



THE CORTLAND CAUSE

Volume 35, Issue 3
December 2009

Special point of interest:

- DSI for Part-Timers
- Women's Conference Highlights
- Budget Update

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UUP PRESIDENT SMITH VISITS CAMPUS



Above: Anne Wiegard and Phil Smith discuss the recommendations of the UUP Task Force on Contingent Employees.

—Photo by Dawn Van Hall, Library

On December 3, 2009, UUP Statewide President Phillip H. Smith travelled to Cortland to meet with Anne Wiegard to discuss the emerging recommendations of the UUP Task Force on Contingent Employees, which Wiegard is chairing.

The recommendations of the Task Force address the terms and conditions of employment for contingent academics and professionals, areas where UUP needs to conduct further research, and representation of contingent employees within UUP. The Task Force's report will be revised subsequent to a comment period and will be presented in its final form to the statewide Executive Board at the Winter Delegate Assembly in February.

While on campus, President Smith also attended the Chapter's Executive Board Meeting earlier that day and gave an update on the SUNY budget situation (photo on page 11). ■

DSI FOR PART-TIMERS GAIN NEXT YEAR DISAPPOINTMENT THIS YEAR

(see page 2)

CORTLAND'S MID-YEAR CUT IS \$1,037,000

(see page 6)

PLEASE HELP WITH UUP ADVOCACY EFFORTS THE JOB YOU SAVE MAY BE YOUR OWN!

(see page 5)

**HAPPY
HOLIDAYS!**



DSI FOR PART-TIMERS

SMALL GAIN COMING NEXT YEAR, BIG DISAPPOINTMENT THIS YEAR

—Jamie Dangler

While we are pleased with the small gain... [for] next year, we are extremely disappointed that this change in DSI allocation did not occur for this year's DSI distribution

UUP part-timers at Cortland have never received a fair share of Discretionary Salary Increases (DSI). Thanks to the hard work of our Part-Time Concerns Committee, led by Anne Wiegard, and President Bitterbaum's responsiveness, this situation will begin to change with 2010's DSI distribution. Next year the DSI monies generated by part-time salaries (1% of total part-time salaries) will be earmarked for our part-timers on term appointments (those who have been employed at the college for at least six consecutive semesters).

While we are pleased with the small gain our part-time workforce will see next year, we are extremely disappointed that this change in DSI allocation did not occur for this year's DSI distribution. It certainly could have. I hope the explanation below will help us reflect on what happened with an eye toward developing more effective ways to advance the fair and equitable treatment of part-timers.

The Basis for UUP's Position on DSI for Part-Timers

The money for DSI is granted to the campus based on provisions in UUP's Agreement with New York State. For each year of our contract, an amount equivalent to 1% of the total of UUP salaries is made available to the administration for DSI. This means that the salaries of part-timers help generate DSI funds for the campus. The fact that part-timers have gotten an embarrassingly small amount of DSI money over the years means that resources they effectively generate have been funneled to full-timers.

For example, in DSI allocations for 2007 and 2008, only three part-time academics received DSI compared to 337 awards made to full-time academics, and only two part-time professionals received awards compared to 260 full-time professionals. The Cortland UUP Executive Board has recommended that there be a more equitable distribution of DSI monies across our membership.

Previous Experience Led to a New UUP Proposal

At Cortland, DSI is usually separated into two dis-

tinct pools – one is used for performance-based awards and the other is used for salary inequity adjustments. While part-timers are eligible for performance-based DSI, criteria used at the department/office level effectively exclude most of them from consideration. Cortland's practice for a number of years has been to reserve up to 50% of DSI money for inequity raises based on automatic calculations made by the administration to identify individuals who are paid below their expected salary given factors such as rank, years of service, terminal degree, and market salaries in respective fields. Part-timers have been excluded from consideration for these inequity raises.

In the past our chapter's approach to confronting inadequate DSI allocations for part-timers was to educate members and supervisors/chairs about part-timers' eligibility for performance-based DSI and encourage part-timers to apply. That approach didn't work. Despite our efforts to talk up the importance of considering part-timers for DSI, there was no significant progress.

UUP's Proposal to the Administration

In July 2009, UUP presented a detailed proposal to the administration at a Part-Time Labor-Management meeting. UUP's team included Anne Wiegard, Michele Baran, Jackie Pittsley, Kevin Pristash, and Dennis Selzner (UUP's Labor Relations Specialist). The management team consisted of Provost Mark Prus, Gary Evans (Human Resources), and Virginia Levine (Executive Assistant to the President).

Our basic position was that since part-timers were not being considered seriously for performance-based awards, a portion of the DSI money earmarked for redressing salary inequity should be set aside for part-timers. We proposed that an amount equivalent to at least the portion of DSI monies generated by part-time salaries (1% of total part-time salaries) be allocated to across-the-board raises for part-time professionals and academics on term appointments.

At the time the proposal was made, this amounted to a little over \$8,000 (*Continued on next page*)

and would involve approximately 100 part-time employees. While we recognized that this would yield very small raises for individuals, we saw it as a minimal first step on the part of the administration to address the exclusion of most part-timers from consideration for DSI. We were highly optimistic given the modesty of this proposal.

UUP Proposal Not Acted on in a Timely Fashion

After extensive discussion at the part-time labor-management meeting, UUP was told that the proposal would be taken to the President's Cabinet and that we would receive a reply before final decisions were made about this year's DSI distribution. The lead person on our team, Anne Wiegard, contacted the administration in late summer and then again in early fall to check on the status of the proposal and was told that no decision had been made with regard to it.

By late September, as far as we knew, no action had been taken by the administration. I made an appointment to follow up with the Provost on October 14. At that meeting, Provost Prus indicated that our proposal would not be implemented for this year's DSI round. I then scheduled a meeting with President Bitterbaum for October 20 in order to get his explanation for the rejection of our proposal. At that meeting, I was pleasantly surprised to hear the President say that his Cabinet accepted our proposal for next year's DSI distribution. He also asked VP for Finance and Management Bill Shaut to consult with Human Resources Director Joanne Barry about the possibility of implementing it for this year's DSI round. Unfortunately, the final word I got from Bill Shaut on October 30 that it was too late to act on the proposal for the 2009 DSI allocations.

While I commend President Bitterbaum for taking action on our proposal once it came to his attention, it is distressing that we could not reach an agreement to implement it in time for this year's DSI distribution. Had it been considered by the Cabinet in July, August, or even September, with any needed follow-up with UUP occurring during those months, it could have been possible to distribute some of this year's DSI money earmarked for inequity to our part-time members. UUP was never asked to provide any further input from July through October, despite Anne Wiegard's follow-up inquiries. I believe we've learned some lessons about the Part-Time Labor-Management process and UUP is committed to working with the administration to improve it from this point on.

It is my hope that UUP's efforts this year have helped us advance as a community of part-time and full-time employees united in the quest for fair and equitable treatment of all. DSI has often been viewed as a mechanism for dividing UUP members as they scramble for a small piece of a limited pie. Our administration has helped to weaken this tendency by devoting a significant portion of DSI money to inequity raises for full-timers. This has helped to spread salary increases across a broader segment of our underpaid membership. It's long past time to include part-timers in efforts to address low salaries and inequity.

Keeping in mind that the campus administration has full discretion in the allocation of DSI funds, we appreciate the President's consideration of our views about the importance of including part-timers in campus efforts to address salary inequity. The step President Bitterbaum has taken with regard to DSI for part-timers brings us one step closer to our goal of achieving fairness and equity for this important group of employees. ■

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PART-TIMERS' SALARIES AND DSI: CONSIDER THIS

Part-time employees constituted 49% of academics (276 out of 566) and 9% of professionals (20 out of 232) on our campus as of October, 2009.

- The \$2,590 per course 2009 starting salary for part-time academics, adjusted for inflation, is 17% less than the "real" dollars paid to new part-time hires in 1992.
- While part-time employees who remain on the payroll over consecutive semesters receive across-the-board contractual raises, their salaries rise very slowly. Percentage raises on low salaries yield very small salary increases.
- Part-timers have never gotten a fair share of DSI, even though their salaries are responsible for generating a portion of the DSI pool. In DSI allocations for 2007 and 2008, only three part-time academics received DSI compared to 337 awards made to full-time academics and only two part-time professionals received awards compared to 260 full-time professionals.
- DSI is added to base salary. Any award is potentially important for a person's long-term salary prospects. As such, there is a cumulative disadvantage to being denied any real possibility for receiving DSI at some point in one's career with SUNY. Over time, this leads to a compounded inequity for our long-serving part-timers.

Wall Street...has more time to “ask for the vaccine than the rest of us we need to make parents, alumni, and community members aware of how SUNY funding actually works

Editor’s Corner



ONE FLU OVER WALL STREET

--Karla Alwes
English

The recent public outrage over Wall Street’s easy access to the government’s flu vaccination dissemination program brings to mind the old adage “the rich get richer and the poor get the flu.” Current reading of the adage could be “the rich get vaccinated.” It makes us wonder just how many “children, pregnant women and old people,” the groups that are supposed to receive the vaccination first, busy themselves on Wall Street. While we continue to hear of national shortages of the vaccine for those target groups, or late arrivals of the vaccine to the intended recipients, or long lines erupting outside the doors of medical offices that often have limited supplies, Wall Street, according to those who know, “asked” for the vaccine. And apparently politely. Wall Street, it may be presumed, had more time to “ask” for the vaccine than the rest of us—we are too busy standing in the aforementioned long lines.

Because there are very few representatives from the targeted groups watching the bell ring on Wall Street, and just in time for the holidays, Stanley Morgan brokers have “donated” the 1,000 doses of vaccine they received from the US government to the children, pregnant women and old people who were apparently standing in line right behind the stockbrokers. Who says we need national health-care? We can get it from our stockbrokers. Right after they get it from the government.

I wonder if the Stanley Morgan “donation” will now be a tax deduction for them. ■

LETTER TO THE EDITOR

To the Editor:

What Are Our Priorities at SUNY Cortland? Within hours of the announcement that the Athletic Director is stepping down in retirement, a notice went out to set up a search committee to fill the position. Why, oh, why can’t SUNY Cortland fill the position of Director of the Dowd Fine Arts Gallery, one of the most distinguished art galleries in SUNY, with the same alacrity and sense of purpose? Both positions are equally important.

—A Concerned Faculty Member

NEWBIE NOTES FROM COOPERSTOWN



--Jennifer Drake
Academic Support and
Achievement Program

As a new delegate for Professionals at Cortland, I was invited to attend the UUP Chapter Presidents’ and Vice Presidents’ Retreat and Fall New Leadership Workshops in Cooperstown on the 30th and 31st of October. I was excited to go to this event, as I have been trying to figure out what my role in UUP is, both as a member and as a Delegate. The opportunity to spend time with more experienced Delegates from across the state and to attend workshops to better understand how UUP works was a great step forward for me in this regard.

In this era of budgetary crisis, strategic plans seem to be cropping up left and right; SUNY’s new chancellor is hard at work on one, and individual campuses are busily working on them as well. On Friday evening at the retreat, UUP President Phil Smith and members of the UUP Strategic Plan Task Force presented the plan they have developed, which is intended to provide guidance for union leaders and initiatives for the next five years. The primary areas of focus in the plan are communication (between chapters and with others outside the union), chapter development (particularly the recruiting and engagement of new leaders), and workforce preservation. The union clearly has a vision for what SUNY ought to be in the 21st century, and is looking to organize and activate its membership to make that happen.

Regarding communication, UUP has identified the need to broaden the boundaries of the SUNY community so that more New Yorkers feel a vested interest in the system and so that budget cuts will not be so “invisible.” We need more than SUNY workers and students to be vocal in opposing the financial evisceration of SUNY; we need to make parents, alumni, and community members aware of how SUNY funding actually works — and how every dollar that is pulled from the SUNY system undermines the state’s future resources in terms of people and money, and bleeds vitality out of our local economies now, as they are struggling toward recovery.

In presentations as well as private conversations, it’s clear that president Phil Smith and other state-wide leaders feel that UUP’s (and SUNY’s) greatest asset is the enormous institutional knowledge base that spans generations represented by its membership (US!!) (Continued on next page)

NEWBIE NOTES (Cont'd. from page 4)

Some have years (decades!) of service and activism, in addition to their areas of academic expertise. Others bring new energy, a new mindset, new wisdom, and new skills to the table. In its strategic plan, UUP wisely seems ready to embrace some of these new modes, and prepare new leaders to accept the torch from those who are retiring. Again and again, the emphasis is on building not only membership in the union, but active involvement among members. The union is not here for us, it IS us, and every individual member's participation makes the whole union stronger. The more oars we have in the water, pulling in a coordinated fashion, the faster and further it is possible to go.

Coming from a history of student and community activism, and having had some less-than-stellar experiences with unions in industry, I admit I have had difficulty understanding some of UUP's positions when it comes to advocating for its members or for the SUNY system. I spent most of Saturday at the retreat in a workshop on Collective Bargaining and the Taylor Law. Presented by NYSUT Labor Relations Specialists Jack Procita and Maureen Seidel, the workshop provided a detailed history of New York's Taylor Law (formally the New York State Public Employees' Fair Employment Act, Article 14 of Civil Service Law), which contains, among other things, the terms governing the negotiation and application of UUP's employment agreement with New York State (known informally as our "contract").

Maureen and Jack did a great job of translating the

"legalese" of both the Law and the contract into more accessible terms, and of showing the direct connections between the Taylor Law and some of the most pertinent parts of the contract. They also were successful in clarifying by example some of the broader understandings under which the terms of our employment are negotiated. By the time the workshop was finished, some of UUP's positions that I had previously questioned made a lot more sense to me. UUP's unique relationship with SUNY, and with New York State, allows for a different kind of bargaining and leverage, but it also, as I am coming to understand, creates distinct limitations as to the kinds of activism it can support among its membership. Even within these boundaries, however, there is much that members can do to forward the causes of both UUP and SUNY.

Puzzling out the nature of UUP, and one's place in it, can be a daunting task; one may often feel like the proverbial blind person trying to understand an elephant by touch-- the parts one comes into contact with may have distinct shapes, but it's difficult to discern from them the shape or nature of the whole. After attending this retreat and workshop, I feel like I have a better grasp of what UUP is and does, how it has evolved, and the things it aspires to in the future. I look forward to becoming an increasingly informed member through participating in UUP's workshops and initiatives at the chapter and statewide levels, and I invite others to do the same. We are not just describing this elephant; with our attention and energy, we are shaping it! ■

The union
is not
here for us,
it IS us

there is
much that
members
can do
to forward
the causes

of both
UUP
and
SUNY

**MARK YOUR CALENDARS!
SPRING SEMESTER UUP ADVOCACY
DAYS IN ALBANY**

*Let's get "on the bus" together so we don't get
thrown "under the bus."*

Tuesday, Jan. 26: UUP Legislative Information Day

Each UUP chapter will have a campus display in the The Well of the Legislative Office Building; UUP members will visit legislators

Visits to legislators' offices in Albany:

Tuesdays in February — Feb. 2, Feb. 9, Feb. 23

Tuesdays in March — March 9 and March 23

Tuesday, April 20 (National Pay Equity Day; Special focus on Pay Equity)

Tuesday, April 27 (Post-Budget Advocacy Day)

Contact UUP at 753-5991 or uup@cortland.edu if you are interested in joining your colleagues on a trip to Albany. Transportation will be provided.

**KEEP UP THE PRESSURE DURING THE
HOLIDAY PERIOD!**

The fact that classes are not in session does not mean we can take a break in our advocacy efforts. **Now, more than ever, UUP needs your help!**

- While you have a bit more time on your hands than usual, please go to www.uupinfo.org and follow the directions there to send faxes to the governor and your legislators.
- While visiting with family members and friends, ask them to go to www.uupinfo.org to send faxes. Letters appropriate for various constituencies can be easily faxed from the UUP "Call to Action" link on the home page.
- When you are out shopping, take a few minutes to talk to local business owners and others you run into — alert them to SUNY's ongoing budget problems and the importance of SUNY to the community. Contact UUP at 753-5991 or uup@cortland.edu if you would like copies of our Economic Impact Brochure to share with others.

increasing workload has been a problem on our campus for quite some time

the administration is considering a number of possibilities for addressing Cortland's shortfall

WORKLOAD WORKSHOPS: GROUND-WORK LAID AND FOLLOW-UP PLANNED

—Jamie Dangler
Chapter President

On November 18 UUP's statewide and chapter vice-presidents conducted workload workshops for academics and professionals at SUNY Cortland. Approximately 80 Cortland members attended.

John Marino, statewide VP for Professionals and John Driscoll, Cortland's VP for Professionals were aided by Labor Relations Specialist Heather Sponenburg in their meeting with Cortland professionals. Fred Floss, statewide VP for Academics and Dave Ritchie, Cortland's VP for Academics, were aided by Labor Relations Specialist Dennis Selzner in a meeting with Cortland academics.

These workshops were the starting point for this year's effort to address workload issues in the context of SUNY budget cuts. As was revealed by many in attendance, increasing workload has been a problem on our campus for quite some time and the budget situation is expected to make the situation worse.

UUP will hold a second set of workload workshops after the holidays, so please watch for our workshop announcements. John Driscoll and our chapter's Professionals Advisory Committee will be involved in developing the follow-up workshop for Professionals, taking into account the information received from members in attendance on November 18. Dave Ritchie and the Academics Advisory Committee will do the same for academics. In addition, following up on communications between UUP and academic department chairs last year, we will reach out to chairs again to solicit their participation.

The article on the next page, written by UUP statewide VP John Marino, summarizes many of the points made on November 18 at our workload workshop for professionals. We'll provide additional information for academics and professionals in future issues of this newsletter.

Academics and Professionals can call or e-mail the UUP office or a chapter officer if they have questions about workload or need assistance addressing workload issues they're confronting. ■

SUNY HIT WITH \$90 MILLION MID-YEAR BUDGET CUT

CORTLAND'S SHARE: \$1,037,000

In response to Governor David Paterson's \$90 million dollar mid-year cut to the State University of New York, the SUNY Board of Trustees voted in November to take \$22.7 million out of its reserves to handle part of the cut. The majority of the reduction — \$67.3 million — will be spread among campuses, System Administration and university-wide programs.

President Bitterbaum announced in early December that Cortland's portion of the mid-year cut is \$1,037,000. Bitterbaum told UUP that the administration is considering a number of possibilities for addressing Cortland's budget shortfall. These include personnel cuts, increasing course load, and raising course enrollments. He also mentioned other possibilities for generating additional revenues, including expansion of summer school, winter session, out-of-state student enrollment, and international student enrollment.

In early December, the NYS Senate and Assembly approved a Deficit Reduction Plan that included additional cuts to community colleges and the City University of New York (CUNY). These, along with the \$90 million mid-year cut to SUNY, represent a substantial overall cut to public higher education in our state.

At its November meeting, the SUNY Board of Trustees also unanimously adopted a resolution they plan to submit to the Legislature for so-called "flexibility," that would allow differential tuition at the four University Centers (Buffalo, Stony Brook, Albany and Binghamton) with an eye toward extending that authority to the comprehensive and technical colleges. The resolution also would permit campuses to sell or lease their property without legislative oversight. UUP has fought a long battle against "flexibility" and will continue to do so.

The SUNY Board is also seeking another tuition increase, which would hike tuition by \$100 annually to \$5,070 beginning in Fall 2010. A tuition hike and any "flexibility" plan would require approval from the Governor and the Legislature. ■

REPORT OF INTEREST — The American Association of University Professors (AAUP) recently released a preliminary report on converting part-time and other contingent lines to the tenure track. The report is available online at www.aaup.org/AAUP/comm/rep/conversion.htm



BE CAREFUL OF WORKLOAD CREEP

—John Marino

UUP Vice-President for Professionals

Reprinted from the December 2008 issue of The Voice

We are in an economic crisis the likes of which most of us have not seen in our lifetimes. Though I remain optimistic that the economy will turn around, it's going to take a while.

When colleagues and co-workers are not replaced when they resign or retire, members may encounter increased requests to assist. So, how do you make sure you're not taking on more work than you can handle to help SUNY get through this crisis?

I know we all want to do our part, but I've heard some creative ways SUNY managers are trying to deal with the budget crisis. For example: Do the work now and we'll pay you in 2010. Can you imagine telling the bank you'll pay your car loan in 2010? Here's another one: It would be great if you finished this assignment at home tonight. And, oh by the way, we're not going to replace Willie or Sallie, so thanks for taking on that extra workload. Does any of this sound familiar?

Now is an important time for you to make sure that the duties and responsibilities outlined in your performance program and evaluations are done by the deadlines, in order to make sure your workload remains at the full professional obligation appropriate for one employee rather than several. The idea of a performance program is to fill—and be paid salary and benefits for—100 percent of your time. If you're working more than 100 percent of a full professional obligation, you can be paid more than 100 percent in money and/or benefits by receiving extra-service compensation, overtime pay or accrual of compensatory time, as appropriate.

Yes, times are tough. But the state university won't replace Willie or Sallie if you're willing to work for free or as a perpetual volunteer. If you're told "it's only temporary," discuss with your supervisor that you'd be happy to take the money and/or benefits on a "temporary basis."

If you find that you're being asked to do more than you can handle, you should talk with your UUP chapter vice president for professionals for advice and assistance. Your chapter leaders can discuss the ways to approach your particular situation.

Perhaps it's:

- 1) your performance program needs to be revised to eliminate elements due to a now-reduced number of employees;
- 2) elements of your performance program may

need to be rebalanced;

- 3) you and your supervisor may need to discuss clearer explanations and limitations of the allocation of time and the priority levels for elements in your performance program;
- 4) additional professional training and support assistance may be necessary; and ;
- 5) if your performance program is changed and you have been assigned more duties and responsibilities, you have the right to ask for a salary increase as described in the Appendix A-28 of the *2007-2011 Agreement Between the State of New York and United University Professions* (<http://uupinfo.org/agreement.pdf>)

If the solution is use of extra-service compensation, make sure the start and end dates are clearly outlined in any and all paperwork.

I am not an advocate for taking work home. But, on occasion, your supervisor might ask you to stay late to finish some project, to catch up on time-sensitive matters or to meet some other deadline. Your employer is not responsible for extra work or hours you assign yourself. If you're uncertain, ask your supervisor if you should catch up or finish something in exchange for compensatory time, extra-service compensation or overtime pay before you perform the work. If it's beyond your normal professional obligation, the use of extra-service compensation may be the solution for professional employees. If you are eligible for overtime pay under regulations provided in the federal Fair Labor Standards Act (FLSA), discuss overtime pay with your supervisor. If you are exempt under FLSA, discuss the issues contained in Appendix A-29: Compensatory Time. If a supervisor claims there is no such thing as compensatory time, refer the individual to Appendix A-29 and your campus' human resources officers. For any or all of these solutions, you may wish to contact your UUP chapter leaders.

These are tough times, but New York cannot balance the budget on the backs of UUP's hardworking SUNY employees.

If you have some ideas about how best to help SUNY through these difficult economic times—without jeopardizing the health or professional well-being of you and other employees—then let your chapter leaders know. We all need to work together to make SUNY a better place. ■

Your employer is not responsible for extra work hours you assign yourself

These are tough times, but New York cannot balance the budget on the backs of UUP's hardworking SUNY employees

SUCCEEDING AS WOMEN IN HIGHER EDUCATION CONFERENCE

From October 23-25, 2009, the SUNY Cortland Center for Gender and Intercultural Studies hosted the "Succeeding as Women in Higher Education Conference." During the conference, regional and national experts and scholars met to discuss changes in academic practices, values, and institutional change. Opening and closing remarks are printed here as read at the conference.

Never
in its
history...
have so
many
accom-
plished,
insightful,
inspiring,
and
outspoken
women
gathered
at this
college



OPENING REMARKS OCTOBER 23, 2009

—Barbara Wisch
Art and Art History

Good afternoon! My name is Barbara Wisch, professor of Art History here at SUNY Cortland and a member of the program committee. I have the special privilege to welcome you to this remarkable conference, the title of which succinctly and adamantly expresses our goal: *Succeeding as Women in Higher Education*. Quite frankly, we will accept nothing less.

By bringing together colleagues from across the campus, across the country, and across the globe, SUNY Cortland is itself becoming a "transformational space." Never in its history—from its founding as a Normal School in 1868, to its establishment in 1948 as an original member of the new SUNY system, through the following six decades—have so many accomplished, insightful, inspiring, and outspoken women gathered at this college to challenge the explicit manifestations as well as the insidiously implicit institutionalization of the "chilly climate" in higher education.

Encompassing the varied perspectives of administrators, the professoriate, undergrad and graduate students, as well as international members of the faculty—while adding race and ethnicity into this vibrant mix, the conference will examine stages of the life of academic women: that oh-so delicate balance of work and home—giving new meaning to the concept of "homework"—all the way through active retirement and the concomitant worries of enough savings—not solely from the recent devastation of pension funds, but from the *long-term* effects of salary inequity.

Academic and advising workloads, tenure and promotion patterns, family leave policies, the "myth of meritocracy," incivility and sexual harassment, and that old chestnut, "You throw like [a] girl!" are among the pertinent issues to be investigated. So, too, we will follow up the work of diverse task forces that were instituted within the past decade. The plenary session, featuring female university presidents and top administrators in the SUNY system, will afford insiders' views of advancing up the

university hierarchy—the strategies, the costs, as well as gendered perceptions of distinctive leadership styles and traits.

What is so striking about each of these panels, addresses, and workshops is the determination to collaborate, find creative solutions, and enact them. We will learn about articulating effective search and hiring practices so women's advocacy comes from *within* the existing power structure. We will underscore the fundamental value of Women's Studies programs as a catalyst for the advancement of women in higher education. We will promote gender-sensitive STEM courses—Science, Technology, Engineering, Math—as integral components of Women's Studies—ensuring "a lab of her own." (In fact, a STEM conference recently organized by SUNY brought together almost 200 participants from 35 campuses.) The demand for dynamic initiatives is judiciously summed up in the title of the keynote address to be delivered by Dr. Sarah Fenstermaker tomorrow morning, "Ivory Towers, Playing Fields, and Glass Ceilings: Beyond Metaphor to Best Practices."

2009 is a remarkably auspicious year to gather here for this endeavor. In February, Dr. Nancy L. Zimpher, who will address us tomorrow afternoon, was appointed Chancellor of SUNY, the first woman to hold that esteemed office, after having served as the first female president of the University of Cincinnati and the first woman chancellor of the University of Wisconsin at Milwaukee.

In the past weeks we've celebrated (at long last): the first female economist to become a Nobel Laureate; two American women who received the prize in physiology and medicine (joining only eight other female honorees); and an Israeli woman awarded the Nobel in chemistry, the first since 1964.

And across the most distinguished institutions of higher learning—UCLA, Oxford, and Barnard College among them—leadership conferences dedicated to the status and prospects of women in the academy are underway. SUNY Cortland now proudly joins this illustrious group. As we wholeheartedly thank our sponsors at the college and at SUNY, we also expect to see that support transformed into committed and courageous action.

(Continued on next page)

OPENING REMARKS (Cont'd from p. 8)

To further our mission of gender equity, I have the pleasure to introduce two esteemed visitors from SUNY. First, Carlos Medina, Cortland class of '78, who serves as Assistant Provost in the SUNY Office of Diversity and Educational Equity. Many of you may remember Mr. Medina's keynote address at Cortland's Unity Dinner last February.

Our second guest, who will offer some opening remarks, is Dr. Pedro Cabán, Vice Provost for Diversity and Educational Equity at SUNY, and Professor of Latin American, Caribbean, and US Latino Studies at the University at Albany. Dr. Cabán is a well-published scholar and author of *Constructing a Colonial People: Puerto Rico and the United States, 1989–1932* (1999). Since his appointment in 2007, he has been active in “developing initiatives to increase faculty and students from underrepresented groups and implementing programs that enhance diversity and strengthen the academic mission of providing accessible and affordable education”—and here I quote from the SUNY website. I expect that the development of female leadership across the SUNY system is situated high among these significant core endeavors. Please join me in welcoming Vice Provost Cabán. ■



CONCLUDING REMARKS OCTOBER 25, 2009

—Mechthild Nagel
-Philosophy

Over the last three days we listened to presentations that were dedicated to the theme of women's advancement in academia. I wish to congratulate the program co-chairs Dr. Anne Burns Thomas and Dr. Kathy Lawrence for putting together an excellent program, which brought to light a diversity of perspectives nationwide.

Importantly, given that Cortland is a SUNY institution, we are delighted to see so many faculty and administrators of our sister institutions coming together to dedicate time to “best practices.” With Chancellor Zimpher's participation in our conference, we should be well situated in turn to participate in her strategic plan by developing an action plan with those of you who are interested in participating in person or via tele-conferences. Chancellor Zimpher emphasized that she will address the pipeline problem by creating women leadership opportunities.

I won't do justice in trying to summarize the discussions I was privy to, but I do think there are some important conference themes to highlight. First of all, figuring out a way to balance family with paid work; we see that the timing of tenure decisions “clashes” with childbearing dreams, where women have to decide which “clock” to pursue—tenure timelines or socio-biological “ticking” clocks. AAUP notes that

“[o]ne possible manifestation of these conflicts is that tenured women in academic science are twice as likely as tenured men to be single.

Moreover, women academics who have children still shoulder the majority of domestic responsibilities, and those with children of pre-kindergarten age are less likely to be in a tenure-track job than their male counterparts” (F. Dominici et al, 2009, 25).

Lori Quigley talked about developing bridge identities or relationships and mentoring models for women of color who are often the “first” woman of color to be hired in a given department or program and therefore have to prove themselves despite the fact that they were hired with the proper credentials on par with other male and white faculty. A recurrent theme at this conference is that women of color have to shoulder disproportional burdens in historically white institutions and the perspectives of international women of color also make us aware of the linguistic aspects of discrimination. A common thread is also “to be in community”—to resist marginalization by joining a women's faculty caucus, international women's caucus, LGBTQ, Black, Latino or Asian/Pacific Islanders groups. However, Native American faculty/staff may not be afforded groups according to ethnic identity politics, and neither are faculty or staff whose politics of location lie primarily with the disability community, unless they find affinity through an institute, such as Cortland's Institute for Disability Studies.

At this conference we also heard stories about enduring as women in leadership positions, dealing with stereotypes about women in leadership and tackling the thorny issue of leadership styles; in Prof. St. Germain's terms: is it the agentic or the collaborative style that will win administrators and peers over and she suggests that we actually need to draw from both strategies to advocate effectively. Provost Madden from SUNY Potsdam holds that the strategy is twofold: it's about values (empowerment, equity, social action and collaboration) and about the “importance of articulating one's leadership style clearly.” OR, in the words of the Friday plenary speakers: “be authentic.”

(Continued on next page)

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CONCLUDING REMARKS (Cont'd from p. 10)

For a Johns Hopkins study done in 2002, senior women faculty/administrators were asked the following “Are women faculty attracted to leadership positions as currently designed?” The question focused on workload expectation, and women find it less attractive than men due to the extensive range of duties involved and little administrative support provided. The Hopkins study notes that “[s]uccess in such positions often seems to depend on having a spouse who can shoulder domestic responsibilities”—often on a full time basis (Dominici et al., p. 26).

Where women are in leadership positions, their work tends to be de-valued (something the Irvine Study corroborates). As soon as she retires and a man, *usually*, gets hired, power and legitimacy again are vested with that office.

The Hopkins study also notes that where women have focused a lot of energy on is in building interdisciplinary centers that “address important unmet needs.” They labor to find office space, scarce internal resources and build these centers with external grants because they often have national/international reputation; yet these center directors find only tacit approval by department chair and deans, even though the university’s reputation is greatly enhanced due to an increase in research productivity (ibid). So, there we have it: women find leadership workload tedious but don’t mind spending equally endless hours building centers, running conferences without half the compensation of an administrative salary! This feeds into the Lipman OpEd Chancellor Zimpher cited in her talk: Lipman talks about the urgent need of changing attitudes—and women, we have to start with our own: self-confidence, or, in Veronica Henry’s words: self-love is what it’s about. Lipman says stop feeling “the need to be the passive ‘good girl.’” She continues, “in my time as an editor, many, many men have come through my door asking for a raise or demanding a promotion. Guess how many women have ever asked me for a promotion? I’ll tell you. Exactly ... zero.” Here, the book of two feminist economists Babcock and Laschever (2007) comes to mind. It’s titled *Women don’t ask: Negotiations and the Gender Divide*—a great economic self-help book for academics. And women are good at asking for money, at running centers or conferences, but not at advocating for ourselves (and Ibipo Johnston-Anumonwo mentioned this in her talk as well regarding negotiating for her salary when she accepted the job at Cortland). I do think that the SUNY Nuala Drescher pre-tenure leave award gives women an important tool for self-advocacy here, and the opportunity needs to be expanded to the

post-tenure period, too, to encourage women to go up for early or timely promotion to full professor.

Women have to learn to build our own informal networks that provide significantly to longevity in the academy. One only needs to look into the faculty lounges and lunch rooms to see who is gathering regularly. Female professors seem to undervalue such meetings, and it’s no wonder if one has to juggle an already tight schedule efficiently. What is heartening is that some campuses have formed women’s faculty groups to address the important aspect of mentoring.

In light of the panel that brought international women together this morning, I want to share a recent much touted best practice that has come up in studies of Research I institutions: if a campus does the smart thing and hires international faculty, two benefits occur: they publish a lot more than US born faculty, and they will actually raise research productivity for everyone. Also we may have to fine tune our expectations of gender equity: international women in research institutions tend to do more research than teaching; teaching is associated with “feminine work.” Here then we find the women being pitted against each other, namely those who are turned into “honorary men” versus those who feel the brunt of the teaching and advising load and are resentful. What these rosy reports tend to gloss over, is the acute anxiety international faculty feel—going through the green-card process can be outright frightening if not annoying, for lost paper work, and other bureaucratic hurdles; and within a job market with an ever diminishing pool of available tenure track jobs, the fear of losing tenure also translates into losing legal immigrant status. For me personally, it’s been heartening to see many more international women on campus, especially a marked rise in education and the languages department, since I came to Cortland in 1999. One of our Center’s strength is its international membership and creating a trans-disciplinary home for faculty from over a dozen disciplines.

Tania Ramalho noted that Women’s Studies may very well serve as “catalyst for the advancement of women in higher education,” and in that light it is encouraging that SUNY Potsdam developed a major in Women’s and Gender Studies and reflected on the impact on the campus gender climate since its creation. Taking our cue from our presenters, SUNY Cortland will develop a major or concentration in girls studies and we invite you back to join us next year for our “Girlhood conference,” coordinated by Caroline Kaltefleiter, Cortland’s Women’s Studies Coordinator. ■



Above: While on campus December 3rd, UUP President Smith (fourth from left) met with the chapter Executive Board. Here he responds to questions from board members about the SUNY budget situation and gives an update on UUP's advocacy efforts. Also pictured (left to right) are Chapter President Jamie Dangler, Chapter Assistant Boodie McGinnis, and Board members Bill Buxton and Irene Maffetore.

—Photo by Dawn Van Hall, Library

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.

Send contributions to the Editor, Karla Alwes (English, 115-A Old Main, karla.alwes@cortland.edu) AND to the Chapter Office, B-18A Old Main, uup@cortland.edu



What? Another year of college! How are we going to afford that?

You're happy she's home for the holidays, but what she just told you about her SUNY college leaves less to be thankful for.

State budget cuts mean she won't graduate on time.

SUNY has been slashed by \$410 million in the last 18 months.

How will this affect you and your family?

You and your children will be forced to pay more—and get less.



If your child attends a SUNY school, ask these questions:

- Will you graduate in four years or will we have to pay for an extra year of college?
- Are your classes bigger?
- Could you get into the courses you need next semester?
- Can you meet with your professors and advisors, or are they swamped by SUNY's growing enrollment?

Go to uupinfo.org

Tell your lawmakers:

**Speak up for public higher education.
Speak out for my child's future!**



United University Professions

The union that makes SUNY Work

Phillip H. Smith, President

UUP Cortland Chapter Office
 B-18A Old Main
 SUNY Cortland
 Cortland, NY 13045



Chapter Asst.: Boodie McGinnis
 Phone: 607-753-5991
 Fax: 607-753-5476
 Email: uup@cortland.edu
 Office Hours: 10:30 am-3:30 pm
 Monday-Thursday

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LABOR RELATIONS SPECIALIST	Dennis Selzner, NYSUT	800-696-9788	dselzner@nysutmail.org

*List Updated 9/4/09

UUP Cortland Chapter Office
 B-18A Old Main—SUNY Cortland
 Cortland, NY 13045