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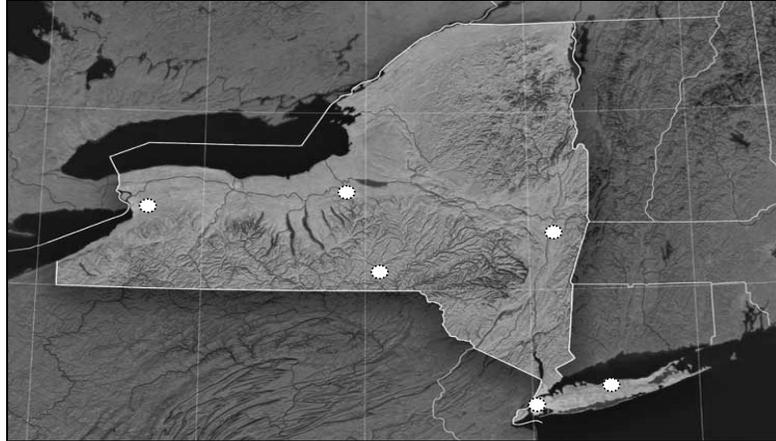
Special points of interest:

- End of year updates
- Advocacy highlights
- TFCE excerpts

Inside this issue:

President's Messages	2
—Dangler	
- Budget Situation	2
- Advocacy Efforts	2
- Prof. Workload	2
- P-T Concerns	2
- Parking Problems	3
- Acad. Concerns	3
- Summary	3
- Coalition Building	4
We're All in This Together	4
—Drake & Vigars	
Take Back the Day	6
—Alwes	
Advocating March 9	6
—Dearstyne	
A Student's View	7
—Pastore	
Saving Public Higher Education	8
—Ritchie	
UUP Salaries	10
—Dangler	
Letter: The Way We Were	11
—Shatzky	
Clarification on Volunteering	11
—Dangler	
Contingent Employees	12
—Wiegard	
PHEEIA Concerns	14

WHERE IS CORTLAND ON SUNY'S PHEEIA MAP?



The map above is the centerpiece of a SUNY brochure promoting the Public Higher Education Empowerment and Innovation Act (PHEEIA). The brochure focuses on the university centers at Albany, Binghamton, Buffalo, and Stony Brook as well as Upstate Medical Center in Syracuse and Downstate Medical Center in Brooklyn.

You can see the full brochure online at
http://www.buffalo.edu/ubbelievers/files/Advocacy_Summary.pdf

How will PHEEIA affect Cortland and the other SUNY campuses not shown on the map? See page 14 for an outline of UUP's concerns and go to www.uupinfo.org for more information and to take action.

ADVOCATING FOR SUNY ON MARCH 9TH



More than 50 students and UUP members from SUNY Cortland joined others from around the state on March 9 at the Capitol in Albany to protest the proposed SUNY budget cuts and PHEEIA. See pages 6-7 for more photos and perspectives on the Advocacy Day experience.

—Photo courtesy of Marc Dearstyne



LOOKING BACK... LOOKING FORWARD

—Jamie Dangler

the work we
did together
as a campus
community.
..has helped
focus our
attention on
the serious
challenges
we face

Increasing
workload
for UUP
profes-
sionals has
been a
mounting
concern

BUDGET SITUATION — THE STATE OF THINGS TO DATE

As this issue of our newsletter goes to print, legislators in Albany have yet to finalize the state budget. While there are uncertainties surrounding our campus situation, UUP received heartening news at our April 8 Labor-Management meeting.

President Bitterbaum told UUP that the college should be able to make it through the coming year if 30% of the next tuition increase is retained by the campus, as promised and expected. The President pledged to retain employees and noted that use of campus reserves has been an important factor in the college's ability to keep people employed.

While SUNY Cortland's economic future has yet to unfold, I believe we can take stock in reflecting on our efforts over the past academic year. From UUP's perspective, the work we did together as a campus community, despite differences of opinion over specific issues, has helped focus our attention on the serious challenges we face as a college (and as state university system). It also helped us navigate through the terrain of "crisis" and "worst case scenarios" without implementing all of the worst-case measures that were "floated" earlier in the academic year.

Still, while we dodged a few immediate bullets, such as the scenario of eliminating 250 course sections that was presented to academic department chairs, there are currently 71 vacant positions across the college. Offices and departments saw another cut to their operating budgets, and workload continues to increase as fewer people remain to handle growing, not shrinking, demands with less help and fewer resources.

Despite all that's troubling around us, as I near completion of my first year as UUP chapter president, I'm inclined to focus for the moment on some of the positive things we've experienced this year and what we've learned from our work together.

ADVOCACY EFFORTS

Cortland continues to be one of the most active UUP chapters in statewide advocacy work. Dave Ritchie very effectively led our efforts to get people to Albany to meet with legislators and to organize visits with legislators in their district offices. We had quite a few "new faces" join up this year to advocate for SUNY budget restoration and other issues of importance to our union and its members.

PROFESSIONALS' WORKLOAD AND SUPERVISOR TRAINING

Increasing workload for UUP professionals has been a mounting concern. Over the past few years, member complaints about this have continued to increase. Under the leadership of VP for Professionals John Driscoll, in 2009-10 UUP collected extensive information about workload and other problems faced by professionals through two workload workshops and the efforts of UUP's Professionals Advisory Committee. At a recent Labor-Management meeting, President Bitterbaum agreed to implement mandatory supervisor training. UUP sees this as a necessary first step toward addressing the chronic workload creep problems that often stem from failure to adhere to the requirements of performance programs and the SUNY-UUP System of Evaluation and Promotion (Appendix 28 of the Agreement) as well as appropriate uses of extra service and compensatory time.

PART-TIME CONCERNS

Our Part-Time Concerns Committee, under the leadership of Anne Wiegard, led our chapter's efforts to improve conditions and pay for part-timers. One important accomplishment this year was our successful effort to get the administration to devote a specific portion of the 2010 DSI money earmarked for inequity for use in raising the base salaries of part-time members on term appointments. In addition, Anne is at the forefront of efforts to address the need for statewide changes to facilitate improvements in the terms and conditions of employment for part-time UUP members (see article on pages 12-13).

**PARKING PROBLEMS:
LABOR-MANAGEMENT
DISCUSSIONS INITIATED BY UUP**

Article 38 of the *Agreement between NYS and UUP* (our contract) requires the campus administration to discuss alternatives with UUP when parking facilities are modified. Because of the current modifications and reduction in parking spaces and the anticipated permanent reduction in spaces (as a result of planned construction projects), UUP officers initiated discussions with President Bitterbaum at our March and April labor-management meetings. A representative sub-group of the labor-management teams is scheduled to meet in early May and will focus solely on parking.

Throughout the academic year, chapter officers received numerous complaints and questions about parking. We have gathered information about the parking situation through communications with our members and with personnel from Facilities Planning and University Police. At April's labor-management meeting, we presented the following summary of our understanding of the situation and requested that this information be affirmed and/or clarified by the administration.

- The current reduction in parking spaces due to construction projects includes more than 100 spaces near Studio West and at least 28 spaces in the Towers lot.
- The total number of campus-wide spaces that will be permanently lost after current and planned building projects is still not clear, but there will be a permanent loss of 40-42 spaces at Studio West and a permanent loss of 59 spaces in the G-lot when the Student Life Center is built.
- There may be some parking spaces at the new Student Life Center but there are no firm plans yet and the information we've received indicates that this will be a very small lot (with much fewer than the 59 spaces lost from the G-lot).
- There will be temporary reductions in spaces connected to the Bowers and Fine Arts building renovations and to UUP's knowledge there are no clear plans for handling the impact of those losses.

A Campus Parking Committee was established in 2007 and charged by President Bitterbaum to "solicit campus-wide input regarding parking needs" and explore options to improve communication, encourage carpooling, and explore other ways to confront parking issues. UUP's representatives on that committee are Ellen Paterson and

Steve Patrick. It is my understanding that despite extensive discussion and generation of ideas, there has been little follow-up on suggestions generated by the Parking Committee. As a result, we feel it is necessary for UUP to engage in discussions at the level of the President and the Vice-Presidents that oversee key areas of the college where decisions that affect parking are made.

UUP appreciates the efforts of all who have offered suggestions and tried their best to confront parking issues in a constructive way. Those efforts have yielded ideas and suggestions that could take us a long way toward addressing the mounting campus parking problem. That won't happen, however, unless the campus has a coherent plan for addressing the impact of temporary and permanent parking modifications. We are hopeful that the May labor-management sub-group meeting will be the start of a productive process to that end.

ACADEMICS' CONCERNS

Among the most pressing concerns that surfaced this year were proposals to increase course load and/or substantially reduce course sections. This would have led to the non-renewal of many part-time academics and negatively affected the delivery of academic programs. UUP worked with department chairs and other groups to advocate that such measures be taken "off the table" pending fuller consideration of other revenue-saving options and final state and SUNY budget decisions.

COALITION BUILDING

We spent substantial time this past semester building closer relationships with academic department chairs, professional unit heads, Faculty Senate, and other campus groups, as described on page 4.

A TEAM EFFORT

In addition to the above highlights, UUP officers, along with Grievance Chair Randi Storch, spent substantial time and effort addressing individual problems (which remain confidential) and working with administrators to address concerns before they became larger, more difficult problems. UUP Executive Board members, delegates, committee members, and countless volunteers offered their time, suggestions, and comments to help advance our work in so many important areas. To all of you, THANKS FOR YOUR HELP, SUPPORT, UNDERSTANDING, AND CONSTRUCTIVE FEEDBACK & CRITICISM. I'm ready to build on all that's happened over the past year as I head into my second year as your chapter president.

See next page for more President's messages

**Article 38
of our
contract
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administration to
discuss
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with UUP
when
parking
facilities are
modified**

**Thanks for
your
support,
help...
constructive
feedback
and
criticism**

President
Bitterbaum
responded
to our
coalition
questions

One
outcome of
our
coalition's
work
is increased
under-
standing of
the different
types of
employees
and the
importance
of their
work to the
college

President's Messages (continued from page 3)

COALITION BUILDING

In the midst of the budget crisis, UUP, Faculty Senate, and other groups on campus pressed for campus-wide dialogue and communicated their concerns and ideas to the administration. President Bitterbaum remained open to input from the campus community and recently responded to an extensive list of questions developed by a coalition of representatives from UUP, Faculty Senate, professional units, and academic department chairs' councils. The coalition is in the process of reviewing the president's answers and will continue to press for dialogue and responses to the budget crisis that preserve jobs, programs, and the college's ability to meet its core mission.

One important outcome of our coalition work is increased understanding of the different types of employees across campus and the importance of their offices/divisions to the college. We made it a point to challenge people to reject a "cut them, not us" mentality and to get to know their colleagues from different areas of the college. In the next article, Jen Drake and Teri Vigers explain what Student Affairs is all about and how it has been affected by budget cuts. I hope their article will inspire others to contribute similar pieces (even if less detailed) in order to sustain our efforts to encourage solidarity and enhance our understanding of each employee's and each college area's value to the mission of SUNY Cortland.

Our coalition building efforts also involved the following:

- Continuous communication and information-sharing with our campus colleagues in CSEA and PEF.
- Work with the Midstate Central Labor Council to build community support for our SAVE SUNY efforts and other labor issues across Central New York. Thanks to Liz Owens for attending Council meetings.
- Collaboration with the Student Government Association to organize the fall budget rally.
- Work with NYPIRG in March to fill our bus for the Albany Higher Education Advocacy Day. ■



WE'RE ALL IN THIS TOGETHER!

CLOSE-UP ON STUDENT AFFAIRS AND ITS PROFESSIONALS

—Jen Drake and Teri Vigers
ASAP

According to a 2004 policy report by ACT (an organization formerly called American College Testing), retaining students through degree completion requires colleges to address both academic concerns and non-academic factors such as "academic-related skills, academic self-confidence, academic goals, institutional commitment, social support, and social involvement" (Lotkowski, Robbins, & Noeth: vii). Although academic faculty obviously play a key role in retention through the teaching, advisement, and informal mentoring of students, what may not be as visible is the equally important impact Student Affairs professionals have on students' lives and academic persistence.

Based on conclusions in "How College Affects Students" by Pascarella and Terenzini (as cited in Bonfiglio & Tyrell, 2007), a position paper from SUNY's Council of Chief Student Affairs Officers (CCSAO), student success in the classroom can be negatively affected by factors outside of the classroom such as stress, issues requiring psychological counseling, alcohol and drug problems, and the lack of "resources to support student engagement and enhance the quality of student life" (Pascarella and Terenzini 2007:4). In addition, the gap between secondary and post-secondary education results in the need for additional academic support for underprepared students (Kirst, 2008).

At SUNY Cortland, the Student Affairs "side of the house" including University Police, Disability Services, Student Health Services, the Counseling Center, ASAP (tutoring), Residence Life, Judicial Affairs, Campus Activities, Recreational Sports, and Career Services, provides services which create a safe and supportive educational environment for students (and faculty) and thus contribute directly to student learning and retention.

Although the scramble for resources has made it tempting to see these two vital areas as competitive rather than complementary, both Academic Affairs and Student Affairs have experienced significant decreases in funding over the years. In this most recent financial crisis, some concern has emerged that Student Affairs may have been unfairly

protected from cuts, while Academic Affairs has been mandated to make hard decisions about cutting course sections and personnel. The following chart, showing data taken from a slide from Bill Shaut's Fall 2009 opening presentation, indicates the amount of funding Academic Affairs, Student Affairs, and other areas of the college received from the state in the 2009-10 budget.

09-10 State Operations	
	09-10 Campus Budget
President	561,285
Provost	35,198,693
Student Affairs	3,933,592
Finance & Management	9,223,946
Institutional Advancement	1,535,895
Utilities	4,235,800
U-wide Recharges	328,134
Restricted	75,612
(Neovox, Fac Recruit, Diversity)	
09-10 Budget	55,092,957
09-10 Planned Reserves	(2,444,557)
Original 09-10 Appropriation	52,648,400

In addition to the amount listed here, Student Affairs receives funding from a number of student-supported fees. For example, another slide from this presentation shows that Residence Halls' expenses are covered by approximately \$16 million in Dormitory Income Fund Reimbursable monies (DIFR) and Health Service expenses are met using Health Service Fees from Income Fund Reimbursable monies (IFR).

According to the 2007 position paper from the CCSAO of SUNY, student affairs programs devoted to safety, student learning, and retention were primarily paid for by state funding through the 1970s. In addition the report states:

“Today, and as a result of shifts in state legislature support, stagnant tuition policies and the implementation of fee-based support programs to offset reduction of State dollars, many of the **student safety** (counselors, medical personnel, AOD staff, University Police, judicial affairs, psychiatric services) and **student retention based programs and services** (athletics, service learning, hall directors, career counseling, academic advising, tutoring, new student orientation) are now funded by IFRs and other mandated fee-based programs. Many of these fee-based programs were established in the late 1980s and 1990s by SUNY so that the system could save faculty lines and still balance the State supported budget.” (p.9)

Many of these services are necessary to support the diversification of the student body that has occurred

over the last thirty years. The mission of the SUNY system is to provide “educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary” (*NYS Education Law, Section 351*). This further reinforces the complementary nature of Academic Affairs and Student Affairs.

At this point in time, the Administration is asking all of us to submit reduced budgets pending further state cuts in revenue. Academic Affairs is being asked to cut spending approximately \$640,000 which is about 1.8% of the state funding Academic Affairs is currently receiving. Student Affairs Directors have been asked to submit budget plans incorporating both 5% and 10% reductions pending the anticipated cuts.

In conclusion,

- 1) The college cannot function without Academic Affairs.
- 2) Many students cannot function without support from Student Affairs.
- 3) If Student Affairs cuts 5% from its budget, the fees paid by students to support the above-mentioned services will provide funds to offset some of the cuts to Academic Affairs areas supported by state funds, taking funding from these programs to offset the full force of the cut on the statewide budget. In effect, since the college uses an “all funds approach”, this is, essentially, a shell game which we are all in together.

References

- Pascarella and Terenzini. (2007). “How College Affects Students” in R. Bonfiglio and S. Tyrell, Position paper: “Excellence in student learning: Bringing change to both sides of the classroom door.” Council of Chief Student Affairs Officers (CCSAO) of the State University of New York.
- Kirst, M. W. (2008). Secondary schools and colleges must work together. *Thought & Action*, 24, 111-121.
- Lotkowski, V. A., Robbins, S. B., and Noeth, R. J. (2004). The Role of Academic and Non-Academic Factors in Improving College Retention: ACT Policy Report. ■

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I'll throw
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 with these
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 anytime

Editor's Corner:



TAKE BACK THE DAY

--**Karla Alwes**
 English

I recently saw a student with the phrase “carpe diem” beautifully scripted across her foot. Having commented on its uniqueness to her, I immediately thought of the most avid proponent of the phrase, Andrew Marvell, who tells us, in one of his famous poems, though we cannot make our sun stand still, yet we will make [it] run. In the midst of the ever-increasing limits and restrictions in the world, the state and SUNY Cortland today, and the people who wear blinders to the narrowing vision of human decency, it might be wise for us to emulate Marvell’s philosophy and live the day as though the sun will not set on it.

In one day, a contingent made up of students, faculty and staff caravanned to Albany and confronted the legislature with stories of educational needs that cannot be shrugged off (see a student’s perspective on this elsewhere in the newsletter). In one day, students at Cortland think about and discuss and (even) get excited about literature, mathematics, sports, the sciences, health, communications, politics, music, justice, peace.... In one day, millions of people around the world take to the streets to take back the rights and freedoms they are in fear of losing. In one day, the human brain produces ideas that can change (or save) the world. In one day, the dormant bud opens up to life.

Carpe diem. Before it seizes you.

As editor of this newsletter, I have another way you can seize the day: become editor of this newsletter. I will be on sabbatical for the fall 2010 semester; anyone who has an interest in UUP or ideas or working with other members of UUP, for no money at all, will please contact Boodie McGinnis at ext. 5991. (I am happy to take the position back when I return in Spring 2011.) ■

**The 2010
 UUP Cortland Salary Special
 is coming soon—
 Watch for it in
 your campus mailbox!**

Rookie Notes:

ADVOCATING MARCH 9

—**Marc Dearstynne**
 EOP



The March 9 Higher Education Advocacy Day effort saw hundreds from around the state taking time from busy schedules to talk to legislative leaders concerning the bad-news budget story and how this story will affect our individual campuses, causing chaos for programs that rely on state appropriations to survive. The group I led was comprised of SUNY Cortland faculty, staff, and students from Social Philosophy, Performing Arts, EOP, and other departments. We all stated our concerns in exemplary fashion and covered the entire agenda from saving NYSTI to tax avoidance by private concerns building on public property. By far, the most effective presentations were from the students who will be the most affected by privatizing SUNY, reducing state support through raising tuition, cutting TAP awards, raising taxes, and the rest of it. I just want to give a shout out to the students who took the time to rally for SUNY and wish them the best in the future. I’ll throw my hat in the ring with these young people anytime. ■



Above and below—Members of the Cortland delegation pose with their signs prior to the rally on March 9th.

— *Photos courtesy of Dianne Galutz*



POLITICAL MISHAP: A STUDENT'S PERSPECTIVE

—Dan Pastore
English major

A week before a bus left Cortland for the rally in Albany a teacher asked me what I hoped to be accomplished in my absence from class. I thought for a moment. I didn't mention the cuts that may affect him and our other valued adjunct professors, the smaller class sizes, the fact that a four year degree will soon take five to six years, or the legislation that will sell SUNY land to the business sector of our economy. I simply said "It will be a good learning experience," and it was.

Walking through the halls of the legislation building random posters and flyers supporting SUNY inspired hope, and made it clear that not *all* of the deciding hands have forgotten the value of our nation's greatest renewable resource: a well trained mind. But I knew that if we weren't going to be facing a strong opposition to the values we were there to support, would we really have been there? Was I really going to let myself believe that these politicians actually think I know something they don't? In their eyes I'm a kid. I don't even have a degree yet, and before me

is the prestigious, accomplished politician who works hard all day to understand the needs of the people. All from behind a desk, in front of a wall lined with diplomas and certificates, they learn what it's like to be of a different race, gender, orientation, class, and status. Yeah right. Wise guardians of the poor. For once real life was just like the movies. Everyone has a story and no matter what it is, they understand. Ask them, they'll tell you.

"Tell them your stories!" we were told. Yet we do not have faces, or names, or real experiences. In cases applicable at times we are votes, but for the most part through political eyes we are future economic units. To paraphrase Assemblyman Gary Finch (who does have a name, a face, and a position of privilege, thus implying responsibility and obligation to serve those in need, and therefore like all others in his position, a degree of accountability when failing to do so): We came to him fifteen years ago, and ten years ago, and some times since then. Our faces weren't the same, our names were different but our stories were the same. And like those people, despite what we thought on that day and continue to think today, in ten years we will look back and say that Gary Finch was right. ■

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Left: Cortland members wait outside the Legislative Office Building prior to the rally.
Right: All full-time members of the Philosophy Department faculty and a number of Social Philosophy students participated.
— Photos courtesy of Kathy Russell



Left: Mariangela Chandler and Mary Toti talked with Senator Tom Alfano about UUP's objections to PHEEIA.
Right: Cortland delegation members Andrew Fitz-Gibbon, Kathy Russell, Gailanne Mackenzie, Marc Dearstynne, David Neal, and Dianne Galutz met with Barbara Lifton (center) while in Albany.
—UUP Photos

we're really
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SUNY
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“SAVING” PUBLIC HIGHER EDUCATION – A SATIRE

—David Ritchie
Library

Think for a moment of this title as a take-off on the movie “Saving Private Ryan” – in which a squad of soldiers is charged with preserving the last surviving son of a luckless family, and features (in its next-to-last image) the heroic squad leader, wounded, plinking away ineffectually with a handgun at an enemy tank crossing the bridge and bearing down on him. The parallels are possibly instructive.

Picture the squad leader (Tom Hanks) being played instead by Governor David Paterson, a long-suffering soldier who is occupied with fighting the enemy (the advancing New York State deficit) but nonetheless is given the low-level task of finding the last vestige of public higher education left, and saving it. This can't be his mission! This must be a ridiculous joke of some kind. Who would risk valuable fighting forces and resources (tax dollars, corporations, influential people) searching out and saving a faceless enlisted man (SUNY) when there are principled battles to be engaged which mean much more to the future of humankind? But what the hey, he and his squad (the Board of Trustees, Chancellor Nancy Zimpher) buy in on this deal – and go looking. When they find the faceless man, he's not really faceless at all! He looks like a real guy and his name is Suny Doctorals. On their way back to safety, when their path crosses that of the enemy, one of the squad (Chancellor Zimpher?) suggests that they can still fight the enemy by using some of their precious hoarded munitions (SUNY reserve funds) to destroy some of the advancing tanks and slow the deficit. But what can they use to attach the munitions to the tanks?

With the help of Zimpher and other Board members, squad leader Paterson comes up with the solution. They'll sacrifice their smelly socks (the SUNY comprehensive and technical colleges) to wrap the reserve funds in – and maybe they'll throw some union-negotiated raises in there, too, to make the combination more volatile and effective. But those smelly old comprehensive-and-technical-college socks will provide the perfect vehicle, and a little grease (a PR masterpiece of irony, the Public Higher Education Empowerment and Innovation Act) will help them stick so that they'll maybe even celebrate what is actually their own self-sacrifice.

Well, it works a treat. The sacrifice of the SUNY

comprehensives and technical colleges and the reserve funds helps slow the deficit a tiny bit, but the way is cleared for the last surviving member of the family, Suny Doctorals, to be declared not only a survivor but a hero. Oh, did I mention that Suny Doctorals was a private? At least, he was in the movie, and he's hoping to become one in real life.

Of course, I've left out the deus ex machina (umm, “hand of god” – thanks, Scott) which is the fighter plane which arrives to destroy the enemy tank crossing the bridge, but not in time to save the squad leader (Governor Paterson). This movie was, after all, made in Hollywood and not in Albany. Whether the Obama administration and the US Congress will help NY State out (again) with another stimulus – that's a bit academic.

What we're really faced with are these:

1. the clear desire of the SUNY University Centers and the other SUNY doctoral institutions to operate as private flagships renting their services to the State University;
2. the support of the SUNY Chancellor and Board of Trustees toward creating a flagship-centered SUNY (see http://www.buffalo.edu/ubbelievers/files/Advocacy_Summary.pdf);
3. the Chancellor's wink-and-promise to the state Legislature to use \$147 million of the SUNY reserves (“campus-obligated funds”) to offset the campus impacts of the proposed 2010 cut to SUNY in the Executive Budget, seemingly in return for the Legislature's agreement to disengage from effective public oversight of SUNY tuition and public-private agreements by approving the “Public Higher Education Empowerment and Innovation Act” (PHEEIA);
4. the willing agreement of the lame-duck Governor, who is grasping at every dollar to satisfy the deficit which is his albatross, and whose legacy will be “He tried to cut his way out, and cut his throat in the process”;
5. a public relations masterpiece, the deceptively titled the “Public Higher Education Empowerment and Innovation Act”, combined with the SUNY Chancellor's salesmanship, which has sucked in all of the campus presidents, many faculty members, and many students with a promise that all the (unfettered and unlimited) future tuition increases will go to the University...and forgetting to mention that SUNY cannot guarantee

that the state-support for SUNY won't be reduced in equal or greater amounts than the tuition increases.

6. will provide, a glaring fact which has been SUNY's fate for tuition increases during the past four governors' reigns.

Bottom line: **SUNY is NOT being SAVED with PHEEIA PRIVATIZING and FEEDING the DOCTORALS while STARVING the OTHER SUNY CAMPUSES!**

QUESTION: What if the PHEEIA is not enacted, will the Chancellor still use the \$147 million to save the campuses from most of the budget cut (it's up to at least \$152 million now, plus EOP/EOC funding, plus SUNY hospital cuts to mandatory costs and Medicaid reimbursement cuts, plus the NY Theatre Institute)? Legislators believe she will, so they see no need to restore any SUNY cuts even though those other cuts will affect SUNY students, faculty, and staff. So we must push for restoring the \$82+ million difference!

What to DO? Well, what are others doing in similar circumstances?

PERSONALLY ADVOCATING FOR PUBLIC HIGHER EDUCATION – The April 9th Chronicle of Higher Education profiles President Glenn Poshard of Southern Illinois University, whose belief system is sadly lacking in the leadership at SUNY:

- (a) "...no-one had to tell me that there was a value to public higher education that was very much greater and very different from the Department of Transportation or whatever." [p.A16]
- (b) "The one transformational agent that we have in American society is higher education, and public higher education is the one that has the greatest responsibility for citizenship education...My fear is that this is all getting lost in this financial crisis." [p.A16]
- (c) Illinois' state deficit is \$13 billion (NY's is \$9+ billion) – and Poshard suggests raising taxes while others are calling for tuition increases, for which he acknowledges the political consequences for legislators and governor, concluding with: "But isn't that what leadership is about?" [p. A1, A16] Poshard tirelessly visits Illinois state legislators, advocating.

WRITE A PERSONAL LETTER to your State Senator (James Seward, John DeFrancisco, David Valesky, Thomas Libous, George Winner, Michael Nozzolio, etc.) – because the Senate's version of the budget:

- (a) STILL INCLUDES the PHEEIA elements of differential tuition and public-private agreements for SUNY Buffalo (aka the University of Buffalo) and SUNY Stony Brook, and those should be rejected as the Assembly has done because if allowed they will be the wedge to break SUNY apart; and
- (b) either CUTS or leaves undetermined EOP/EOC funding, funding for SUNY hospital mandatory costs and Medicaid reimbursement, and funding for the NYS Theatre Institute, and that \$82+ million should be restored! Address letters to: Senator _____, Legislative Office Building, Albany, NY 12247 (If you don't know your State Senator, contact the chapter office at ext. 5991 and we can help you).

FAX the SENATE LEADERS!

To send a generic UUP letter to Senate leaders, go to <http://www.uupinfo.org> and at the bottom "Call to Action" click on one of the letters and put in the 9-digit zip code (in successive letters) for:

11236-3903 (John Sampson, Majority Leader),
and

11570-4040 (Dean Skelos, Minority Leader),
and

11357-3411 (Toby Ann Stavisky, Higher Ed
Comm Chair), and

11792-1818 (Kenneth LaValle, Higher Ed
Comm Minority Leader), and

for ASSEMBLY SPEAKER Sheldon Silver,
put in 9-digit zip code

10038-4381 (Sheldon Silver);

but when you finish addressing, replace that nine digit zip with YOUR 5-digit zip!

Thanks for all you do! ■

**S.O.S.
Save Our SUNY!**

UUP/NYSUT is the main voice for
SUNY Funding and
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UUP MEMBERS' SALARIES AND THE BUDGET CRISIS

—**Jamie Dangler**
Chapter President

In the midst of debates over New York State's budget crisis, Governor Paterson's call for state employees to give back their raises has been echoed by others. Media sources have publicized high-end state employee salaries, fostering the notion that state workers are "overpaid." For example, over the past few months, the Ithaca Journal has run stories that focus on SUNY employees who receive salaries in excess of \$200,000. Salaries in the hundreds of thousands paid to doctors and administrators at SUNY hospitals, campus presidents such as Binghamton's Lois De-Fluer (\$326,103), and other high-paid administrators have been highlighted.

But where are most of us in this theatre production of the "State Employee Salary Review"? We're certainly not on the stage.

As the information below reveals, the salaries of UUP members at Cortland can hardly be considered excessive. Many of us earn salaries that put us in the working/middle-class category that is the bedrock of our community's economic base. Many of us earn very low salaries and are struggling to make ends meet.

SUNY CORTLAND SALARIES from UUP Payroll Data 3/3/10

Of 289 full-time academics...
annual salary:
Mean = \$63,446.92
Median = \$60,051.00
Low = \$33,173.00
High = \$113,480

Of 304 part-time academics...
biweekly salary
Mean = \$446.54
Median = \$377.50
Low = \$46.00
High = \$1,614.00

Of 212 full-time professionals...
annual salary:
Mean = \$57,989.10
Median = \$55,943.00
Low = \$30,568
High = \$126,833.00

Note: Cortland's 23 part-time professionals are omitted from this chart because of complexities in the way their salary data are reported. We cannot easily summarize their pay rates in the way we can for the groups listed above.

No one in the UUP bargaining unit on this campus earns anywhere near the \$200,000-plus figures that are touted as cause to rely on state employee salaries to solve the budget crisis. And those with the highest salaries are individuals who have served the college for many years or whose professions command relatively high market salaries.

UUP has worked with the Fiscal Policy Institute and other unions to develop proposals for addressing the budget crisis that do not decimate working families, education, health care, and vital services (See Better Choice Budget Campaign suggestions below). Our legislators are unwilling to consider most of these suggestions, partly because this an election year and they would be stepping on many powerful toes to enact the kind of changes that would avoid the need to balance the budget on the backs of the most vulnerable New Yorkers.

While times are certainly tough and we all need to work together to do our share, please consider notions about "fair share" as you review different perspectives on the options we have to address the budget crisis. What will we get out of continuing to erode the resources working people have to meet their families' needs and contribute to the economic base of their communities? There are alternatives. ■

THE BETTER CHOICE BUDGET CAMPAIGN

Below are some of the alternatives suggested by UUP in coalition with other unions, The Fiscal Policy Institute, and the Hunger Action Network of NYS. Go to www.abetterchoiceforny.org for more information and additional budget suggestions.

- Closing loopholes that allow large, profitable corporations to avoid paying their fair share of state taxes
- Reducing the amount of state work that is contracted out to high-priced, for-profit consultants who are being overpaid to do work that state workers can do better for less
- Lowering prescription drug prices for state and local governments and N.Y. consumers by using New York's purchasing power to negotiate fair deals with drug companies
- Making economic development/tax credit programs like the Industrial Development Agencies (IDAs) and the Brownfield Clean-Up Program more effective and accountable and allowing the Empire Zones Program to expire
- Temporarily reducing the Stock Transfer Tax Rebate from 100% to 80% so the finance sector helps the state through the current economic downturn which was caused in part by the excesses of many Wall St. firms
- Using the Tax Stabilization Reserve Fund (TSRF) to cover the Governor's anticipated gap in this year's budget rather than rolling it over to 2010-11. The TSRF is specifically for such end-of-year shortfalls.

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Better
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Letter to the Editor:

THE WAY WE WERE

When I first arrived in Cortland as an assistant professor on a tenure track, there were NO ADJUNCTS. None! We did have a graduate assistant for a few years, Wm. Bishop, but the first adjuncts were established in our department in the early 1980's. There were a few lab assistants in the science departments to set up the experiments and one who, among her other duties, took care of a rather sleepy python named, of course, Monty. But they were not part-time so far as I recall.

In 1968 there were about 350 full-time, tenured or tenure-track faculty for about 4800 students. So far as I know, the number of full-timers is well under 300, perhaps 280 for a student population of over 7000 and hundreds of part-timers. Coincidentally, in those days, the rather modest number of non-teaching staff, which included administrators and NTP's, seemed quite able to tend to the duties and obligations of a college our size. I would invite anyone at Cortland to count the total number we now have. (NB: see below; Professor Shatzky did the counting himself—ed.)

Of course, technological change brings with it more staffing. The only computers we had in 1968 were the faculty in the math department who did statistics and the director of finance. Now there are thirty staff connected in one way or another to computing services.

The English department, on the other hand, had 27 full-time faculty and one graduate assistant. Now, there are 16 full-time tenure-track and 30 non-tenure track faculty.

Of course Cortland is by no means an exception in what I would call the "marginalized professorate" since, at least according to

the latest reports, only 30% of all college teachers are on tenure-track or in tenured positions and about half of all college-level courses are taught by part-timers. But in President Obama's "Race to the Top," I wonder if he has paid much attention to the "Race to the Bottom" in higher education. I know that Cortland has always been able to balance its athletics programs with other priorities, but when a division one football coach gets more money not only than the president of his university but the entire staff of the Liberal Arts faculty combined (I exaggerate but not by much!) one has to wonder: is this really a serious country?

—Joel Shatzky
English Emeritus

Postscript, from Professor Shatzky:

I just got the attachment with the 1968-69 catalogue. With a student body of approx. 5000 there were 295 full-time faculty of which 3 were lab assistants, five were "visiting professors" and the rest tenure-track. There were also 37 "faculty" who taught at the lab school. They were given the same rankings as the regular faculty. So in the catalogue which was for the 1967-68 staff (I wasn't included until 1969-70) there were 332 faculty of which 327 were full-time. It gets better if memory serves me. The year I was hired there were over 20 new hires and perhaps three or four retirements which brings the total to about 350 full-time faculty. In comparison, although I only got that part of the catalogue that covered "Academic Services" there were seven —7!!—administrators, two of whom doubled as faculty. Now this doesn't include deans or secretaries but if you count the various middle-level staff in "Academic Services" now, just in "Academic Computing Services," you'll find a whole lot more than 7. ■

CLARIFICATION ON "VOLUNTEERING FOR EXTRA WORK DURING THE BUDGET CRISIS"

—Jamie Dangler, Chapter President

At a March, 2010 Labor-Management meeting, campus administrators indicated that some people were confused by my February, 2010 *Cortland Cause* article on volunteering for extra work. Let me offer the following clarification with regard to the points they raised.

My intent was to neither encourage nor discourage volunteering. It was simply to offer advice about the importance of **documenting in writing** that volunteer work is in fact *voluntary*. This is needed to ensure that any "extra" work UUP members do will not become a part of their professional obligation in the long run (i.e. a permanent increase in their workload).

Campus administrators questioned whether individuals would interpret my article to imply that they should not "volunteer" for work such as that associated with NCATE. The subject of the article was **volunteer work**, not service work that falls within UUP members' professional obligation.

Work that is voluntary is work that is clearly in addition to work defined as part of one's professional obligation. A clear example for academics would be teaching an extra course. Among professionals, volunteer work would be work not specified in their performance programs.

If you are thinking about volunteering to take on "extra work" and are not clear about what is and isn't a part of your regular professional obligation, please feel free to contact UUP for assistance. ■



**EXCERPTS FROM THE
REPORT OF THE UUP
TASK FORCE
ON CONTINGENT EMPLOYEES**
(published February 4, 2010)

—Anne Wiegard,
English

At left, Anne Wiegard (right), Chair of the UUP Task Force on Contingent Employees, presents the group's recommendations to the statewide Executive Board at the Winter 2010 Delegate Assembly. The recommendations are now

under review by the Executive Board. If you are interested in viewing the entire Task Force report, it can be found online at the UUP website:

<<http://www.uupinfo.org/reports/TFCE%20Report.pdf>>

Taken together, the following three sets of recommendations describe a complete and ongoing program to achieve equity for contingent employees. The first set of recommendations numbered 1 through 5, concern the representation of contingent employees within UUP. The second set, numbered 6 through 10, concern the terms and conditions of their employment. The third set, numbered 11 through 15, concern further research.

As UUP knows from long experience, the terms and conditions of contingent employment are categorically different from the terms and conditions extended to tenured and tenure-eligible employees. Contingent employees, who compose nearly a third of the bargaining unit, should be entitled to proportional representation in chapter and statewide leadership. These provisions are designed to integrate UUP and promote solidarity by granting the problems and concerns of contingent employees the same level of representation that UUP has traditionally granted the problems and concerns of academic and professional employees who are tenure-eligible or tenured. In addition, in keeping with its fiduciary responsibility to bargain collectively for all its members and fee-payers, UUP should prioritize efforts to achieve equity for contingent employees in terms of better salaries, progressively longer terms of appointment, and regular opportunities for professional development and advancement. A complete description of the contingent workforce is essential for negotiating effectively on its behalf.

RECOMMENDATION 1:

- a. that contingent employees be described under two categories of employment, as both contingent employees and as academic or professional employees;
- b. that the office of the chapter Part-time Concerns Representative be renamed the office of the chapter Vice President for Contingents;
- c. that the election of the chapter Vice President for Contingents be conducted according to the current procedures for electing the Part-time Concerns Representative, such that contingent employees who are UUP members be entitled to vote for the chapter Vice President for Contingents and also for the chapter Vice President in their other category of employment, either academic or professional; and
- d. that the chapter Vice President for Contingents be accorded the same

degree of authority and a corresponding set of responsibilities as the other two chapter Vice Presidents, including the position of fourth delegate on the chapter's Executive Board and at the Delegate Assembly (provided that the chapter's population warrants four seats); chairing the chapter's Contingent Employees Committee; and serving on the statewide committee described in Recommendation 3.

RECOMMENDATION 2:

- a. that the number of delegate seats allotted to each chapter be increased and that the additional seats be reserved for contingent employees, either academic or professional, according to the percentage of contingent employees in each such category who are UUP members in the chapter;
- b. that the contingent employees who are elected to the delegate seats reserved for contingent employees be counted without prejudice as academic or professional delegates, according to their categories of employment; and
- c. that contingent employees who are UUP members retain their rights under the UUP Constitution to elect the full roster of delegates within the academic or the professional categories.

RECOMMENDATION 3:

- a. that the statewide Part-Time Concerns Committee be renamed the Contingent Employees Committee;
- b. that after the forthcoming chapter elections, each chapter Vice President for Contingents be appointed to serve on the statewide Contingent Employees Committee at the discretion of the statewide Executive Board;
- c. that contingent employees be given priority consideration in the event that the statewide Executive Board sees fit to appoint additional members to the Contingent Employees Committee; and
- d. that the statewide Executive Board allow the Contingent Employees Committee to apportion its work among three subcommittees when the agenda warrants: the Parttime Professionals Subcommittee, the Part-time Academics Subcommittee, and the Full-time Contingents Subcommittee

RECOMMENDATION 4:

- a. that UUP establish a new statewide office, the Vice President for Contingent Employees, to be elected by all the voting delegates during the Delegate Assembly at which statewide officers and board members are elected and to perform such duties as i) serving as Chair of the Contingent Employees Committee; ii) serving as a liaison to contingent employees statewide, including consulting with members of the Contingent Employees Committee between Executive Board meetings and reporting to them after Executive Board meetings; iii) representing the interests of contingent employees at regional and national conferences; and iv) performing such other duties as are assigned to him/her by the Delegate Assembly, the President, the Executive Board, or the Contingent Employees Committee; and
- b. that UUP establish additional seats on the statewide Executive Board, no fewer than one for a contingent employee on a part-time appointment and no fewer than one for a contingent employee on a full-time appointment, to represent the contingent workforce under these aspects of their employment, to be elected from among the contingent employees who are UUP members and by all the voting delegates during the Delegate Assembly at which statewide officers and board members are elected, in keeping with similar restrictions, by institutional type and geographic area, in the UUP Constitution.

RECOMMENDATION 5:

that the President make every effort to appoint an equitable number of contingent employees to all standing committees and working groups, including no fewer than three contingent employees on the Negotiations Team.

RECOMMENDATION 6:

- a. that UUP work to establish progressively longer terms of appointment as contingent employees move from temporary to term appointments and at the renewal of every subsequent appointment, as follows:
- when an employee has served four semesters, consecutively or otherwise, on temporary appointments, the next appointment shall be a term appointment for no less than one year at the same or higher time-base;
 - when an employee has served a one-year term appointment, the next appointment shall be a two-year term appointment at the same or higher time-base;
 - when an employee has served a two-year term appointment, the next appointment shall be a three-year term appointment at the same or higher time-base;
 - when an employee has served a three-year term appointment, subsequent appointments shall be at the same or higher time-base for the maximum number of years allowed by the Board of Trustees Policies; and
 - as long as there is work available for which the employee is qualified, roll-over appointments after the initial three-year appointment shall be automatic, except in cases of documented unsatisfactory performance;
- b. that UUP work to extend the maximum length of term appointments allowed by the Board of Trustees Policies to five years, without regard to job title; and to require that newly created part- or full-time positions always be tenure-eligible positions, with criteria appropriate to the job descriptions;
- c. that UUP work to establish a process for granting full employment to part-time contingents who seek full-time positions in their departments or programs whenever new or additional work they are qualified to perform becomes available, in lieu of the current practice of creating more part-time positions; and that the new or additional work be assigned to them in the order of seniority;
- d. that, in particular, UUP work to reserve full-time lectureships exclusively for part-time academics currently employed, who shall be eligible on the basis of seniority when new or additional work they are qualified to perform becomes available;
- e. that UUP work to provide any professional employee, part-time or full-time, who applies for a change of title in order to be eligible for permanent appointment with the right to consider his/her current appointment as probationary and to compute his/her years of service accordingly; and
- f. that UUP work to provide any contingent employee of qualified academic rank, either part-time or full-time, with the opportunity to apply at his/her discretion for a change of rank and job title – for instance, from “lecturer” to “instructor” – in order to be eligible for continuing appointment.

RECOMMENDATION 7:

- a. that to support the system of advancement described in the preceding recommendations, UUP work to ensure for all contingent employees i) regular and consequential evaluations that include assessment by peers and ii) equitable opportunities for professional development; and
- b. that UUP work to ensure priority consideration for long-serving contingent employees who apply for positions which entail continuing or permanent appointments.

RECOMMENDATION 8:

that UUP achieve a measure of salary equity by negotiating a statewide minimum salary for part-time academics, pro-rated on the basis of the minimum salary for full-time lecturers as stipulated in the current Agreement.

RECOMMENDATION 9:

that UUP encourage its members and fee-payers to support the efforts of contingent employees who seek a significant role in faculty governance, including faculty senates and section, department and college committees.

RECOMMENDATION 10:

that UUP develop a Policy Statement on Contingent Employees before the next contract negotiations, drawing upon this report and also upon data collected in response to the recommendations for further research.

RECOMMENDATION 11:

that UUP determine the current number of delegates who are contingent employees, both in absolute terms and as a percentage of the total number of delegates, and that it publish this information prominently for the full bargaining-unit to consider.

RECOMMENDATION 12:

- a) that UUP use every available mechanism, including the next Negotiations Survey,
- to determine at least approximately the teaching load carried by contingent employees at each campus and across SUNY: both the number of student credit hours delivered and the percentage of total credit-hours; and
 - to determine as precisely as possible how many of its members and fee-payers are currently working in part-time positions at more than one institution, firm, or business and how many would prefer to have a full-time position on a single SUNY campus; and
- b) that UUP take a census of all contingent employees, including their year of original appointment, in order to establish patterns of longevity and also interruptions of service, both voluntary and involuntary.

RECOMMENDATION 13:

that UUP identify those campuses which have established policies and procedures for contingent employees to advance in rank and that it determine the number of such employees, part-time and/or full-time, who have actually been promoted in the past ten years.

RECOMMENDATION 14:

that in the first week of every September, Chapter Presidents determine the minimum starting salary for part-time academics on their campuses and that UUP publish this information at the Fall DA until such time as UUP achieves a statewide minimum salary for part-time academics.

RECOMMENDATION 15:

that UUP determine the number of contingent employees, both full-time and part-time, who are female and/or members of minorities on each campus and across SUNY. ■

WHAT'S IN PHEEIA FOR CORTLAND AND OTHER COMPREHENSIVE AND TECHNICAL COLLEGES?

Consider the following as you think about the Public Higher Education Empowerment and Innovation Act (PHEEIA):

- ◆ PHEEIA reflects a “flagship” model that runs counter to SUNY’s mission. Cortland and the other comprehensive colleges and technical institutions are marginal to the plan.
- ◆ PHEEIA relies on tuition as the main source of revenue growth. How will Cortland fare over the long run if our tuition levels get closer to the tuition of private institutions, especially given the extensive scholarships privates can offer?
- ◆ **Should SUNY be privatized?**

PHEEIA will transform the nature of our public university system through the following major changes in the relationship between SUNY and the public:

- > Tuition would be taken “off budget,” which will hasten the decline in state support for SUNY institutions.
- > Tuition would no longer be restricted to supporting the academic mission of colleges/universities.
- > State oversight for leasing campus properties and entering into public-private partnerships would be substantially reduced.
- > The State would be freed from funding salary increases and covering fringe benefits.
- > Contracts for service and leases would be removed from State Comptroller or Attorney General oversight, potentially allowing outsourcing and use of non-union labor that is not subject to prevailing wage.
- > Outside agencies could build or lease property for purposes not related to SUNY’s academic mission on SUNY land – just to avoid paying property taxes.

SUNY’S PHEEIA “SPIN” – ARE YOU DIZZY YET?

- ◆ SUNY claims that PHEEIA will generate \$8.5 billion in **non-state funding** for construction over the next 10 years but has not provided requested analysis and documentation to support this assertion. Where will that money come from?
- ◆ SUNY claims that PHEEIA will produce **non-state revenue** (\$1 billion) to support 10,000 new campus jobs over the next 10 years. The only way this could happen is to double tuition.
- ◆ PHEEIA has been promoted as a way to expand public-private partnerships that could be lucrative for the university, but many such ventures have cost SUNY substantial money and are a drain on the university’s resources.

UUP’S POSITION ON PHEEIA

While UUP supports PHEEIA’s proposals for elimination of preapproval of goods and increases in operational efficiencies through changes in procurement policies, it opposes the overarching intent of the legislation, which is to further privatize and divide our state university system.

GO TO <WWW.UUPINFO.ORG> TO TAKE ACTION TODAY!

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ARTICLE OF INTEREST

THE CORTLAND CAUSE finds a recent article from *INSIDE HIGHER ED* a topic ripe for discussion—on this and other campuses. The article is titled “**Different Paths to Full Professor**,” and focuses on Ohio State University president E. Gordon Gee, who advocates ending “the all-out dominance of research considerations in reviews for full professor.” The article states that OSU’s provost has begun working with faculty members to “redefine” promotion guidelines, and recently “outlined a path to a different approach for the promotion to full professor.” For more on this revolutionary concept, go to <http://www.insidehighered.com/news/2010/03/05/OSU>.

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*List Updated 4/10

It's YOUR Newsletter!

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

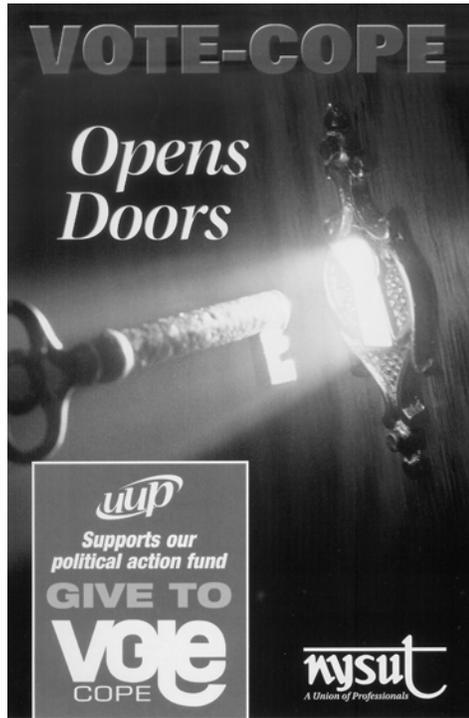
Opinions expressed in *The Cortland Cause* are those of the individuals and are neither endorsed by nor represent the views of UUP.

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, B-18A Old Main,
 uup@cortland.edu

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Decisions on the use of **VOTE/COPE** funds are made by statewide committees on issues that affect union members, and are used to fight for legislation and contracts that provide the most beneficial terms to all UUP/NYSUT members, both active and retired.

We strongly encourage all UUP members to donate to **VOTE/COPE** - it is our best weapon to guarantee and protect our rights and benefits. A donation of even one dollar a paycheck will make a difference!

Simply fill out the form at left and return it to the Chapter Office in B-18A Old Main—we will be happy to mail it to Albany for you. You may omit your Social Security Number from the form if preferred.

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