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From the President's Desk

by Mary Rose Kubal

Welcome to a new fall semester! The end of summer really snuck up on me – more so than usual this year. With all the Covid-related changes and challenges, I needed time to breathe this

summer. I read a book called *The End of Burnout*, decided I wasn't burned out, got a little writing done, and the summer was over.

As Covid moves from pandemic to endemic, we are all re-evaluating our priorities. In terms of work, the “great resignation” and “silent quitting” have given workers more leverage in our market-driven economy, but this leverage doesn't seem to have extended to higher education (or our K-12 colleagues). We may see this change as trends become clearer (Inside Higher Education had an interesting article “Calling it Quits” in the July 2 edition). Still, any leverage gained is on the individual level and is unlikely to change working conditions across the profession.

This is one reason the new affiliation between the AAUP and AFT is so exciting. Our state conference leadership is working on developing relationships with regional AFT organizers and our NYSUT colleagues. Our PSC members at CUNY already have a long history with NYSUT and the AFT that we can draw on as we explore the possibilities opened by the new national-level affiliation.

While National AAUP has communicated news of the affiliation to members and chapter leaders, hosted webinars, and posted resources on its webpage, many of our NYS members and chapter leaders still have questions about what the affiliation means for them. National AAUP Executive Director Julie Schmid will be available for a lunchtime Q&A on this topic at our fall conference on November 5. We are working on other programming related to the new affiliation, so please look out for more communication on that topic.

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St. John's to Close Staten Island Campus in 2024

On Friday, August 12, 2022 St. John's University announced that, after nearly 50 years of operating a campus on Staten Island, it would be closing the campus in the borough. The announcement came with little advance notice. The presidents of the two faculty unions received a phone call with senior administration around 10am that morning. The union presidents were told that faculty at St. John's University would receive email invitations later that morning to a series of meetings with their respective Deans where they were to be informed that the Staten Island campus would cease all academic operations by the end of the 2023-24 academic year as part of a 'Teach Out' plan. The short notice was attributed to the university's Board of Trustees, which had called a special meeting on August 2 and had decided that the combination of the COVID-19 pandemic, as well as long-term local and regional changes had made it impossible to project enough growth to keep the campus open.

In announcing the closing, the administration cited campus enrollment that had peaked in fall 2000 at 2,309 students but had declined to 861 by fall 2021. Obviously, these numbers

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AAUP Concludes Historic 2022 Conference and Biennial Meeting

The 2022 AAUP Conference and Biennial Meeting took place in Arlington, Virginia, from June 16 to 19.

This year's conference program included an opening plenary session with a panel of higher education reporters; presentations on the AAUP's racial equity initiative and recent AAUP research on academic freedom, tenure, and governance; discussions on issues in remote teaching, on demystifying academic freedom and defending tenure, and on organizing across ranks to support faculty on contingent appointments; discussions for advocacy and collective bargaining chapters; a training session on government relations; meetings for state conference leaders and field staff; a question-and-answer session on delegate voting and the elections process; and an expo featuring AAUP programs and publications and a Johns Hopkins University Press table with books of interest to AAUP members.

The Friday luncheon featured a keynote address, "The Fight for Higher Education: If Not Us, Who?" by Randi Weingarten, president of the American Federation of Teachers, AFL-CIO.

She spoke about the critical role of higher education in sustaining a strong democracy and stressed the importance of exercising "muscles of activism" and of harnessing the power of AAUP principles, shared governance, collective action, and active contract enforcement. Declaring that "when we do things together, we are better than the sum of our parts," Weingarten outlined four key priorities for academic activists to focus on: protecting academic freedom; counteracting dramatic increases in non-tenure-track faculty positions and insisting that "one job should be enough"; demanding that higher education become more affordable and accessible; and advocating for free public higher education.

The awards and recognition luncheon on Saturday provided an occasion for the Association to celebrate this year's award recipients and to honor its fifty-year members.

It also featured an address by US Department of Education under secretary for higher education James Kvaal, following a short video with introductory remarks by secretary of education Miguel Cardona.

Biennial Association Meeting

The first plenary session of the biennial meeting on Friday afternoon included business reports, presentation of the candidates for election to the Association's governing Council, and candidate speeches.

The second plenary session on Saturday morning included council elections; an update on the AAUP's racial equity initiative; and reports of Committee A on Academic Freedom and Tenure and the Committee on College and University

Governance.

The third plenary session on Saturday afternoon began with an announcement of Council election results, which appear below. Following a presentation on the Council's action that the AAUP affiliate with the American Federation of Teachers, AFL-CIO, and questions and debate about the proposed affiliation, delegates voted on a motion to ratify Council's action, which passed with an overwhelming number of votes.

The session also included remarks by AAUP president Irene Mulvey and the report of the resolutions committee. Delegates voted on a resolution that affirms the importance of shared governance during unprecedented emergencies, approving the resolution with several amendments.

Council Election Results

Credentialed delegates representing chapters and state sections cast secret ballots in the AAUP Council election.

The candidates elected for each Council position are as follows:

At Large

Ernesto Longa, University of New Mexico

Region 1 (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, American Samoa, Guam, Northern Mariana Islands)

Antonio Gallo, California State University, Northridge

Region 2 (Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgian, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina Tennessee, Texas, Virginia, West Virginia)

Karin Roseblatt, University of Maryland, College Park

Region 3 (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, Canada)

John McNay, University of Cincinnati

Region 4 (New Jersey, New York, Pennsylvania, Puerto Rico, US Virgin Islands)

Donna Murch, Rutgers University

Region 5 (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

Davarian Baldwin, Trinity College

The AAUP Will Affiliate with the American Federation of Teachers

Delegates to the biennial meeting of the American Association of University Professors voted overwhelmingly to affiliate with the American Federation of Teachers (AFT), joining forces to build a more powerful and inclusive academic labor movement that will be better able to take on the challenges facing higher education as well as the threats to our democracy.

The vote brings together two organizations representing more than 300,000 higher education faculty members overall, the largest such alliance in the country. The partnership creates a strong and united higher education faculty union voice with nationwide reach and unleashes enormous potential for future organizing throughout academia.

The partnership comes against the backdrop of increased legislative attacks on teaching and academic freedom, as well as persistent underfunding of public higher ed that has led to the explosion in student debt as well as adjunct precarity and poverty. Through the affiliation, the 44,000 member AAUP and the 1.7 million member AFT will work hand in hand to protect academic freedom and unify faculty voices to fight back at the local, state and federal level.

“The AAUP has been the voice and conscience of higher education for well over one hundred years,” said AAUP president Irene Mulvey. “This truly historic decision builds on our ten-plus year partnership with the AFT and strengthens both organizations, while ensuring that the AAUP will maintain its independence and autonomy.”

“Working together, we will be much better equipped to take on the challenges facing higher education – anti-intellectual attacks on the teaching of history, legislative intrusion into the academy, disinvestment and chronic underfunding of public higher education and the resulting casualization of academic workers,” Mulvey added.

The AAUP’s governing Council previously recommended the partnership with AFT in March.

“This partnership is game-changing for the promise and potential of higher education. It brings together the members and the work the AFT and the AAUP do on campuses nationwide,” said AFT President Randi Weingarten. “Through this affiliation, we double down on the work to make colleges

and universities excellent places to teach and learn, and to join forces to battle the ongoing threats to academic freedom and democracy. We will marshal forces to better fight for the

necessary resources for postsecondary education to thrive, and we’ll organize to make academic jobs more sustainable and the promise of higher education more accessible to all. The AFT and the AAUP believe strongly in the foundational principle of higher education as a public good and look forward to this affiliation as a new frontier for American academia.

Since 1915, the AAUP has defined the fundamental professional values and standards for higher education. AAUP has always been at the forefront of the profession - advancing principles of academic freedom, tenure and shared governance, and promoting the economic security for academic workers in order to protect

the teaching and research that guarantees higher education’s contribution to the public good, and sustains American democracy.

The AFT has been instrumental in organizing faculty and other academic workers in a wide variety of colleges and universities.

The union pioneered collective bargaining in higher education and is committed to organizing faculty across the US.

The union represents faculty in community colleges, major research universities, liberal arts schools and HBCUs.

Both the AFT and AAUP, in their New Deal for Higher Education, are fighting for dedicated federal funding streams for higher education that prioritize teaching, research, and student success as well as canceling student debt for borrowers who have unjustly shouldered the burden of financing higher education the last forty years.

The AFT and AAUP have a history of collaboration and joint organizing, including dual AAUP/AFT affiliates currently representing more than 20,000 faculty and staff. The organizing partnership has resulted in several victories at research institutions, colleges and universities where in the past union organizing efforts had not succeeded.

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Student Debt Forgiveness: A Hard-Fought First Step

On August 26, 2022, AAUP president Irene Mulvey made the following statement on Biden's student loan forgiveness announcement.

President Biden's long-awaited announcement of a plan to alleviate the student debt of roughly twenty million Americans should be celebrated as a hard-fought first step toward reaffirming the purpose and promise of higher in our democracy.

This transformative plan will go a long way toward narrowing the racial wealth gap which the student loan crisis has exacerbated.

The AAUP's founding principles affirm that higher education exists to support the common good. An education should be accessible and affordable as a human right to anyone willing to seek it. President Biden's action on student debt relief is a vital first step in addressing decades of disinvestment and underfunding of our public institutions of higher education.

The data on student debt makes it clear that people of color, especially women of color, are most heavily burdened and deserving of assistance. Four years after graduation, Black college graduates owe nearly twice as much as their white counterparts. For three quarters of Black borrowers, the



student loan balance they owe today is greater than the original balance. It is hard to imagine this kind of injustice going unaddressed if it were directed at a white population.

The AAUP will continue to push for more actions and policies that alleviate student debt in ways that move us towards a more just and equitable society. We will continue to advocate for robust and sustainable public funding for public education in order to address the root cause of the student debt crisis and demand that higher education in our country lives up to its promise for everyone.

AAUP and AFT Support Proposed Changes to the Public Service Loan Forgiveness Program

The AAUP submitted joint comments with the American Federation of Teachers to the US Department of Education on August 2 in support of the proposed changes to the Public Service Loan Forgiveness (PSLF) program.

"On behalf of the 1.7 million members of the American Federation of Teachers, including the members of the American Association of University Professors—many of whom are student loan borrowers and the vast majority of whom work in public service—we write in strong support of the proposed changes to the Public Service Loan Forgiveness program.

These changes will remove unnecessary bureaucratic hurdles and restore PSLF to closer to the program Congress envisioned, making PSLF work for the borrowers it was intended to help, keeping the promise of PSLF."

The organizations wrote that "PSLF guarantees that those who work in public service and consistently pay their monthly student loan bills will have the balance of their loans forgiven after 10 years.

But borrowers have faced rampant servicer misconduct, were issued confusing and sometimes contradictory guidance about the status of their applications and had no clear process for contesting erroneous decisions."

While the AAUP and AFT support the changes put forward by the department, they encourage the department to do far better in providing access to this program for all those who do public service work but are currently excluded from accessing the program based on existing regulations.

See the complete statement at: <https://www.aaup.org/sites/default/files/PSLF-Joint-AFT-AAUP-Letter.pdf>

Bullying Revisited

by Clara Wajngurt

In the Academe issue of May-June 2014 (Wajngurt, C.), there was an article on “Prevention of Bullying on Campus.” In this article, examples were given of workplace bullying scenarios, what bullying does to the target of bullying, and the importance of establishing a campus code of conduct that includes workplace bullying. Eight years later, let’s contrast what has occurred statistically in the area of bullying prevention.

Statistics

The 2014 article states the statistic that 37% of adult Americans were affected by workplace bullying, where many targets choose to stay in their jobs, even though they felt tormented. According to Purdue Today (January 12, 2022), the 2021 Workplace Bullying Institute U.S. Workplace Bullying Survey, shows that 49% of Americans are affected by workplace bullying at work, and 66% are aware that workplace bullying occurs. Let’s supplement with more statistics as stated by the survey:

An estimated 48.6 million Americans are bullied at work. (US Population 2021:336,997,624)

- Bullying during remote work happens most in virtual meetings, not email.
- 43.2% Americans are bullied in remote work.
- Bullying incidents are up in general by 57% from 2017.

What is going on? This demonstrates that workplace bullying is on the rise.

COVID 19 Effects on Bullying

From early 2019 through early 2021 the world was battling the COVID 19 pandemic and COVID 19 still exists around us. All of a sudden almost all colleges, universities, companies and organizations in the public and private sectors transitioned to remote work. Unemployment rates were high, people were quarantined and lost access to quality health care, and the food supply became vulnerable due to diminished supply (S. Aday & M. Aday, 2020). Homes became the site of the “new workplace” and most companies and organizations turned to digital forms of communication. Even within our comfortable homes, there was a pressure to perform and to attend to the demands of the job, through Zoom, Webex, and other forms of remote digital communication.

The quarantining of people from society and lack of physical connection to people outside, caused isolation of people, and increased incidents of bullying. At these online meetings, coworkers and colleagues could degrade and embarrass their targets. Younger employees with little experience could be bullied more than colleagues who had greater work experience (Woolf, 2021). In addition, nearly half

of Americans now quit their jobs within one year or less if faced with a bully (Woolf, 2021). High stress levels, inability to concentrate, sleep loss and an incapacity to make significant decisions, have contributed to this post-COVID remote/non-remote environment and increase in bullying (Woolf, 2021).

Bullying Before COVID 19

The rise in social media use, Facebook, Twitter, Instagram, LinkedIn, etc. makes it easier to bully than in person. On social media, one can say more intense comments without retaliation. So bullies can speak their hearts more in a public forum than face – to – face. If there is a code of conduct which entails bullying, then in-person discipline could be one resulting action on a campus. However, on social networking sites, the bullying can be continuous, and people from all over the world can respond. Also on social media the ability to edit images and change files makes it paramount for the reader to remember the situation. There is thus a rise in cyberbullying here.

In particular, since the COVID 19 pandemic has led to an increase in digital communication use, the only social contact many have had was done virtually with colleagues. Cyberbullying occurs when someone online repeatedly harasses, mistreats or makes fun of someone else online. It is important for those working with virtual communication that rules for appropriate behaviors are understood before using the medium, and that all users are treated with dignity and respect.

Culture of Transparency and Accountability

Workplace bullying involves behaviors that are repeated, and are intended to intimidate, isolate or degrade a target. Often it involves an abuse of power. It creates feelings of defenselessness for the target, and undermines the target’s right to dignity and respect. The employer needs to execute several actions:

- create a zero tolerance for bullying on campus.
- bullying behavior must be addressed immediately.
- complaints need to be investigated through a process everyone has familiarity.
- colleagues need to be encouraged to stand up for themselves without retaliation.
- create a transparent environment by devising respectable channels of communication for all by sharing ideas; questions, accepting different perspectives; explaining decisions and making oneself available to reach out to others.
- create an accountable environment by defining what is expected and explaining results; showing commitment to task performance; being open to feedback, and having consequences to tasks that are not performed appropriately.

In order to develop a culture of transparency and accountability
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AAUP Report Documents the Largest Decrease in Real Wages on Record

On June 21, the AAUP released the 2021–22 Annual Report on the Economic Status of the Profession, which collects the latest round of findings from the AAUP’s annual Faculty Compensation Survey.

Data collection for the survey concluded in March 2022, with over 900 US colleges and universities providing employment data for more than 370,000 full-time and 90,000 part-time faculty members as well as senior administrators at over 500 institutions.

Key Findings

■ From 2020–21 to 2021–22, average salaries for full-time faculty members increased 2.0 percent, consistent with the flat wage growth observed since the Great Recession of the late 2000s.

■ Real wages for full-time faculty fell below Great Recession levels in 2021, with average salary falling to 2.3 percent below the 2008 average salary, after adjusting for inflation.

■ Real wages for full-time faculty members decreased 5.0 percent after adjusting for inflation, the largest one-year decrease on record since the AAUP began tracking this measure in 1972.

■ In 2021–22, 97.2 percent of full-time faculty members were covered by retirement plans, a 2.8 percentage point increase from 2020–21.

■ Institutions reported full-time faculty salaries for women that are 81.9 percent of those for men in 2021–22, on average. The gender pay gap is greatest at the full professor rank.

■ From 2019–20 to 2021–22, the number of full-time women faculty members increased 1.6 percent, compared with a 2.5 percent decrease for men.

■ In 2020–21, average pay for adjunct faculty members to teach a course section ranged from \$2,979 in public associate’s institutions without ranks to \$5,557 in public doctoral institutions.

■ In fall 2020, about three in five (61.5 percent) faculty members were on contingent appointments.

This is the sixty-third Annual Report on the Economic Status of the Profession since the AAUP Faculty Compensation Survey program was established in 1958. Results of the survey are published in April for the current

academic year with a full Annual Report published in July.

The report and associated data can be found on the AAUP website at <https://www.aaup.org/our-work/research/FCS>.

Real wages for full-time faculty fell below Great Recession levels in 2021, with average salary falling to 2.3 percent below the 2008 average salary, after adjusting for inflation.

Source: AAUP Faculty Compensation Survey, US Bureau of Labor Statistics Consumer Price Index retroactive series (R-CPI-U-RS).

Full-time faculty salaries for women that are 81.9 percent of those for men in 2021–22, on average. The gender pay gap is greatest at the full professor rank.

Note: Salary equity ratio is the ratio of women’s to men’s average salaries, multiplied by 100.

Source: AAUP Faculty Compensation Survey.

The percentage of full-time faculty members who are women has grown to nearly half (48.1 percent), but representation decreases with progression in rank.

Source: IPEDS Human Resources survey component 2020–21 provisional release. Data compiled by the AAUP Research Department.

About one in five (19.5 percent) full-time women faculty members are full professors, compared with one in three (32.5 percent) men.

Source: IPEDS Human Resources survey component 2020–21 provisional release. Data compiled by the AAUP Research Department.

About three in five (61.5 percent) faculty members are on contingent appointments.

Source: IPEDS Human Resources survey component 2020–21 provisional release. Data compiled by the AAUP Research Department.



Executive Director's Report



by Sally Dear-Healey, Executive Director, NYSC AAUP

Many of those who teach understand that there are challenges that inherently come with the job. Choosing readings, creating syllabi and exams, class prep, grading, and holding office hours top the list. In addition, there are the demands of departmental and committee work. For others, there are the additional challenges

of inadequate access and support services, such as no/inadequate office space, no/inadequate computer, transportation/parking issues, lack of access/ramps, etc., not to mention the reality of teaching at multiple institutions, lack of job security, and insufficient remuneration for services provided. It's a darn good thing that some of us still love teaching and all the other higher education work we do!

Students, some of whom may be leaving home for the first time, experience their own challenges. Living in a new environment, new friends, new experiences, and new expectations can add up and challenge even the most prepared and able students. Staff, recognized by the wise as the indispensable keyholders to institutional information and access are responsible for their own work, all while attending to the needs of students, faculty, the department chair, etc. And as if some of these experiences and situations weren't challenging enough, we got hit full-on with COVID. No wonder some of us feel like we've been raked over the coals. It's no wonder that more than a few of us are having difficulty coping and re-orienting.

There is also a personal and emotional component that is directly related to our relationships, or lack thereof, with our students, colleagues, department staff and others we interact in our work that is rarely if ever spoken of.

My own work has brought me to realize the power of someone's story. Let me share one of mine. At 19, already a member of the U.S. Army Reserves, I signed up for a 2-year Active Duty for Training (ADT) tour with the 98th Training Division. At the time I was married; living in Rochester, the former headquarters of the 98th; and on campus at Rochester Institute of Technology (RIT). I worked in the Office of Recruiting and Retention under the direct supervision of a Major and two Captains, all males. My desk was located across the room and facing the Major's desk. Multiple times throughout the day, whenever the Captains were out of the office, he would come over to my desk, snacking on peanuts, and ask if he could 'throw them down the front of my uniform and then go find them'. I would tell him no and try to go back to my work and he would just laugh it off. When I finally had enough, I went to the Lt. Col. and reported him. I was told 'he's married and has

children, and he is well-respected'. The behavior continued until the day I left. Every day I drove home I was eternally grateful to be out of there. Every morning I dreaded having to go back in. Because no one believed me or valued my story – my experience - I felt alone, helpless, and unsafe. The situation weighed heavily on my mental and physical health. I swore then that I would never work in that kind of environment again. I wish that had been true.

While many will voraciously defend that teaching is "living the dream", and in many ways it is, some of us have had or are currently having a nightmarish experience. This includes our colleagues and students in the K-12 sector as well. Sadly, many of you work in higher ed environments which do not feel safe, and where you feel alone and unsupported. Others are also experiencing challenges outside of work which compromise their mental state while they are at work.

Our individual awareness and understanding of our own and other people's mental health issues is likely to be extremely varied. That's okay. Some of us may have similar questions and concerns. For example, what do we do if we suspect that one of our colleagues, the department secretary, the librarian, or one of our students might be struggling with mental health issues? Do you try to connect, or do you try to avoid them (I am curious, did you assume I was talking about the emotionally 'healthy' person when I asked this question...)? Do you know where you and others can go for help and support on your campus? Does that even feel like a safe option to you? Are there any safe options for you?

The Society for Human Resource Management (SHRM) reports that over 40 million Americans (18%) experience some type of mental illness. Many don't disclose their mental health status when they interview for a job, let alone share that information openly with colleagues. Their fear is that if they do, they will be stigmatized and discriminated against. The SHRM also acknowledges that, especially today, the news, movies, etc. which popularize violence committed by people with (severe) mental illness (estimated to be less than 3%) help to perpetuate negative stereotypes. It is clear that increased awareness and education, better communication, and meaningful action will be the keys to solving the mental health crisis in higher education.

Toward that end, the theme of our Fall 2022 NYSC AAUP Conference is "The Mental health Crisis and Higher Ed: Recognizing and Standing up for the Needs of Faculty, Staff, and Students and Creating opportunities for Positive Change". The event will be held on Saturday, November 5th from 8:30am-2:45pm and we have an excellent and impressive lineup of speakers and topics that you will not want to miss (note that the NYSC AAUP Business Meeting, open to NYSC AAUP members in good standing, will be held on Friday, 11/4 from 2:00-5:00pm).

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The UUP Condemns Supreme Court Decision Overturning Roe v. Wade

The United University Professions (UUP), the nation's largest higher education union, is outraged over the U.S. Supreme Court's decision to strike down Roe v. Wade, which guaranteed the constitutional right to an abortion in the United States.

"By ruling in favor of Mississippi and its law that severely restricts abortions in that state, the court effectively overturned the landmark Roe v. Wade ruling," said UUP President Fred Kowal. "I'm appalled by the Supreme Court's abandonment of a basic human right that has been recognized for nearly 50 years."

"Today, the court robbed women and all childbearing people of a fundamental right to decide what's best for them and their bodies" said UUP statewide Vice President for Academics Alissa Karl. "In so doing, the court has also sharply curtailed the right of working people to control their labor and determine their standards of living and life circumstances."

The Supreme Court's ruling is a direct assault on working families because the right to terminate a pregnancy is a labor

issue at its core, Karl said. The rights to abortion choice and access are part of labor's struggles for safety, equality and dignity in the workplace.

"Without abortion choice, women are forced to carry pregnancies to term, give birth, and raise children," said Karl. "This is forced labor. "Forced pregnancy is forced labor. It is a violation of the foundational human rights of all people."

"The choice whether to have children and how many children to have is tied up with compensation, health and child care access, gender pay inequity, and a whole host of matters that are integral to conditions we face as workers," she continued. "Such matters must be decided by the workers themselves, and not by a conservative-bent court trying to legislate a draconian idea of morality."

Kowal said that UUP will take action to stand up for abortion and reproductive rights for its members, in New York and across the country.

UUP will work to elect pro-choice candidates, and push them to codify abortion rights in federal and state laws.

From the President's Desk

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AFT and NYSUT's expertise and resources will hopefully help chapters like those at D'Youville University as they confront the neoliberal education model head on. As outlined in a letter to the editor printed in the Buffalo News on August 31, D'Youville faculty and librarians will have gone a year without a contract as of September 1. Our state conference leadership is working to support the D'Youville chapter as it attempts to negotiate a contract acceptable to its members.

As we all struggle with issues of compensation, working conditions, academic freedom, and shared governance on our campuses, the toll of the extra (often emotionally taxing) work we have all gifted our institutions during the Covid pandemic weighs heavily.

Our fall conference is dedicated to the topic of mental health in higher education. Faculty, staff, and students all face significant challenges to our mental health, while the lack of resources has forced a retrenchment in mental health

services on many of our campuses.

For the past two years, our state conference has joined the PSC in legislative advocacy for more mental health resources for higher education. While some progress has been made, there is much work to be done in this area. In particular, the Covid epidemic has shed light on the racial and economic inequities related to health care, including mental health care, in our country.

Our fall conference on November 5, addresses the mental health crisis in higher education. I am excited for our keynote speaker, Dr. Leah Hollis, who approaches this topic through the lens of workplace bullying and implications for DEI. We have a wonderful slate of speakers and a concluding panel looking at opportunities for us all to create positive changes on our campuses. I hope to see many of you there!

In Solidarity,
Mary Rose Kubal

St. John's to Close Staten Island Campus in 2024

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were not a secret. It was well known to the university as a whole – faculty, administration, and students – that the enrollment issues in Staten Island were making it difficult to maintain the campus. Despite this, there was little real communication between the different stakeholders. Instead, the university would make some change to the campus, such as the closure of the campus cafeteria and student housing. Rumors would circulate that campus closure was imminent, while the faculty or students would press the administration for some information. Reassurances would be given that no decision had been made and that life on the campus could go on. But with fewer resources, the enrollment situation continued to worsen, and the situation continued to grow more unsustainable. In this environment, few faculty were very surprised when the university ultimately announced the closure.

But even without a sense of surprise, there was tremendous disappointment, frustration, and anger. For faculty who had made their academic and teaching careers on the campus the announcement was abrupt. The timing on a Friday afternoon in late summer, combined with the half an hour notice of immediate meetings and an unequivocal statement that the decision had been made and that there was no room for reconsideration felt rushed, ill-thought through, and authoritarian. More attention appeared to be paid to burying the story in the local press than in coming to terms with how the process would work. Even the 'Teach Out' plan, presented as a finished product, is actually still subject to accreditor's approval.

In truth, St. John's is not the only university that will be closing satellite and branch campuses over the next few years. The broad issues that the Board identified in deciding to close the campus, including demographic change, grappling with the impact of the COVID pandemic, and new patterns of regional development are real issues. In the face of this, some colleges and universities will no doubt have to go even further than simply closing branch campuses and will close their doors altogether or announce mergers. Fortunately for the faculty and students at St. John's, the larger university remains strong and growing.

But consolidation is an impending reality throughout the sector and schools need to be prepared so that they can

manage these processes effectively. Months of denial and obfuscation, followed by a mid-August set of rushed and perfunctory meetings simply informing students of an impending closure is not the right way to do it. Instead, a clear process of communication that would have included listening to student and faculty concerns about the campus would have helped to build a greater sense of trust around the process.

Explaining to students and faculty why the university thought that the campus was unsustainable may have helped to alleviate some of the anger and frustration. At the minimum, a more open process would have led to a better sense of understanding by all concerned. And in the best case, it may have been possible that with more input from stakeholders including faculty, there may have been ways to save the campus.

Ideas to improve the situation had been circulating amongst St. John's faculty. These included targeted advertising focusing on specific programs highlighting the small, intimate Staten Island campus, emphasizing a locally focused curriculum that met the needs of SJU's Staten Island students, and forming integrated partnerships with other local institutions including neighbors such as Wagner College and the College of Staten Island.

Those ideas were not given due consideration and never got a fair hearing. Instead, a long run of unclear communication led to an abrupt closure that left students, faculty and staff not only unhappy and disappointed, but also angry and confused.

The lesson that should be learned from St. John's pending closure of its Staten Island campus is not that small, satellite campuses cannot survive in the current climate. Instead, the lesson should be that open communication between administration, faculty and students should be the order of the day. In some cases that open communication may lead to innovative ideas that will keep institutions thriving. In other cases, that same sense of collaboration will make the difficult decisions easier to understand and manage.

Fred Cocozzelli, AAUP Chapter President, St. John's University

Christopher Denny, President, Faculty Association at St. John's University

NYSC AAUP Fall 2022 Business Meeting and Conference

November 4 and November 5 (Virtual) – Information on Page 11

Registration - <https://nyscaaup.org/ny-state-aup-fall-conference-2022-registration/>

Bullying Revisited

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we need to develop feelings of trust between faculty, staff and management. University management needs to trust employees with responsibility and opportunity, while staff and faculty need to feel that management has their best interests in mind. A toxic environment that includes workplace bullying is a manifestation of aggressiveness in approach, peer pressure, lack of empathy for others and a lack of civility, dignity and respect of others. If a person is accountable for their actions, the person takes ownership of the situation – they see the situation and take responsibility for their actions. No one is blamed if things don't work out. One does the best they can do.

Workplace bullying exists and we, must know it in the university environment – but it takes the entire university community to correct these behaviors. Highlighting these behaviors as not OK, instead of deprecating the ones who are advancing bullying, is one strategy. When we encourage transparency in the university we attempt to build trust with managers and supervisors in order to establish a healthy work environment. It means sharing information openly with your colleagues and addressing concerns candidly. This will encourage clear communication and employee engagement, so that everyone feels more satisfied about their jobs. On the other hand when we educate others to recognize bullying and to behave with dignity and respect to others, we hold them accountable to that behavior and call out these behaviors if they are not in line with the college's code of conduct.

The existence of accountability and transparency in one's campus culture ensures the existence of a healthy workplace policy or a code of conduct that addresses bullying. Education/training in recognizing or creating a positive workplace is essential and developing strong leadership that will call

out bullying when it occurs is paramount.

We need to decrease bullying incidents at our colleges and universities – these incidents are getting way out of control. By developing transparency and accountability in our campus environments through anti-bullying policies employees will be empowered to make decisions which help us to treat one another with dignity and respect.

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Executive Director's Report

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Our offerings include a keynote by Dr. Leah Hollis (Morgan State University) on "Intersecting Incivility: How Workplace Bullying Compromises Diversity and Inclusion", as well as presentations by Dr. Jacob Appel (Icahn School of Medicine at Mount Sinai) on "The Mental Health Crisis on Campus: Lessons from the Psychiatric Emergency Room" and Dr. Loreleigh Keashly (Wayne State University) on "Faculty Experiences with Bullying".

Our lunch session will include a 30-minute "AAUP/AFT Affiliation Agreement Q & A" with AAUP National's Executive Director Julie Schmid. Our final event for the day will be a panel discussion featuring Dr. Keashly; Dr. Appel; and Mr. John Richter, MPA, Director of Public Policy for the Mental Health Association of New York State (MHANYS).

We are also waiting to hear back on one additional speaker as of the writing of this article, so look for updates

on our website and via our Action Network emails. Please save the date, share widely with your colleagues, and plan to join us.

Registration will open up on 8/31 and you will receive an email with all the pertinent information. We want to hear your story and we also want to help you help us create opportunities for positive change.

As always, please don't hesitate to reach out to me if there is anything the State Conference can do to help support you as an AAUP member or as a chapter or if you need to talk about something that is going on with you as a faculty member, at your institution, or with your AAUP Chapter. Feel free to email me at sdearhealeyaaup@gmail.com or reach me by phone at (607) 656-9477.

Be well, stay safe, and in solidarity,
Sally

NYSC AAUP Fall 2022

Business Meeting (11/4) & Conference (11/5) - Virtual

“The Mental Health Crisis and Higher Ed: Recognizing and Standing up for the Needs of Faculty, Staff, and Students and Creating Opportunities for Positive Change”

BUSINESS MEETING SCHEDULE

Friday, November 4

2:00pm-5:00pm

This meeting is open only to AAUP members in good standing and preregistration is required. A Zoom invite and Agenda will be sent to registered attendees prior to the meeting.

2:00pm-2:30pm

Pre-Meeting Greet and Chat (optional)

2:30pm-4:30pm

Business Meeting

4:30pm-5:00pm

Reports & Open Forum

5:00pm-6:00pm

Virtual Happy Hour

CONFERENCE SCHEDULE

Saturday, November 5

8:30am-2:50pm

This meeting is open to AAUP members in good standing. A Zoom invite and Program will be sent to registered attendees prior to the conference.

8:30am-8:45am

Coffee Chat & Networking

8:45am-9:00am

Welcome and Introductions

Mary Rose Kubal – President, NYSC AAUP

Sally Dear-Healey – Executive Director, NYSC AAUP

9:00am-10:40am

KEYNOTE SPEAKER

“Intersecting Incivility: How Workplace Bullying Compromises Diversity and Inclusion”

Dr. Leah Hollis

Associate Professor Advanced Studies Leadership & Policy Morgan State University Author - “Human Resource Perspectives on Workplace Bullying in Higher Education, Understanding Vulnerable Employees’ Experiences” (2021)

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Registration - <https://nyscaaup.org/ny-state-aaup-fall-conference-2022-registration/>

CONFERENCE SCHEDULE

Saturday, November 5 *continued*

10:30am-12:00pm

MORNING SPEAKER

“

“The Mental Health Crisis on Campus: Lessons from the Psychiatric Emergency Room”

Dr. Jacob Appel

Associate Professor Psychiatry and Medical Education
Director of Ethics Education in Psychiatry Icahn School of Medicine at Mount Sinai

Co-Chair, NYSC AAUP NYC-Westchester Regional Council

12:00pm-12:30 pm

LUNCHEON SPEAKER

“AAUP/AFT Affiliation Agreement Q & A”

Julie Schmid

Executive Director, AAUP National

12:30pm-1:30pm

AFTERNOON SPEAKER

“Faculty Experiences with Bullying”

Dr. Loreleigh Keashly

Professor Department of Communication
Associate Dean, Curriculum & Student Affairs
Wayne State University

1:30pm-2:45pm

PANEL DISCUSSION

“Mental Health in Higher Ed - Creating Opportunities for Positive Change”

Opening Remarks (taped)

Senator Samra Brouk

Chair, NYS Senate Committee on Mental Health
Member, NYS Senate Committee on Education

Jacob Appel, MD, JD,

MPH Associate Professor Psychiatry and Medical Education
Director of Ethics Education in Psychiatry Icahn School of Medicine at Mount Sinai

Leah Hollis, PhD

Associate Professor Advanced Studies Leadership & Policy
Morgan State University

Loreleigh Keashly, PhD

Professor Department of Communication Associate Dean,
Curriculum & Student Affairs Wayne State University

John Richter, MPA

Director of Public Policy Mental Health Association of New York State (MHANYS)

2:45pm-2:50pm

CLOSING REMARKS

Mary Rose Kubal – President, NYSC AAUP

Sally Dear-Healey – Executive Director, NYSC AAUP

AAUP National and New York State Conference Leadership

National AAUP Leaders

Irene T. Mulvey, President **Paul Davis**, Vice President **Christopher Sinclair**, Secretary-Treasurer

Ernesto Longa, At-Large Council Member **Nivedita Majumdar**, At-Large Council Member

Glinda Rawls, At-Large Council Member

Antonio Gallo, Regional Council Member/Region 1

(Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, American Samoa, Guam, Northern Mariana Islands)

Karim Roseblatt, Regional Council Member/Region 2

(Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina Tennessee, Texas, Virginia, West Virginia)

John McNay, Regional Council Member/Region 3

(Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, Canada)

Donna Murch, Regional Council Member/Region 4

(New Jersey, New York, Pennsylvania, Puerto Rico, US Virgin Islands)

Davarian Baldwin, Regional Council Member/Region 5

(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

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Committee on College and University Governance

Kimberley Reiser, Chair Kimberley.Reiser@ncc.edu

Committee on Chapters, Members and Dues

Katherine Cho, Chair kath7c@aol.com

Committee on the Economic Status of the Profession

Thomas X. Carroll, Chair. carrollt57@yahoo.com

Committee on Faculty Holding Contingent Employment

Angel L. Martinez, Chair amjournal@gmail.com

Committee on Governmental Relations

Fred Floss, Chair flossfg@buffalostate.edu

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Committee on Retirement

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