary but on a part-time line – ended up in an argument with a Dean (long since departed) who insisted that this colleague was a full-time employee on permanent appointment.

More than a few contingent faculty and professionals have been accorded recognition and honors for their scholarship, teaching or service or for their performance as professionals. What they do lack, however, is job security and really decent and appropriate salaries. Thanks, however, to the work of the union over the years, SUNY contingents do enjoy significant benefits compared to contingents elsewhere or in private institutions. These include, for example, health, participation in retirement systems, vacation time (for professionals), and more. And locally, we have made and to make important improvements.

UUP continues to struggle at contract talks to force the state to improve the situation of contingents. Over the years, they have made progress. Let us hope that this year UUP negotiators will make more progress to improve the situation of contingents. UUP has come a long way from the time when the state regarded contingents as "seasonal workers" along with lifeguards on the beaches during the summer. To the State of New York, I say: *For Shame*. Our governor should look at SUNY contingents as well as to the plight of fast-food workers.

There is a considerable body of analysis on the subject of this underclass of the academic workforce. I recommend the recent piece in the *Chronicle of Higher Education*: Eva Swidler, "The Pernicious Silencing of the Adjunct Faculty" October 30, 2017. <http://www.chronicle.com/article/The-Pernicious-Silencing-of/241601>

SUNY is not alone. Over the last generation or more, the "problem" of contingent faculty and professionals has become a major problem facing American higher education. Why? Chief many reasons, I believe, is the budgetary austerity that has swept higher education since the 1970s and also the fact that part-timers – easy to hire, easy to let go – provide academic managers with enormous flexibility and discretion in managing the academic workforce. The result is a bifurcated workforce. It is more than a "major problem": it is a major scandal, a major injustice visited upon our contingent colleagues, and a major contradiction that sullies the honor of a major social institution – the university community – whose ideals are compromised by its shabby treatment of this segment of the academic workforce.

Despite the impressive credentials that so many contingents have (e.g., Ph.D's, publications, extensive graduate study, excellent CTE scores, teaching awards, extensive experience with first-year students, recognition in their profession, etc.), they are often ignored or not fully welcomed into our community. All too often, they are invisible to those of us who are "full-time and tenured or tenurable": they slip in, teach their classes, fulfill their performance program duties, and slip out. Across the country, it should be noted, contingents are organized, e.g., independent unions, collective organizations, etc. Still, I am reminded of the final lines of Ellison's *Invisible Man*: "Who knows but that, on the lower frequencies, I speak to you?"

In her wonderful address at the Equity Week rally, Jackie acknowledged the efforts of the Cortland Administration to try to ease the situation of contingents as much as possible. Cortland does do better, she noted, than a number of other SUNY campuses. But even so, we have known of contingent colleagues who do not have salaries ample enough to support their families as they would wish. Some live at or below the poverty line; some teach at 2 or 3 schools.

I wrote Jackie and Gregg a short personal note thanking them for their efforts. Karla was kind enough to ask if I would allow the newsletter to reprint them here. I'm embarrassed, but OK – with some editing of personal changes. Readers should excuse the grammar, typos, and the like. Here it is:

For Jackie: Big time applause and commendations for Jackie Pittsley for her excellent work organizing Equity Week. Taking on that organizing burden is no small matter and it makes me feel inadequate. The tabling, the rally, the PR plus her wonderful talk at Union Matters and at the rally. And above all, her courage in taking on this difficult and contentious issue. On a very personal note, I'm sorry that (*name deleted*) (who was employed on a part-time professional line with a full-time director's level workload for 16 years until retirement and who worked on the UUP part-timers committee) was not with us to see what a wonderful champion contingents have. *Thank you Jackie.*

For Gregg: Hats off to you for your wonderful and moving oration at the rally: yours was the hammer that hit every nail square on the head. And for all your work. *Thank you Gregg!!!*

For Gregg and Jackie and all of us: solidarity forever.

Economic Crisis at Home and the T-Rex in the Room

Letter to the Editor

We live in a time of great economic distress, when cities, counties, and states struggle to repair a crumbling infrastructure, keep libraries and schools open, support essential public safety needs, maintain Medicaid and other healthcare benefits, deal with natural disasters like Hurricane Harvey, and provide housing for the homeless—who include thousands of veterans. The distressing stories of this crisis described in our newspaper and television commentaries reflect a fundamental truth: *there's a shortage of funds for important human programs that make for a decent and vital society.* Overlooked in virtually all discussions of this shortage is their direct relationship to the cost of endless US wars abroad.

Unfortunately for the victims of this crisis, whenever public officials address these problems, they invariably fail to mention the huge T-Rex in the room, the staggering costs of our wars—human and financial, domestic and foreign. These wars have resulted in catastrophic human casualties that since 2001 alone have left millions killed, maimed, and displaced from their homes, and left untold thousands of US soldiers dead and injured.

These conflicts have been waged almost every year since the colonists declared independence from England in 1776. The Congressional Research Service calculated in 2015 that the US had been involved in military actions for 222 out of its 239 years; it is now 224 out of 241. Vast funds have been taken from our communities to feed this insatiable war machine.

How vast are they? The War Resisters League (WRL) has estimated the cost of US military spending from 2001 to the present—including interest on the debt related to past wars, Veterans Affairs, and Homeland Security. The total is \$18.8 *Trillion Dollars.* This total does not include 2010, so a mathematician friend estimated that year by averaging military expenditures for 2009 and 2011. The present estimate is \$20.4 *Trillion Dollars*, or \$62,769 per capita based on the US population of 325 million in 2016 (All numbers have been rounded off).

Following are the population shares of the total cost for Cortland, selected New York cities, and the State itself:

Cortland: 19,200 and \$1.2 billion
New York City: 8,200,000 and \$515 Billion
Albany: 98,000 and \$6.2 Billion
Buffalo: 261,000 and \$16.4 billion
Rochester: 210,000 and \$13.2 billion
Ithaca: 30,000 and \$1.9 billion
New York: 19,400,000 and \$1.2 Trillion

Among the lessons that we must draw from the staggering cost of US Wars are profound political implications, that James Madison, a key architect of the Constitution and later President, expressed so presciently in 1795: “*Of all the enemies to public liberty war is, perhaps, the most to be dreaded, because it comprises and develops the germ of every other.... In war, too, the discretionary power of the Executive is extended; its influence in dealing out offices, honors, and emoluments is multiplied; and all the means of seducing the minds, are added to those of subduing the force, of the people.... No nation could preserve its freedom in the midst of continual warfare.*”

The next time we hear laments about scarce funds for housing, jobs, and healthcare, we must point to the trillions being taken from our cities, counties, and states to pay for Washington’s endless wars. We must ultimately decide whether we will fund vital human needs—or continue these conflicts that bankrupt us financially and morally. We and our elected representatives must wake up, see, and publicly address the huge T-Rex in the room. A people that waste trillions on illegal and endless foreign wars but cannot afford libraries and schools will face fiscal and moral collapse.

John Marciano, Professor Emeritus, is author of *The American War in Vietnam: Crime or Commemoration?* (2016). He was a founding member of Cortland UUP, and is a member of the National Writers Union (NWU/UAW).

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NYSUT Member Benefits... more than just insurance!

As an additional benefit to NYSUT members and their families, your union membership allows you to participate in more than 40 programs & services endorsed by NYSUT Member Benefits.

These offerings include crucial products that you may already purchase such as life, auto & homeowners insurance, unbiased financial services and expert legal advice. But your NYSUT membership also allows you to participate in a variety of shopping, travel and personal programs that can help you save on everyday purchases and those special occasions.



Our endorsed shopping/travel/personal programs offer savings on numerous online purchases, including:

**Theme Park & Movie Tickets
Hotel & Vacation Discounts
Car & Truck Rentals**

**Office Supply Discounts
Retail Store Discounts
Concerts & Sporting Events**

**Electronics Discounts
Ski Tickets
Car Buying Service**

Participation in Member Benefits-endorsed programs also gives you a trusted advocate ready to assist you with any issues or concerns with any of our programs.

Member Appreciation Month coming in February 2018!

As a show of thanks to the more than 600,000 NYSUT members that comprise this labor union, NYSUT Member Benefits will once again be holding our annual Member Appreciation Month celebration in February 2018.

Special prize drawings will be held each day of the month. To be eligible to win, you must be a member of our voluntary MAP Alert email service.

Sign up any time through the end of February 2018 to be eligible to win... but if you join MAP by January 31, 2018, you'll have the most chances to win!

To learn more about Member Benefits-endorsed programs & services, visit **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.

Have you had your financial check-up lately?

NYSUT Member Benefits launches the new Financial Planning Center!

NYSUT Member Benefits is excited to announce the launch of our NEW online Financial Planning Center. This enhanced site will assist NYSUT members and their families with making a variety of important financial decisions.

The NYSUT Member Benefits Financial Planning Center provides helpful tools and resources to assist members with a number of crucial decisions regarding financial wellness and retirement planning.



This new site includes more than 100 modules on different financial topics along with a financial fitness check-up to see where members stand with their financial knowledge.

Whether it's planning for retirement, saving for college for your children or considering purchasing a home, the choices we need to make on a regular basis are never easy. If you're already enjoying retirement, you may be dealing with long-term care needs, managing your investments and estate planning.

NYSUT members can get assistance with these questions and more with our NEW Financial Planning Center.

To access the Financial Planning Center (and more than 100 planning modules), visit the NYSUT Member Benefits website at **memberbenefits.nysut.org** and click on "Financial Planning Center."

To learn more about Member Benefits-endorsed programs & services, visit **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.

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Thomas P. DiNapoli New York State Comptroller		JOHN DOE		Total Gross	Fed Taxable Gross
Advice #	123456789	Pay Start Date	09/10/2015	Current	3456.78 1234.56
Advice Date	09/10/2015	Pay End Date	09/24/2015	YTD	45,678.90 34,567.89
Department ID	1234			Pay Rate	56,789.10
EARNINGS	Current	YTD	Earnings	TAX DATA	Federal State NYC Yonkers
Regular Pay Salary Employee	3456.78	45,678.90	678.90	Marital Status Allowances Add'l. Am't.	4 2 4 0
Location Pay	56.78				
BEFORE TAX DEDUCTIONS		Current	YTD	TAXES	
Regular Before Tax Health	456.78	1,234.56	678.90	Fed Withholding	3,456.78 1,234.56
Supplemental Ret. Annually Prog.	678.90	5,678.90	1,234.56	Medicare	45,678.90 34,567.89
TIAA Retirement Before Tax	56.78	1,234.56		Social Security	3,456.78 1,234.56
				NY Withholding	45,678.90 34,567.89
AFTER TAX DEDUCTIONS		Current	YTD		
UUP Member 26P				34.56	456.78

CHECK PAY STUB TO MAKE SURE

In order to be a member of the union, your paycheck **must** say "UUP Member." If it says "UUP Agency Fee," then you are included in the Professional Services Negotiating Unit, but are *not* a member of the union.

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- Vote on collective bargaining agreement
- Hold union office
- Attend union meetings
- Elect union leaders on your campus and choose your representatives at the state and national levels
- Maintain UUP membership after retirement and be eligible for benefit programs
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Please contact your chapter officers for a membership application.

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Executive Board Meetings Schedule

Nov 20 and Dec 5 & 21

Labor Management Meetings Schedule

Dec 13, Jan 10, Feb 7, Mar 14, Apr 4, and May 2

Union Matters

Tuesday, November 14 – Contract Update & Open Forum
Friday, December 1 – Holiday Gathering – Cortland Country Club

