Volume 56, Issue 1 April 2022

The Cortland Cause

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IN MEMORIAM

Our deepest condolences to the families of our proud UUP members on their loss.

Phyllis Ann McGinley
Physical Education Emerita

Richard "Dick" M. Wheeler,
Physics Emeritus

Gordon Beadle
History Emeritus

Judith Best
Political Science Emerita

New York State's Sinister Energy Giant and Its Effects on Our Members



Jaclyn Pittsley,
Chapter President
English

On Tuesday, April 18, 2022, at 4:37am, my family had to do what thousands of others had to do: report to New York State Electric and Gas (NYSEG) that our electricity had been disrupted. My family and I experienced power lines downed in and around our home, and in and around the substation that delivers our electricity, located in the neighboring Town of McDonough, NY, and all the way through to main power stations. Unfortunately for my family, this also meant we lost our heat, water, toilet, and the sump pump in our basement, which pumps once every few minutes 24/7/365 (no matter the season).

When we called NYSEG, a recording urged us to visit the website for outages and potential restoration times, informing us right away -- before asking for our address or phone/account number -- that it was aware of outages in our area. Ours is a small, rural area and, as we eventually discovered, only two homes had actually reported the general outage. Without our information, how could NYSEG know? Our power was out for four days, and though we tried again and again, not once were we able to reach a human being at NYSEG.

That's right: our power was out from Tuesday predawn hours until Friday at 1:30pm. Throughout the ordeal, we were never provided any specific and reliable information about the outages and the progress of repairs.

I learned several lessons that week:

- Life stops for those whose homes stop due to power outage.
- There are very few options for emergency heat (remember it was snowing and cold), and my family spent four days breathing fumes from our propane heater.
- It especially cold at night when we shut the heater off to guard against CO poisoning.
- I have a cousin who is a saint, who lent us the generator he uses for his work. (The battery back-up for one of our two sump pumps failed on Wednesday morning, and the basement was flooded with a full inch of water).
- I hate flushing the toilet with a bucket of snow water.
- The candles we were burning for light and some heat also burned the finish off my coffee table (and scared me half to death).
- My pets are more adaptable and forgiving than I deserve.

But I shouldn't digress; my purpose here is to document the precarity of living in these times and to urge that we do better by one another.

Continued on page 2

My family spent $400 on emergency supplies, including bottled water and propane. We cannot all afford to spend hundred on emergency supplies or hotels, and most of us would not abandon pets or other animals that could not go to a hotel with us.

I wrote an email to my Congresswoman, Claudia Tenney, who only invited me to a tele-town hall.

I also wrote an email to Governor Hochul, who only sent me a form email thanking me for reaching out to her.

I contacted NYSEG, using their contact form, and I wonder if I will receive an email response from NYSEG similar to those of my Governor and Congresswoman.

These were written from my iPhone, which I used in my car, while charging it there.

I am hopeful too, that Governor Hochul's budget will provide some money to aid NYSEG in repairing and replacing some of its dismally aged infrastructure. As climate change intensifies, it is not enough that people prepare for hardship. NYSEG must also be more prepared. I hope it is not too much to hope that the road and bridge repair might be extended to the other vital services that are strung alongside those pothole-filled roads in upstate New York.

But more than this, I want folks to know that, according to nyseg.com,

> NYSEG is part of Avangrid Networks, which combines the resources and expertise of eight electric and natural gas utilities with an $8.3 billion rate base serving 3.1 million customers in New York and New England.
>
> The eight Networks utilities are:
>
> Berkshire Gas
> Central Maine Power
> Connecticut Natural Gas (CNG)
> Maine Natural Gas
> New York State Electric & Gas (NYSEG)
> Rochester Gas and Electric Corporation (RG&E)
> Southern Connecticut Gas (SCG)
> United Illuminating (UI)
>
> Avangrid Networks invests continually to ensure the efficiency, reliability and security of its delivery networks, and meet the needs and expectations of its customers.

I'd like to know in what ways and in what amounts Avangrid really works to insure the "efficiency, reliability, and security of its delivery networks." I'd like to know what this means in terms of labor, funding, actual work done, and time.

I wonder if it is still the case and, if it is, what it means that the parent company is Iberdrola, a company based in Spain: https://www.syracuse.com/news/2007/06/spanish_company_to_acquire_nys.html.

As a supporter of labor unions and union work, I feel that providing multiple affordable options to working people, especially our lower paid and more vulnerable members, is an important goal. When one company is the single provider, there is no recourse for those whom it does not serve reliably. The most difficult thing to manage is feeling powerless while the power was out. I couldn't do anything for my disabled mother or my domestic pets. We just had to sit there, helpless, uninformed, and shivering. It's outrageous that NYSEG is the only option yet is unreachable during an emergency. An emergency is the very worst time to turn away questions and disengage from the public whom NYSEG serves.

To NYSEG employees, members of a union who labored day and night to restore the power to my family and the thousands of others who went without for days on end, thank you most sincerely and profoundly.

To NYSEG management, don't leave us in the literal and proverbial dark. Find a better model for public engagement.

To my partners in SUNY, let's learn from the larger emergency of the pandemic and set the standard for communication and community in New York State.



Andrée Myers
English

Musings from the Editor

Teaching and Learning in the Post-COVID World: How have we changed?

March 13, 2020 was the last "normal" day at SUNY Cortland. I'll never forget that day. I was teaching my Writing Studies II class; we were discussing the basics of research writing. Rumors had been flying about COVID and how the university would be affected by the rapid spread of the virus. I don't think we were very long into the class period when everyone's phones buzzed at the same time, and we took in the email that told us students were to be immediately sent home to protect them from getting sick. There was no sense in trying to continue the day's lesson; people were in a state of shock. We all went home and spent the next year-and-a-half trying to figure out how to teach and learn online while living in isolation.

We managed. We persevered. *We dealt with it*. Eventually we returned to campus.

And here we are, two years later, staring into a future that still looks cloudy at best.

As we search for whatever our new normal is going to look like, we still need to do our jobs, providing instruction and services to students, as well as we possibly can.

Conversations among my colleagues often drift to observations on how students have changed since returning to campus from the extended lockdown. Student struggles with class attendance, participation, and meeting deadlines, with a corresponding decline in student performance, have become concerning for many of us, as have our perceptions of an increase in mental health issues like anxiety and depression. We keep reminding ourselves that the "last normal year" for our first-year students was when they were *in tenth grade*, and that allowances need to be made as they adjust to university life without having had the extra socialization that a normal eleventh and twelfth grade experience might have provided. The effects of long-term isolation and the switch to online learning-and back again- on student performance are still being measured and studied by researchers, but most of them would probably tell us that we in education will be dealing with the aftermath of the COVID lockdown for years to come.

Yet we don't seem to linger long with thoughts about how COVID has changed our own lives. We keep expecting to somehow have all the answers, to be fully equipped to shepherd our students through the changes and get them to learn what they need to know to be successful. But according to the *Chronicle of Higher Education*, most professors in the post-COVID era have been struggling with increased workload, work/life balance, worry about tenure/promotion, and professional burnout even more so than they did before COVID hit. *Inside Higher Education* notes that the concern instructors have with providing quality education and with the mental health of students has resulted in a kind of "secondary trauma," causing a decline in our own mental and physical wellness. These issues are, of course, magnified for adjunct faculty, who must deal with all of this in addition to uncertainty about their continued employment.

Although there are many studies underway, researchers are, as yet, unsure as to how to address these issues. What do you think? Do instructors need more flexibility, more support in managing workloads, more training in dealing with students' mental health issues? What about on-campus services to help faculty and staff with stress, depression, and more? And of course, what can our union be doing to help?

I plan to continue investigating and writing about this issue. Please let me know your thoughts at andree.myers@cortland.edu.

In Solidarity,

Andrée Myers

Why Hybrid Work Needs to Stay

This submission is enthusiastically supported by, **Varya McCaslin-Doyle, Joshua Peluso, Amanda Sharpsteen, & Eli Simon** – Systems Administration and Web Services

> "Remote working, or working outside of your company's office all the time, is fundamentally different. It requires a different set of abilities, resources, and skills. It requires a self-starting attitude and insane levels of time management skills. It also requires proactive communication and an almost hyper focus on what's happening with team members since you don't have the regular face time with them.
>
> Remote working requires creating your own work environment, which certainly has benefits since you can establish your space so it works best for you. At the same time, you don't have the safety of an office, or cubicle, or desk to land at when you have to hunker down--unless you create it yourself." (Aten, 2019)

In March of 2020, it was the end of a long day, and unbeknownst to us, it was the beginning of a longer year. As we said our goodbyes, noting "see you in a few weeks" little did we know we were about to experience a life-changing journey. Many of us had occasionally worked from home, but none of us had ever been true remote workers. We were a very productive in-person team.

Being involuntarily forced into a remote work situation was jarring. Many of us shared photos of make-shift desks, made from plywood, folding tables covered in butcher paper, and laptops on the kitchen island. This was not sustainable. Home offices were erected from cardboard deliveries; we scoured CNY for office chairs. Then came the Staples and Amazon orders, a rush to beat the supply chain. Curbside pickup, here we come.

The challenges and the welcoming of remote work started to take shape. MS Teams meetings quickly became a norm: one on one calls, quick 15-minute meetings, and chats to talk around the virtual water cooler became a regular daily activity.

Forming a remote team was not easy and certainly not organic, but with the commitment of everyone, it worked. We learned the cadence of remote work touches, what can be an email versus a text, a chat, or a video call. We learned to respect the work and home life balance.

After 18 long months of remote work, we became a well-balanced, highly functional remote work team. As we transitioned to hybrid work, everything we learned over the past year and a half paved the way for this new reality.

Understand that the vast accomplishments made while working remote were not hindered by working in our home offices. Progress was not slowed because we could not yell over a cube. Our achievements were enhanced because of a sense of accomplishment, and a team approach to projects and solutions.

Often, managers view remote work as a distraction. Workers can take breaks, get a snack, ask a child or partner a question, and even mop the floor. Yet, in the office, some managers also ignore or allow surfing Reddit for the best way to make pizza dough. Employees take out recycling at the office sometimes talk about last night's baseball game. People are people and they need interaction. Remote work is not a distraction; it is an extension of the professional obligation to a site that is not your assigned office.

During remote work, a team of software engineers, application support specialists, web designers, and system administrators ensured the campus not only remained operational but also advanced technical infrastructures and did not remain stagnant.

The team completed over 50 projects specific to the COVID-19 campus response, including developing technical infrastructure from the ground up to support the surveillance testing of students, faculty, and staff. Over 10,000 lines of codes were authored to support the campus, all while remote.

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Blackboard, which was essential in delivering remote learning to students, was not only maintained but also expanded to allow for increased usage. When students were forced to learn away from campus, access to campus computer lab resources was essential. Within weeks, a system to allow for remote labs was put in place to support our remote learners. The systems administrators responded to over 500 tickets when needed and traveled to campus to replace failed hardware, all while maintaining existing technologies.

Our team has grown in many ways over the last two years. Just before we shut down a new application support specialist was hired. Right as they were getting acquainted – they were thrown into remote work. They are now an integral part of our team – this was accomplished almost entirely while working remotely. The team welcomed a displaced project manager into their folds. Eventually, the team and the project manager learned to work together to develop a project management program still being used and improved upon today. Finally, members of the team conducted a successful search for a new senior software engineer through MS Teams and Webex.

The opportunity to work remotely allowed many of us to thrive. We learned how to become better partners, better parents, and lead better lives. We were reminded that we are all human beings, and we work so we live – and not the other way around.

Remote work became ingrained in our culture during the pandemic. When asked to return to the office, we quickly embraced hybrid work environments. In many ways they combined the benefits of remote work, but also allowed for human connections in the office. The department, throughout the pandemic, did not lose positions, we retained a full staff and filled open positions. Hybrid work is essential for the retention and recruitment of talented employees. Hybrid work has quickly become an accepted and expected societal norm. Hybrid work needs to be accepted by leaders, and professional development needs to be offered to support the effort.

References

Aten, J. (2019). “Remote Working Isn't the Same as 'Working from Home.' Here's the Difference and Why It Matters to Your Business.” *Inc.com*, 9 Oct. 2019. https://www.inc.com/jason-aten/remote-working-isnt-same-as-working-from-home-heres-difference-why-it-matters-to-your-business.html.





Jo Schaffer,
Officer for Retirees

HAPPIEST COUNTRIES IN THE WORLD

No sooner did an article, just this past week, ranking the happiest countries in the world appear in the NY Times than Larry Wittner, our colleague and UUP Retiree from SUNY Albany, sent the following short piece as a more complete explanation of the rankings. Many of us have enjoyed, relished and learned from Larry's many short editorials appearing in the Retiree publication, The Active Retiree. This piece is just too good not to share it with a broader audience. Public media has promoted our national happiness in spite of plagues and economic distress, gun violence and political discord among other disturbing news happenings. Larry takes it all on.

LAWRENCE WITTNER
Military and Economic Power Once Again Fail to Produce Happiness
Ultimately, a high level of happiness requires social solidarity.

April 17, 2022
Although the rulers of the world's major military and economic powers have repeatedly claimed that they are making their nations great again, their policies have not resulted in widespread happiness among their citizens.

That conclusion emerges from the recent World Happiness Report-2022, published by the UN Sustainable Development Solutions Network. Based on Gallup World Polls conducted from 2019 through 2021, this extensive study provides a revealing look at how roughly 150,000 respondents in 146 countries rated their own happiness. The study's findings underscore the limited levels of happiness in the world's major military-economic powers.

There is little doubt about which nations belong in this category. In 2020 (the latest year for which accurate figures are available), the world's biggest military spenders were the United States (#1), China (#2), India (#3), and Russia (#4). Collectively, they accounted for nearly 59 percent of the world's military spending and the vast majority of the world's nuclear weapons.

When nations are ranked by total wealth, a similar pattern appears: United States (#1), China (#2), India (#7), Russia (#13). Despite their ostensibly different economic models, they all boast a hefty share of the world's billionaires, and once again their ranking is rather similar: United States (#1), China (#2), India (#3), and Russia (#5).

And what has this enormous array of military and economic power produced for their citizens? Well, as it turns out, not a great deal of happiness. The most positive thing that can be said for it is that the United States currently ranks a rather dispiriting 16th on this score. China ranks 72nd. Russia ranks 80th. And India is 136th. Furthermore, over the decade since the annual world happiness surveys began, in 2012, none of these major powers has ever appeared among the ten happiest nations.

In 2022, the ten happiest countries were: Finland (#1), Denmark (#2), Iceland (#3), Switzerland (#4), Netherlands (#5), Luxembourg (#6), Sweden (#7), Norway (#8), Israel (#9), and New Zealand (#10).

It is deceptively easy to conclude that the explanation for this high level of happiness lies in the fact that these ten are all fairly comfortable, economically advanced nations. Even so, there is no significant correlation between a nation's rank in happiness and its per capita income. Indeed, seven of the nations (Finland, Denmark, Iceland, Netherlands, Sweden, Israel, and New Zealand) did not place at all among the top twelve nations in per capita income during 2021. Finland, ranking #1 for happiness for the fifth year in a row, ranked #25 in per capita income. New Zealand, ranking #10 for happiness, ranked #31 for per capita income. Conversely, Singapore, which ranked #3 in per capita income, ranked #27 for happiness, while United Arab Emirates, which ranked #6 in per capita income, ranked #24 for happiness. Factors other than top incomes were clearly at work in producing the happiest nations.

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One such factor appears to be the provision of substantial public services. A striking feature of the world's nations is that all five Nordic countries rank among the ten happiest. What these five countries have in common are social democratic policies that counteract income inequality and dramatically reduce poverty by providing free or low-cost healthcare, dental care, housing, education, and childcare, as well as ample pensions and a range of other "welfare state" benefits. Moreover, the other five happiest countries also maintain significant social welfare systems.

The happiest nations also stand out for their relatively egalitarian distribution of wealth. Each of the ten happiest nations, except Israel, has greater equality of wealth than do the four major military-economic powers. And even that nation's wealth distribution is considerably more equal than that of the United States and only slightly more unequal than China's.

Yet another contrast appears when it comes to military spending. Given the enormous Gross Domestic Product (GDP) of the four biggest military-economic powers, an adequate "defense" of their nations should be less of an economic burden on them than it would be on the economies of these ten much smaller, less wealthy nations. But, in fact, the reverse is true in eight of the happiest nations, which devoted a smaller percentage of their GDP to military spending in 2020 (the latest year for which accurate figures are available) than did all but one of the four major military-economic powers. Sweden, for example, spent only 1.22 percent, Denmark 1.44 percent, and Finland 1.53 percent of their small GDPs on their armed forces, while India spent 2.88 percent, the United States 3.74 percent, and Russia 4.26 percent of their much larger GDPs to fund their military might.

Admittedly, poverty and national insecurity do appear to play important roles in reducing human happiness. The lowest ranking nations in World Happiness Report-2022 are very poor nations, or nations plagued by violence, or both, such as the Palestinian territories (#122), Myanmar (#126), Yemen (#132), and Afghanistan (#146).

Even so, as the global happiness studies indicate, great military and economic power bring nations only so far. Ultimately, a high level of happiness requires social solidarity.

IT'S YOUR NEWSLETTER!

We welcome articles and letters submitted by members of the SUNY Cortland Community.

Please share your thoughts with us— we want to hear from you!
Opinions expressed in *The Cortland Cause* are those of the individuals and are neither endorsed by nor represent the views of UUP.

Please note: The Cortland Cause will generally not print anonymous submissions.

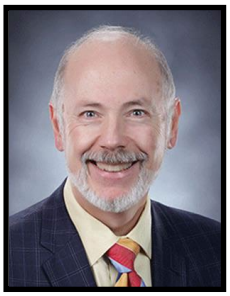
"We reserve the right to edit submissions for grammar, space limitations, accuracy, etc., and to request changes to submissions, whether prior to or after publication."

Send contributions to the Chapter Office, uup@cortland.edu
and to the editor, Amy Russell, Amy.Russell@cortland.edu

Note from the Editor: Robert has asked to have this reprinted again (Sept. 2017 issue) due to the recent passing of Judy

Best of Political Science

Robert Spitzer,
Political Science





This past summer, our departmental colleague Judy Best decided to retire from the college. Relatively few on campus may know her today, yet they should know—not just because she was an outstanding member of the faculty, but because she blazed a trail for women on our campus and in the profession. To employ an analogy, she was the academic equivalent of Fred Astaire's movie dance partner, Ginger Rogers: she did everything Fred did, except backwards, and in heels.

Judy was raised in Michigan's Upper Peninsula, or "Yooper." These Yoopers, these hardy people, known for rugged rustic pursuits, including hunting, logging, and moose-tipping (that last one I just made up) well suited Judy's family. Her father was an All-American football player at Notre Dame, which no doubt explains Judy's love of the sport, along with hockey. Her upbringing also trained her to get along in a man's world.

Judy's academic life began with English literature, which was the focus of her undergraduate and Master's degrees at Michigan State and the University of Michigan, respectively. After teaching English in the public schools, she moved to Ithaca, New York with her then-husband, where in the late 1960s she decided to pursue doctoral study in political science at Cornell. Even though she was told that the study of government at Cornell might be too daunting, or even inappropriate for a woman, she marched herself to the office of the Government Department's chair and announced her interest in pursuing that study. Taken aback, but impressed with her chutzpah, she was admitted, where she studied with the likes of Allan Bloom (author in the 1980s of his best-selling screed on the decay of modern life, *The Closing of the American Mind*), Allan Sindler, and Walter Berns. Judy chose as her main course of study political theory and American political thought—even though this was a field where, as she undoubtedly was told early on, There Are No Great Women Philosophers (see the aforementioned Bloom, Allan).

Judy taught and worked on her degree during the height of the tumult on the Cornell campus, which climaxed when heavily armed militant African American students took over the student union building, Willard Straight Hall. (The occupiers ultimately left peacefully in a moment captured in a Pulitzer Prize-winning photo, but it could have easily gone very differently.) With Ph.D. in hand, Judy joined Cortland's faculty ranks in 1973 as an assistant professor of Political Science. It is no small testament to her unparalleled teaching skills that she won rapid promotion and earned the rank of Distinguished Teaching Professor after barely a decade on campus, in 1984.

Cortland's faculty today includes a great many women, but in the early 1970's, Judy was one of only a handful of female faculty members in arts and sciences (more women faculty were to be found in education, one of the few professions traditionally considered appropriate for women, and in physical education, where women's athletics commonly included female instructors).

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These arts and sciences women were relative pioneers on our campus, and found themselves, to some degree, playing a man's game, where they had to be every bit as tough, and their accomplishments had to be every bit as significant, if not more than those of their male colleagues. Another woman pioneer of the day was Sociology professor Rozanne Brooks, whose name is today attached to the Brooks Museum, and the Brooks Bowl, given annually to the dormitory with the highest GPA. For those who never met Rozanne Brooks, she was a gravelly voiced bulldog— sort of like Ethel Merman, but without the finesse.[1]

Beyond the example of her career, Judy was an early leader on behalf of women in the profession. She was co-project director for a campus Department of Health, Education and Welfare grant on Women's Academic and Career Choices in the late 1970s that included coursework, a mentoring program for female students, and a research project to measure the impact of the program.

Judy's teaching approach was traditional and demanding, especially for her favorite course, Introduction to Political Theory, where she taught The Greats—Aristotle to Nietzsche. A high grade for a student was a mark of real achievement. Yet contrary to the fallacious notion that only faculty who give high grades earn plaudits on student course evaluations, her course evaluations were always stellar; I've read some of them over the years. It was not uncommon to read student comments like, "I earned a D- in this course, but it's the best course I ever took," and "Judy Best changed my life."

Devoted though she was to her teaching, she was and is also a nationally known scholar. Her first book, arising from her doctoral dissertation, *The Case Against Direct Election of the President: A Defense of the Electoral College,* was published by Cornell University Press in 1975, and stayed in print for decades. That work set her up as a nationally recognized expert on the electoral college, and one of a relative few in academia who argued that the Founders had it right. She published three more books and wrote dozens of articles and papers, testified before Congress several times, and was called on for her expertise in many academic settings.

Women like Judy and Rozanne Brooks had to elbow their way into the profession—work harder, be tougher, achieve more, and make a space. They were the pioneers, and every woman on campus owes her and her colleagues a debt of gratitude. In her case, Judy did it her way: dancing backward with a cigarette in one hand, and a bottle of Jack Daniels in the other.

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[1] If the name rings no bells, please consult YouTube for a clip of the brassy Merman.



Nancy Kane,
Kinesiology

Unequal Pay, Unequal Benefits?

When I began teaching as a contingent faculty member in Performing Arts at SUNY Cortland in 2007, I usually taught two classes per semester. Each class was listed in the course schedule as one credit. However, the contact hours were the same as for a three-credit class, so I was paid for three credits and was eligible for health, dental, and vision benefits. I learned that having two classes per semester was what qualified me for UUP benefits. That seemed fair and just to me, and I was happy to be able to be a part of that department. My UUP Space-Available Tuition Remission benefit allowed me to earn a second master's degree in Exercise Science and transition into working with the Kinesiology Department. I love the work and my colleagues, but often I do not have two three-credit classes per semester due to enrollment patterns.

This year, I began teaching an exciting class in Physical Education, in which I teach Education majors how to incorporate physical activities into their classrooms. The class is one credit, meeting for one quarter. The class contact time is equivalent to the amount of contact I have for my current three-credit class in Kinesiology. I have been fortunate to be able to teach it twice this semester (spring, 2022). However, I received a COBRA notification in March, because my dental and vision benefits were no longer covered since I was not teaching six credits of classes.

You see, under the current UUP Contract, a contingent faculty member must teach six credits during a semester (NOT two CLASSES) in order to qualify for dental and vision benefits. Unlike teaching two dance classes in performing arts, I would have to teach a total of FOUR classes this semester to be able to maintain my benefits: one semester-long 3-credit class, plus three 1-credit quarter classes. With my combination of three course sections, I only reach five total credits (on paper).

Contingent academics are actually not allowed to teach more than three classes per semester, if those classes are listed as three credits each. But if the school lists a class as one credit, I imagine an employee could theoretically teach nine of them without penalty. Of course, that would mean they would be teaching three times as many contact hours as they would if they were teaching three 3-credit classes. Additionally, under the current pay structure for "Activity" classes, they would ordinarily be getting 1/3 the pay of each three credit class for the same amount of class contact time, preparation, administrative requirements, and so on.

In terms of pay rates, it depends which department you teach in. Needs and budgets and pay levels vary across campus. I understand that. I don't like it, but I DO understand higher ed finance. Nonetheless, at the very least, shouldn't we be able to agree that equivalent class contact hours should translate into equivalent benefits under the UUP contract? Do other SUNY campuses face these discrepancies? Are contingent employees aware that people in some departments are paid less than those in other departments for equal work?

As I said, I love my work and I'm grateful for it. I only wish I could plan my dental emergencies to only coincide with the semester I have insurance to cover them. I hope I don't break or lose my glasses this semester. I really can't read without them. Above all, I am grateful to the UUP Negotiations Team and those of my Cortland colleagues who are part of it – I know you fight hard for our benefits, for equity, and for contingent rights. I hope to see changes in the current structure that will benefit all who serve as part of this learning community.

Monthly Communication Highlights

UUP Cortland Chapter | April 2022

UUP News Updates:

CONTRACT NEGOTIATIONS: UNION MATTERS MEMEBERSHIP MEETING:
Please join us on April 4th, 11:30-1:00pm, for Union Matters, Getting to Know Your Contract, Part III. We will be discussing Article 9 (Academic Freedom), Article 20 (Direct Compensation), and Article 23 (Leaves).
Please RSVP TODAY by emailing united.universityprofessions@cortland.edu

TARGETED MEMBERSHIP MEETING: PROFESSIONALS, MONDAY, APRIL 11, 12-2, VIRTUAL:
All professional UUP members are invited to attend this virtual meeting to discuss organizing around contract negotiations desire to create a permanent Telecommuting (Remote Work) Program. We invite you to attend to discuss how the pilot program worked in your area, what you would like to see, and what organizing you are willing to help with in order to see this proposal become a part of our next bargaining agreement.
Please RSVP TODAY by emailing united.universityprofessions@cortland.edu

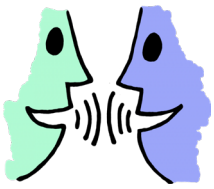
OPEN MEETING FOR ALL MEMBERS: DIVERSITY, EQUITY, AND INCLUSION ISSUES, WEDNESDAY, APRIL 13, FROM 12:00-1:00, VIRTUAL: Join UUP to discuss issues related to inclusion and equity on Cortland's campus and statewide. Event will be hosted by Diversity, Equity, and Inclusion Officer Jamie Dangler.
Please RSVP TODAY by emailing united.universityprofessions@cortland.edu

IMPORTANT WORKSHOP FOR ALL MEMBERS WHO TEACH: COURSE TEACHER EVALUATIONS:
Please sign up to attend this important virtual meeting on **Monday, April 25, 2-4pm**, to learn about UUP's statewide concerns regarding the use of CTEs in personnel decisions, the design of the instrument today, and potential alternative instruments.
Please RSVP TODAY by emailing united.universityprofessions@cortland.edu

UUP advocacy for SUNY funding garners news coverage
UUP members and statewide and chapter leaders have made a strong case for more funding to SUNY's four-year campuses and teaching hospitals in the forthcoming state budget, and that advocacy has attracted attention all over New York.

Remembering the Triangle Shirtwaist Factory fire Their deaths have never been forgotten!
The 1911 Triangle Shirtwaist Factory fire killed 146 workers, including two children; most of the victims were young women immigrants to the United States. The lower Manhattan factory was a deathtrap, with one rickety fire escape, two stairwells that proved useless—one was locked; the other could not be opened against the crush of people trying to exit--and no other way out except to jump. These work conditions were not unusual for that time in the United States, and they are still a tragic problem in sweatshop labor around the world.

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Upcoming Chapter Events for Members:

- UUP Cortland Open House Tuesday, April 5, 12-1, Brockway Hall
- UUP Cortland Open House Tuesday, April 12, 12:30-1:30, Virtual
- UUP Cortland Open House Wednesday, April 20, 12-2, Moffett 001
- UUP Pre-Retirement Workshop (Cortland Chapter Members Only), Thursday, April 14, 3:30-4:30
- UUP Cortland Executive Board Meeting, Tuesday, April 26, 3-4:30pm, Virtual

Please reach out to the UUP Chapter Office if interested in attending "Open" and Member meetings.

Statewide Events for Members:

(Please note: all statewide events include participation from Chapter leaders and advocates)

- UUP Student Debt Clinic, Wednesday, April 13, 11:30-1pm, Virtual, Register at uupinfo.org
- UUP Pre-Retirement Workshop, Part I, Mon, April 11, 12-1pm, Virtual, Register at uupinfo.org
- UUP Pre-Retirement Workshop, Part II, Wed, April 13, 12-1pm, Virtual, Register at uupinfo.org
- UUP Student Debt Clinic, Wednesday, Mar. 16, 5:00-6:30pm, Virtual, Register at uupinfo.org
- UUP Student Debt Clinic, Wednesday, Mar. 30, 5-6:30, Virtual, Register at uupinfo.org

Highlights, March Labor Management Meetings:

The Labor-Management Team discussed the following issues:

- UUP registered our concern with the In Memoriam notification policy changes
- Conversations continue about Course Teacher Evaluations; UUP informed management of our intention to assert our rights to bargain changes
- UUP asked about extra service overloads, pay for those assignments, and management plans to reduce the need in future semesters
- UUP requested agreement from management that UUP has a stake in bargaining any syllabus repository for faculty intellectual property
- Conversations continue about relaxing the mask mandate

To see the full Labor-Management Agenda, please visit our Chapter Website (https://uuphost.org/cortland/)

Follow us on Facebook (Facebook.com/UUPCortland)

United University Professions
Labor-Management Agenda
Tuesday, April 26, 2022
1:00-2:00pm
Old Main 220

Items of Collegiality:

1. UUP congratulates Mark Prus on his retirement from the position of Provost and return to the teaching faculty, and we thank him for all the arduous work he has done over the last fourteen years.

2. UUP congratulates Laura Davies on her return to the teaching faculty, and we thank her for all the challenging work she has done as Chief of Staff.

We also hope you will return to UUP as members, as well as returning to the teaching faculty!

Old Business:

1. Moving CAP (Computer Applications Program/Minor) from Library to Arts and Sciences:

    a. What is the rationale for converting a group of faculty who previously hired as senior assistant librarians in tenure-track positions to full-time lecturers?

    b. What is the role that the CAP faculty will play, if any, on the planned CAP Coordinating Committee?

    c. Has management informed the faculty member and Department Chair of Economics affected by the move, since it is expected to be implemented in fall 2022? Has management given the faculty member an opportunity to ask questions of management about the changes in supervision?

2. Course Teacher Evaluations:

    a. Has the Committee on Teaching Effectiveness recommended a new software package?

    b. It is the position of UUP that this new software constitutes changes in the established (pre-COVD) processes by which evaluations are distributed, collected, and housed. UUP asserts our right to bargain the changes in processes to and/or regarding course teacher evaluations.

3. UUP requests to know to date the number of faculty who have resigned or taken jobs elsewhere than at Cortland, citing as one or their primary reasons for doing so, increased flexibility with work location and/or the ability to work remotely.

Continued on page 14

4. Syllabus System Request/Department Retention of Syllabi: It is the position of UUP that any repository constitutes changes to the established (pre-COVD) processes by which syllabi are distributed, collected, and housed by the college. UUP asserts our right to bargain the changes in processes to and/or regarding any such system.

5. Testing Update: Several members have reached out to UUP to indicate they, as of today, have not been notified of the need to test for COVID-19. Can you provide an update on the number of faculty who have been tested, or provide information regarding when those who have not been asked to test will be?

New Business:

1. UUP requests to know if management will fill the position of Provost through a search, as outlined in the College Handbook, or through a waiver of search, or through an alternative hiring method?

2. Regarding the respective searches for Provost and Chief of Staff, UUP requests the opportunity, along with CSEA, to interview finalists.

3. Several members have reported issues regarding the Sexual Harassment Training refresher inaccurately or failing to record completion of training, when it has been completed. Can management provide information about this issue?

4. Is there a college policy regarding scheduling of team practice times? If so, what is the rationale for scheduling/approving of scheduling practices during regular or core class times?

    a. UUP understands that the practice is teams should not be scheduling practices during regular or core class times (such as 8am-4pm).

    b. Students are experiencing difficulties in scheduling required courses for their major programs due to practice requirements.

UUP CORTLAND CHAPTER — EXECUTIVE BOARD 2019-2021

4-Digit phone numbers begin with 607-753-xxxx

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UUP Cortland Chapter

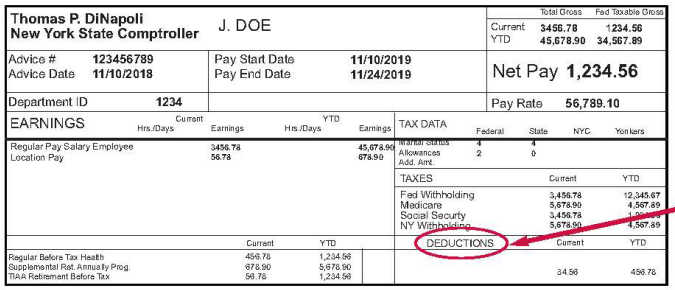
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We're on the Web!
See us at:
http://uuphost.org/cortland/

UUP Are You a *Member?*



Thomas P. DiNapoli
New York State Comptroller

J. DOE

Advice #	123456789	Pay Start Date	11/10/2019
Advice Date	11/10/2018	Pay End Date	11/24/2019
Department ID	1234		

Net Pay 1,234.56
Pay Rate 56,789.10

	Total Gross	Fed Taxable Gross
Current	3456.78	1234.56
YTD	45,678.90	34,567.89

EARNINGS	Current Hrs./Days	Current Earnings	YTD Hrs./Days	YTD Earnings
Regular Pay Salary Employee		3456.78		45,678.90
Location Pay		56.78		678.90

TAX DATA	Federal	State	NYC	Yonkers
Marital status	4	4		
Allowances	2	0		
Add. Amt.				

TAXES	Current	YTD
Fed Withholding	3,456.78	12,345.67
Medicare	5,678.90	4,567.89
Social Security	3,456.78	[illegible]
NY Withholding	5,678.90	4,567.89

DEDUCTIONS	Current	YTD
	34.56	456.78

	Current	YTD
Regular Before Tax Health	456.78	1,234.56
Supplemental Ret. Annuity Prog.	673.90	5,678.90
TIAA Retirement Before Tax	56.78	1,234.56

Check Pay Stub To Make Sure

To be a member of the union, your paycheck ***must*** say "UUP Member" under "Deductions."

Please contact your chapter officers for a membership card or go to https://bit.ly/1RYG65y

The Benefits of Being UNION!

Membership in your union goes well beyond fair and equitable wages, and quality, affordable health insurance. It's a statement: There is strength in numbers, and our collective voice will be heard.

Together, our voice is heard when bargaining with New York state and SUNY. Our voice strengthens our leverage in contract talks and enforcement, and in addressing problems in SUNY labor-management meetings.

Our voice is heard as the main advocate for SUNY campus and hospital funding, and for other legislative issues of importance to you—issues that help us better meet the needs of our students and our patients.

Being a member of UUP also means you maintain:

- Representation in interrogations or disciplinary actions, or in legal actions brought on behalf of members;
- Representation if Title IX harassment complaints are filed against you (for student or co-worker complaints);
- Access to benefits and services provided by UUP Member Services Trust, and discount programs and services provided by UUP's state and national affiliates: NYSUT, AFT and NEA;
- Access to UUP's vision, dental, and life insurance plans in retirement; and
- The right to vote on the union contract, and to provide input in chapter and statewide union elections.

UUP is us.

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Executive Board Meetings Spring 2022 Schedule

April 26 & May 24

Labor Management Meetings Spring 2022 Schedule

April 26 & May 17